



WR 227: Technical Writing

Instructor Shobana Breedon

Course	WR 227	Zoom Meeting Times	Thurs: 10:00 to 11:20 am
Term	Fall 2020	Zoom Office Hours	Tues. 10:00 to 11:00 am Email to Set a Zoom Appt.
CRN	20464		
Credits	3	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, an implementation plan, and a technical report/website. Participation online is vital and required for success in this class.

***Note:** This remote/online version of the course is on a Tuesday / Thursday, 10 am to 11:20 am schedule. This is to maintain our planned schedule, so potentially your other schedules aren't encroached on, and to keep a reasonable homework pace each week. This means I will make the first part of a week's resources available by 10 am on Tuesdays and the next part of the week's resources available by 10 am Thursdays. The live Zoom meetings will also be held during this Thursday, 10 am to 11:20 am meeting time. Please email me if the Zoom schedule conflicts with your schedule. One tip for online classes is you can generally anticipate spending the same amount of time studying as for other face-to-face classes, about three hours of time studying outside of online class for every hour you spend in class online. Another tip for online classes is that online activities like web quests where you explore concepts online should rarely go over an hour for you. Since online time can seemingly fast-forward quickly with little notice by us, if an online activity takes more than an hour, contact me for further time-saving tips on the activity.

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 skimming 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 skim-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 skim-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 more. You could duplicate the 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 “find 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 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 a computer and Internet access at home to take this class.

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%	792—880
B	80%—89%	704—791
C	70%—79%	616—703
D	60%—69%	528—615

Assignments and Points

Diagnostic Introduction Email	10	Graphic Format	75
Topic Proposal	75	Memo 3 Recommendations	75
MLA Open-Book Quiz	40	Final Website Format 2	100
Letter to Decision-Maker	50	Zoom Meetings	50
Memo 1 Intro & Cause/Effects	100	2 Group JamBoards	20
Draft Website Format 1	75	3 Discussion Boards	30
Memo 2 Counter & Solution	100	Reading Quizzes	80
Total Points:			880

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:**
<http://library.linnbenton.edu/office365>
- **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

Often in a professional setting or workplace, late work cannot be submitted. However, here's the policy for this course:

- There will be up to a 25% loss for work submitted past the due date/time for up to one week late. For example, a late assignment earning 32/40 points would then earn 22/40 points. The sooner you turn in the less points discounted.
- There is 0% credit for anything over one week late.

The weeks will be measured by class meetings: a paper due on Thursday will be one week late if you turn it in by our next Thursday established meeting time (class meeting) and still earn reduced points. It will be more than one week late if you turn it in after that, 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 office hour on Tuesdays from 10 am to 11 am so we can coordinate a time: breedes@linnbenton.edu. I’m happy to help you with any questions, brainstorming for assignments, MLA/APA 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 Pre-Recorded Lectures. Right now, Pre-Recorded Zoom Lectures are available on Tuesdays, and Zoom meetings for our class are **Thursdays from 10:00 am to 11:20**. It’s best to attend those live as they happen, and attendance is rewarded with 5 points each time. If you have something that keeps you from joining a live meeting, please let me know by email since illness or circumstances may help you avoid being discounted the 5 points. The 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 Pre-Recorded Lectures and the recorded meetings to be accessible to the audio or hearing impaired through both Zoom and YouTube to get them

onto Canvas, and 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 Canvas as needed for any Zoom recordings, likely as you review activities.

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 3 Online Discussions (10 points each) will help us build a learning and writing community. (There may be the need 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 11:59pm. 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/faculty-and-staff/administrative-information/policies/board-policies-and-administrative-rules/7000-series-student-services/administrative-rule-no-7030-01-student-rights-respon.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.

Campus Police/Emergency Resources

You may review emergency services and resources at the LBCC *Public Safety* website. Campus

Safety can be reached using the 'Code 2' button on any campus phone or by dialing x411 on campus or (541) 917-4440 off campus. Dial 911 for off campus emergencies.

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.

Recommendations

Continuously Access this Course on Canvas

This course has enabled open enrollment. Students can self-enroll in the course once I share the link with you in an email once your attendance has been noted. Let me know by email as soon as you can if you experience any issues with the process, so I can try to fix it!

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—the two best 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.

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 did read. (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:**
<http://library.linnbenton.edu/office365>
- **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>

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 Services

Student Resources, FAQs, and Basic Needs Support:

<https://www.linnbenton.edu/about-lbcc/college-services/safety/covid19/faq-students.php>

Writing Help Desk in Learning Center:

www.linnbenton.edu/writing-center