WR 227: Technical Writing

Instructor Shobana Breeden

Course	WR 227	**Zoom Meeting Times**	Thurs: 9:00 up to 10:50 am
Term	Winter 2022	**Zoom Office Hours**	Email to Set a Zoom Appt.
CRN	33569		
Credits	4	**Best Contact—Email**	breedes@linnbenton.edu

Introduction

Welcome to Writing 227—writing is an invaluable skill that helps you communicate your ideas and interests with the world. This course will incorporate visual communication through document design and visuals to help you develop and strengthen your academic writing skills and prepare you for other writing you will do both in college and beyond in the workplace. For examples, you will gain practice designing business-style technical documents you may use in the workplace later on: an email, a proposal, a letter, memos, and an implementation plan that then culminate in a technical report in the form of a website. The sections developed in the documents transfer to build a majority of the content in the final website project as well. Participation online is vital and required for success in this class.

*Note: this remote/online version of the course is on a Tuesday / Thursday format so you can maintain a planned schedule, so potentially your other class schedules aren't encroached on, and to keep a reasonable homework pace each week. I will make the first part of a week's resources available by 9:00 am on Tuesdays and the next part of the week's resources available by 9:00 am Thursdays. Zoom meetings are held on Thursdays, 9:00 am up to 10:50 am, while I also provide Video Lectures on Tuesdays as needed that you can watch at your convenience for further guidance through the activities.

Syllabus Activity

As one of your first activities for class, please review the design of this syllabus as a technical writing document on a so-called "syllabus quest." This syllabus's document style is known as a formal technical writing report that is a staple for technical writing communicators. Notice the visuals and tables, like those above, and the topic headings: scroll to read just the headings at first. Technical writing documents are designed to guide the eyes and interests of busy readers like yourself. Scroll and notice that this syllabus, as a typical technical report, has 4 major sections marked by centered headings: an Introduction, Findings (the Body), Conclusion, and Recommendations. Technical writing is a lot about writing in sections like this syllabus displays. This way, busy readers get a basic outline of the section topics by scanning the headings, and then they can choose which sections interest them enough to go back and read. Very rarely will the readers of technical reports read them from beginning to end. Instead, they scan-read the sections they need, a lot like most people read webpages. (In fact, webpages are technical

writings—just some are more formal than others.) I suggest you use this scan-method to read this syllabus, paying special attention to sections that are interesting to students like the student resources links, Assignments and Points, Note on Assignments & Submissions, the Late Assignment Policy, etc. Then, you will get to know this syllabus better as a resource over the term further. Additionally, you could duplicate the design and style of this syllabus to write your own technical reports—and surprise, you're hired! Think of working with me as like working with an editor that will help you make your best presentation. And, you'll take your writing to the next visual level.

 Use Ctrl + f to easily search for a specific topic on handouts, webpages, etc. to "f"ind just about any word online or on your computer.

 Use Ctrl + to easily enlarge your screen to zoom in and read better online. Use Ctrl - to easily reduce your screen to zoom out.

Findings

Student Learning Outcomes

Upon successful completion of the 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 Description

WR 227 Technical Writing: Introduces students to the types of writing they will encounter in business, industry, the academic world and government. It 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.

This class combines textbook resources with online activities to maximize students' learning opportunities. Online activities, including a discussion board to ask questions or group discussions are a part of the requirements for earning three credits in this course. **The online portion of this class involves regular Tuesday / Thursday participation in our Canvas online class-site for assigned readings, activities, and to review course materials and grades.** I will also send announcements and personal messages to help you stay current with classwork via your LBCC gmail. Get in the habit of checking both Canvas and your gmail daily for this and any other classes. It is also essential that you have regular access to a computer and the Internet.

Prerequisites/Required Texts & Materials

LBCC requires WR 121 English Composition with a grade of C or better to take this class. This ensures students can meet the research and writing requirements for a 200-level college course. Find the following text in the Linn-Benton Bookstore:

- *Practical Strategies for Technical Communication at LBCC,* by Mike Markel, ISBN 978-1-319-31893-2
- This course uses Canvas for online eLearning (instead of Moodle). I post students the invitation directions on how to sign in to Canvas in both Moodle and by email.

Grade Scale

Letter Grade	Percentage	Points
A	90%—100%	819—910
B	80%—89%	728—818
C	70%—79%	637—727
D	60%—69%	546—636

Assignments and Points

Introduction Email	10	Graphic Format	60
Topic Proposal	75	Memo 3 Refutation & Works Cited	75
MLA Open-Book Quiz	40	Conclusion & Implementation Plan	50
Letter to Decision-Maker	50	Final Website Format 2	120
Memo 1 Intro & Cause/Effects	100	Zoom Meetings	60
Draft Website Format 1	75	Reading Quizzes	80
Memo 2 Counter & Solution	75	Discussions	40
		Total Points:	910

Note on Assignments & Submissions

The assignments will be turned in through Canvas and 2 Website Format assignments are turned in to my email. Our online class-site on Canvas allows for submitting COMPATIBLE .doc, .docx, .odt, and .rtf type files (Microsoft Word, Open Office, and Root Text files). CAUTION: other file types like .pdf or Google Docs will not work since they are incompatible or don't allow

me to add comments for you. Ask about converting Mac or other file types for both Canvas and the website project as needed. *Note for Google Docs users ONLY: you may be able to continue to use Google Docs for a few weeks into the class, but know that it has significant limitations for the visual capabilities we'll use and offers only a spell-check instead of a full grammar/spell-check. Google Docs is wonderful for automatically saving your files, but if you continue to use Google Docs, you will also need to convert those files to Word documents in order to submit assignments on Canvas. Here's how: Step 1: Go to your Google Drive and open the file that you would like to download for Microsoft Word. Step 2: Click the File tab at the top of the window. Step 3: Click Download as, then select the Microsoft Word option.

Additionally, in order to be compatible with Google Sites permissions with LBCC, the website component of the class will have you access Google Sites with a gmail separate from your LBCC campus gmail. For formatting the website project, we will use Google Sites along with Microsoft Word primarily. **Both programs are free** to you with minimal setup and are chosen to offer quality, visual capabilities; here's how:

- **Microsoft Office 365 is free for all LBCC students here:**
  https://libhelp.linnbenton.edu/subjects/guide.php?subject=shd#tab-4
- **Google Sites permissions do not allow you to access Google Sites from your LBCC Gmail account. If you don't have a different Gmail account already, you can visit this link to sign up for one, and then use it to sign up for Google Sites:** http://gmail.com

Late Assignment Policy

Late Work. Often in a professional setting or workplace, late work cannot be submitted. However, here's the policy for assignments (not drafts) in this course:

- Each day late is discounted 3% of what you would have earned up to 1 week late for a total 21% loss for work submitted past the due date/time up to one week late. So, the sooner you submit, the less discounted. For example, a late assignment turned in 5 days late earning 32 / 40 points would then earn 26 / 40 points.
- There is 0% credit for anything over one week late.

Accepting late assignments is up to the instructor's discretion, so contact me as soon as you know you're late, or I may contact you to help you keep current. The weeks will be measured by class times: an assignment due on Wednesday will be one week late if you turn it in by our next Wednesday class time and still earn reduced points. It will be more than one week late if you turn it in after that class time, which means earning no points for the late assignment. **The Graphic Format is the last assignment in the term that can use this option due to time limitations toward the end of the term.** All due dates are on the course schedule and in our Canvas class-site.

   One Free Late Assignment Option. You may hand in one assignment one week late of the regular due date/time without penalty. When you do so, please 1) send me an email to let me know, and then 2) when later submitting it late, label it as your "One Free Late Assignment"

on the assignment, like in your heading, so I know to grade it without discounting points. **The Graphic Format is the last assignment in the term that can use this option due to time limitations toward the end of the term.**

Two Revisions Option. In this class, you may revise up to two assignments for a completely new grade and turn them in 10 days after you receive them back graded in Canvas. You cannot use this option for Late Work or to revise assignments after Week 7 due to practical, near-the-end-of-term reasons. My comments on the graded assignments will assist during revisions, and you can also visit the writing center online for help with revising. Revisions are returned with a revised rubric but without comments by the end of the term and will never lower your original points. A tip would be to revise those assignments worth the most points or those that will gain the most points back for you. Also, a "One Free Late Assignment" may be revised using this option as it is technically not late. **The Graphic Format is the last assignment in the term that can use this option due to time limitations toward the end of the term.**

Incomplete Grade Policy. LBCC explains the incomplete grade (I) may be issued for non-completion of course work at the discretion of the instructor. For this course, when some essential requirement of the course has not been completed (due to an unexpected emergency late in the term), an incomplete can be requested by the student and is granted at the instructor's discretion. An incomplete is set up as a contract agreed on and developed by both the student and instructor before the end of the term. As a policy for this class, 75% of the course must be completed for an incomplete grade to be an option.

Points for Recurring Online Tools/Reading Quizzes

In a nutshell—the online tools like the Discussions board are kind of like our class social networking, but we'll avoid slang, disrespect, emojis, and use complete sentences instead.

Zoom Office Hours. Please make appointments by email to visit me on Zoom for my so we can coordinate a time: breedes@linnbenton.edu. I'm happy to help you with any questions, brainstorming for assignments, MLA tips, or any other topic you'd like to talk about. I am your first resource for class, so if you would rather talk than email about something, just let me know.

Zoom Meetings and Video Lectures. Right now, **Zoom meetings for our class are Thursdays from 9:00 am up to 10:50,** while Video Lectures are available as needed to watch at your convenience on Tuesdays for further guidance. It's best to attend Zoom Meetings live as they happen, and attendance is rewarded with 5 points each time. **If you have something that keeps you from joining a live Zoom meeting, please let me know by email since schedule interruptions like illness or circumstances may help you avoid being discounted the 5 points.** The Zoom Meetings will also be recorded and available usually the same day on our Canvas classroom to help you out if you miss one, but there isn't a set time when recorded meetings become available that day. I have to process both the Video Lectures and the recorded Zoom Meetings to be accessible for the audio or hearing impaired through both Zoom and YouTube. From past experience, processing takes anywhere from one hour to several. This means both

your and my patience will be needed when it takes longer, and **you'll need to check the weekly Canvas "Modules" as needed for the recordings, as you review each weekly Module**.

Discussions. This Discussions tool on the Left Menu of Canvas is a staple for online classes to in-part replace the in-class discussions of a face-to-face class. The Course Schedule lists the due dates for the discussions in the Readings & Activities column. Your participation in 4 Online Discussions (10 points each) will help us build a learning and writing community. (There may be use for Extra Credit Online Discussions, but I will announce these well ahead of time.) Discussions are evaluated for thoroughness and assigned points according to fulfilling the postings as described on each Discussion. If you follow each part of the directions and write in detail, you'll receive full points.

Reading Quizzes on the Textbook. The textbook Reading Quizzes begin with Week 1 and end in Week 8 to give you extra time at the end of the term for your final. You can access them on Canvas either on the Left Menu in the Quizzes tool or in the current week: for example, Chapter 1 & 2 Quiz will be in Week 1. These quizzes help you become familiar with the dynamic resources in our *Practical Strategies* textbook. They are 10 questions each time worth a total of 10 points each. (Just the first two quizzes are on two chapters for a sampling of the early chapters.) Quizzes are available Thursdays through Mondays by 11:59 pm. You'll have 2 attempts for each quiz. The topics in the quizzes follow along with the weekly topics in our class and so supplement your understanding of technical communication.

Conclusion

Guidelines for Communication Policy

It is LBCC's policy that cell phones or other similar wireless electronic devices must not be used during any test, quiz or other student assessment without the prior approval of the instructor/ supervising staff member. I appreciate cell phones and other communication devices being placed in a non-audible mode during established meeting times together as a class to avoid a distraction for you and your class-mates. If you need to communicate during these times for an important reason, please set your phone to inaudible and excuse yourself from any meeting.

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 Single Stop Office for support (541-917- 4877, SinglestopatLBCC@linnbenton.edu, or visit us on the web www.linnbenton.edu 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.

Behavior, Expectations, and Academic Honesty

On enrollment to LBCC, students are held accountable to the *Student Rights & Responsibilities and Conduct Code* (7030-01), which outlines expectations for student conduct and academic honesty (including cheating and plagiarism). Linn-Benton Community College students, as free

citizens and members of a learning community, enjoy particular rights. Along with these rights is the responsibility to conduct oneself in accordance with the standards of the college that are designed to advance student learning. LBCC is committed to educating students regarding academic honesty:

> Students at LBCC are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. Students must not engage in acts of dishonesty. Academic dishonesty includes, but is not limited to, such acts as forgery, changing or misuse of college documents and records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college or copying college software.

Academic dishonesty may result in the failure of an assignment or the failure of this course. For more understanding of conduct or academic honesty policies of LBCC, reach out to an instructor or review the policies online:

https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-02.php

LBCC Email and Course Communications

It is LBCC's policy that you are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle. (However, this class uses Canvas in place of Moodle.)

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Safety & Emergency Readiness, plus Covid-19 Response

LBCC Campus Public Safety Mission. The Linn-Benton Community College Safety & Loss Prevention Office exists to promote a safe environment where members of the LBCC

community can study, work, and engage with each other and our communities. Our efforts will foster an environment supporting the values of excellence, inclusiveness, engagement, and learning. Through safety and emergency response trainings, compliance with regulatory expectations, providing safety plans and services, and employing appropriate institutional risk management strategies, Safety & Loss Prevention seeks to mitigate and minimize risks to lives and property.

Public Safety link: https://www.linnbenton.edu/faculty-and-staff/college-services/public-safety-emergency-planning-ehs/

Center for Accessibility Resources (CFAR)

You should meet with your instructor during the first week of class if

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) Online Services webpage every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call 541-917-4789: https://www.linnbenton.edu/student-services/accessibility/index.php

Recommendations

Tips for Success in This Class

Here are five tips for success in this class:

✓ Do all the reading. It's tempting to skip sections (I know how busy students are), but each section of the handouts or resources is there for a reason—so you can apply the skills to your assignments.

✓ Take notes on the handouts, videos, and other resources like you would in class, and turn your work in on time (or contact me as soon as you can about late policies).

✓ When deciding on a topic for your main project, choose either something you're really interested in or something that bugs you—two main motivations for writing. The topic should be debatable (have more than one opinion about it); for example, should we establish a colony on Mars? Or, what should we do about Social Network privacy? (I'll offer you a list of topics to choose from or to inspire your own topic early in the term.)

✓ Reach out and communicate with me. I am your first resource to stay motivated and current with class. If you feel behind, overwhelmed by your circumstances, or do not understand an assignment or feedback, let me know how I can help in detail with specific questions.

✓ Get in the habit of checking your LBCC gmail regularly for this or any other class, at a minimum bi-weekly.

This 200-level course is designed to offer you experience with common business documents so you gain skills and tools that will be useful both for other classes that develop similar projects and in your workplace. The primary software programs used in demonstrations are Google Sites and Microsoft Word. Both programs are free to you with minimal setup and offer quality visual capabilities. The popular Google Docs is limited for document design, for example, so signing up for Google Sites and downloading your free Microsoft Office 365 to obtain Microsoft Word early on is helpful. [Sometimes, technical writing documents repeat valuable information in more than one section because busy readers may miss it in a section they didn't read and find it in a section they do read. (In other words, a majority of this section is also in the earlier "Note on Assignments & Submissions" section.)] Here's how:

- **Microsoft Office 365 is free for all LBCC students here:** https://libhelp.linnbenton.edu/subjects/guide.php?subject=shd#tab-4
- **Google Sites permissions may not allow you to access Google Sites from your LBCC Gmail account. If you don't have a different Gmail account already, you can visit this link to sign up for one, and then use it to sign up for the Google Sites we'll use for our class:** http://gmail.com

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Canvas Announcement, and/or through LBCC e-mail.

LBCC College Student Services

Student Resources, FAQs, and Basic Needs Support:
https://www.linnbenton.edu/about-lbcc/college-services/safety/covid19/faq-students.php

LBCC Writing Center

- Here is the link to the Writing Center on Zoom using drop-in hours or scheduled appointments:
https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/index.php

- The LBCC Online Writing Lab (OWL) allows students to utilize our services without using Zoom or being on campus. When you submit your work to the OWL, you will receive written feedback via email from one of our Writing Assistants within 48-72 business hours. Here is the link to send your work to the Writing Center and get a response via email:
https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/online-writing-lab.php