

# Writing 227z: Technical Writing

Linn-Benton Community College, 6500 Pacific Blvd. SW, Albany, Oregon 97321

Instructor: Joyce Bower

Office Hours: Zoom Mondays at 10 a.m. or by appointment

Email Address: [bowerj@linnbenton.edu](mailto:bowerj@linnbenton.edu) (Email is the best way to contact me.)

## Course Information

**Fall Term 2023**

4 Credits

CRN 28416

Location: [Moodle](#)

## Course Description

From the course catalog: This course introduces students to the types of writing they will encounter in business, industry, the academic world and government. The course examines the rhetorical nature of writing and asks students to think critically about content, audience, argument and structure. Students will learn how to effectively design documents, present instructions, create proposals and produce technical reports.

## Required Skills

Prerequisite: WR121

Before taking this class, you should know:

- Basic computer skills
- Basic word processing skills
- Basic internet skills
- Your LBCC Gmail Account

## Course Objectives

From the course catalog: Upon successful completion of this course, students will be able to:

- Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level evidence-based technical writing assignments.
- Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with an emphasis on technical, evidence-based analysis, reporting, application, and evaluation.

- Implement appropriate rhetorical elements and organization (executive summary, introduction, thesis, development and research-based support, visual evidence, conclusion, etc.) in their written assignments, with an emphasis on technical evidence-based analysis, reporting, and evaluation assignments.
- Locate, evaluate, and integrate high-quality information and opinion appropriate for technical evidence-based assignments.
- Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a high college level to make their writing clear, credible, and precise.

## Course Outcomes

By the end of this course, successful students will be able to:

- Demonstrate technical writing skills
- Design a technical research project
- Collect and evaluate technical information
- Draft and revise technical reports
- Integrate computers into your academic, professional, and personal lives
- Demonstrate control of mechanics and format in the final formal research paper

NOTE: This syllabus (both class information and the assignment schedules) may change at my discretion.

## Required Texts and Materials

- Fleming, W. (n.d.). Technical writing at LBCC. Linn-Benton Community College.  
<https://openoregon.pressbooks.pub/lbccctechwriting/>
  - Our textbook is an Open Educational Resource book available free online. If you prefer a printed copy, please contact the LBCC bookstore. You may also download it and take it to a print shop, such as Staples. (Please note that the book contains interactive features that cannot be printed.)
- Computer, or access to one, with the internet
- **Note: Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.**

# Assignment Information

## Evaluation

Your grade will consist of 1000 points:

- Forums 170 points
- Sentence Activities 100 points
- Online Activities 50 points
- Documents 330
- Technical Report Project 350 points

Please see Moodle Gradebook for further information and grade breakdown.

## Grades

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Grading Policy

### A 90-100%

This document displays **excellent** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a demanding supervisor with high expectations, an important client, a prospective customer, or anyone else whose good opinion is vital to the writer's success or the success of their business/workplace.

### B 80 - 89%

This document displays **good** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a friendly supervisor, a client the writer already knows well, or a coworker.

### C 70-79%

This document displays **adequate** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a friend at work. The writer should revise this document before sending it to a supervisor, client, or someone who might want to find fault with them at work.

## **D 60-69%**

This document still requires some work. Errors in the content, organization, mechanics, or formatting mean that the message does not come through in an effective way. A coworker might have questions about what this document means. A client might worry that this writer is not detail oriented. A supervisor might question this writer's professionalism.

## **F 0 - 59%**

A lot of different things could be going on here. The writer may have misunderstood the assignment or only completed half of it. It is possible that the writer is having some significant problems with grammar mechanics. Now would be a good time for this writer to check in with the teacher and ask for extra help.

## **Incomplete Grades**

Incompletes will be given only in extreme circumstances. (Please see the student handbook for qualifications and descriptions for this and any other type of grade.) You must contact me before the end of the term if you need this option. If you need to withdraw from the class, you are responsible for doing so.

## **Assignments**

**Assignments are due by 11:55 p.m. PST/PDT on the Sunday following each week on the assignment schedule unless otherwise stated.** Late assignments are an inconvenience to both you and me. If there is something that is making it difficult to finish an assignment on time, please contact me. Note: In most workplaces, if you are late turning in projects, you could be terminated from your job. As part of professionalism, you are expected to turn in your work on time and well done.

**Begin the name of your document file with your name** (e.g. for the library research activity, I would name it "Joyce Bower Passage Translation.pdf."). This makes it much easier and much faster for me to grade your assignments when I am commenting within the document.

**This class is asynchronous online. Late work (no matter what the circumstance is) is accepted with ten percent deducted for each day late.** Please email me to let me know that you have turned in late work, as I will not always be alerted by Moodle. Late work is *not* eligible for revisions.

Make sure you complete and upload your assignments in enough advanced time to avoid computer, internet, and email problems. Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.

**Your hard work is a reflection of yourself.** Using someone else's work as your own or using information or ideas without proper citation is plagiarism. **Plagiarism and/or academic**

**dishonesty—including using ChatGPT or any AI—can result in failing the assignment and/or the course.** All instances of plagiarism will be reported to LBCC and become a part of your permanent academic record. (Please look in your book or ask me for help in understanding what plagiarism is and how to avoid it.) Please note that bibliographies (“References” in APA) AND in-text citations are required whenever you use sources, including internet sources.

## **Assignment Format and Design**

**All work is to be typed, single-spaced, and composed in 12-point font and have 1-inch margins unless I otherwise indicate.** Use spell check, your dictionary, and handbooks. Sloppy work, including excessive misspelling, will not be accepted.

**Please attach your work in Microsoft WORD, PDF, or Rich Text Format.** You may use Google Docs, but please remember to save it in one of the formats above. I do not accept links.

## **Additional Information about Assignments**

### **No Surprises!**

I firmly believe in the motto “No surprises!” For each assignment, you will be provided with the information about what I am looking for and plenty of opportunities to receive feedback throughout the writing process.

### **Where do I start? (or HELP! I’m stuck!)**

One of the most difficult aspects about writing—no matter if one is a published writer or a writer who only writes for work or school—is making yourself sit down and get words on paper. If you find yourself staring at a blank sheet of paper or a blank computer screen, just start writing whatever comes to mind. Whatever you do, get something down on paper. It may seem like a waste of time at the moment; however, it is much more productive than sitting in front of a blank piece of paper thinking, What am I going to write? and only stressing yourself out over what you don’t write. Besides, you will probably surprise yourself with what you produce.

### **What are peer reviews?**

For peer reviews, you will be sharing your drafts with those in the class (through the forum or workshop in Moodle). You will read and provide feedback to each person in your group about the paper, and each will provide you with feedback about your paper. Guidelines and instructions will be on Moodle.

# Participation (Including Forums and Workshops)

**Participation will be averaged into the final grade.** Participation is considered

- Regular (weekly) checking of Moodle (Information, announcements, discussion forums, lectures, and assignments will be posted weekly.)
- Readiness and active discussion in the forums and workshops
- Reading and understanding the textbook material and any other readings assigned
- Quizzes (Please note: Because they are time sensitive and part of participation, quizzes cannot be made up.)
- Alertness and complexity of thought in discussions
- Active involvement in group work

**Discussions held in the forums and workshops are vital to this class.** Do not rush through the discussions. Take the time to provide input that shows complexity of thought and to give other classmates valuable input about their research. Discussions in the forums are timely conversations, therefore considered in-class participation, and cannot be “made up”; therefore, a discussion posting will not be given any points if late.

Announced and surprise quizzes will occur throughout the term.

Expect to work around **TWELVE hours** per week. (This is an *average* based on four hours of “class time” and eight hours of time spent on work outside of “class time.” You might spend more or less time, depending on the week, the assignment, and your knowledge-base.)

**Respect not only me as your instructor but also your peers as equals.** We are all unique individuals entitled to our own opinions and beliefs; however, any comments, jokes, or remarks that denigrate the worth of an individual’s physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. If you are disrespectful to your peers or me, you may be asked to withdraw from the class.

## Expectations

### What I Expect from You

- Regular checking and participation in Moodle course.

- Be prepared for class (i.e., have the assignments completed and have your assignments, texts, and materials with you).
- Contribute to the discussions.
- Be considerate toward me and your peers.
- Care about the class and the work you turn in.
- Use the resources available to you.
- Ask questions.
- Be familiar with the syllabus. (Note: Please contact me as soon as possible if you have any problems or questions about anything in this syllabus.)

## **What You Can Expect from Me**

- Regular checking and participation in Moodle course.
- Be prepared for class and update the Moodle site when needed.
- Be considerate to you and other students.
- Care about the class and the work you turn in.
- Be available to help you in any way I can.
- Ask questions.
- Give honest feedback.
- Listen to your concerns.
- Return assignments within three business days, on average, of the due date. (I may return them a little sooner or a little later, but I always try my best to get them back to you ASAP.)
- Answer emails within two business days.

# Resources

## Help For Success

The [Writing Center](#), located on the second floor of Willamette Hall, provides help with writing. You can also use the Writing Center online through the **Online Writing Lab (OWL)**.

The **library**, located on the first floor of Willamette Hall, will be helpful when doing research for your projects. Also take advantage of OSU library, or whatever college library is around your area, and the public libraries.

**Advising Center** If you ever need to talk with someone about school or life situations, you can contact any of LBCC's counselors. Advising services is located in Takena, room 101, and can be reached by phone at 541-917-4780.

## LBCC Center for Accessibility Resources Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with Accessibility Resource, please visit their website at [www.linnbenton.edu/accessibilityresources](http://www.linnbenton.edu/accessibilityresources) for steps on how to apply for services. Online course accommodations may be different than those for face to face courses, so it is important that you make contact with Accessibility Resources as soon as possible.

## LBCC Comprehensive Statement of Nondiscrimination

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Linn-Benton Community College [does not discriminate](#) based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws in its programs or activities. For further information see [Board Policy 1015](#) and [Administrative Rule 1015-01](#). The following staff members have been designated to handle inquiries regarding the nondiscrimination policies:

**For concerns or inquiries regarding disability accessibility and accommodations:**

Contact: Carol Raymundo, Accessibility Resources



RCH-101, Albany Campus, Albany, OR 97321  
(541) 917-4789  
[raymundo@linnbenton.edu](mailto:raymundo@linnbenton.edu)

**For concerns or complaints about the College or an LBCC staff member:**

Contact: Heather Mercer, Director of Human Resource Development and Support and Title IX Coordinator  
CC-108, Albany Campus, Albany, OR 97321  
(541) 917-4425  
[mercerh@linnbenton.edu](mailto:mercerh@linnbenton.edu)

**For concerns or complaints about a student:**

Contact: Jill Childress, Manager for Student Conduct and Retention and Title IX Coordinator  
WH-215, Albany Campus, Albany, OR 97321  
(541) 917-4848  
[childrj@linnbenton.edu](mailto:childrj@linnbenton.edu)

**Request for Special Needs or Accommodations**

Direct questions about or requests for accommodations to Accessibility Resources, [541-917-4789](tel:541-917-4789) or [accessibility@linnbenton.edu](mailto:accessibility@linnbenton.edu) at least three business days in advance for special events and as soon as possible for classroom or other emerging requests. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

## Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu), or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

## Miscellaneous Notes

**Permission to Use Student Work:** I will be using examples from student papers, which will be anonymous. Please contact me within the first week of class if you do not want your work to be used.

This syllabus may change at my discretion.

**My Degrees:** I received my Bachelor of Arts degree in English with an emphasis in Writing from Franciscan University of Steubenville, Ohio, and my Master of Arts degree in English with an emphasis in Rhetoric and Professional Communication from New Mexico State University.