ENGL 3301.201 (Summer 1 2017)
M,T,W,R – 2:00 to 3:55 p.m., CCH 207
Technical and Professional Writing
Dr. Christopher Andrews

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Office: Faculty Center (FC) 256
Phone: 361-825-4124
Office Hours: As listed on Blackboard

I maintain a consistent web presence and am available via email and in person. I will commonly respond to Blackboard or email requests within 24 hours, but you can expect a response within 3 days.

Catalog Description

English 3301 is an introductory technical writing course designed to help students gain practical experience in finding and interpreting information and writing reports and documents for specialized audiences in the professional world.

Required Materials


Required Technologies

- Basic emailing, web browsing, and word processing skills
- A computer with reliable Internet access and a reliable office software suite. TAMUCC provides students with access to Office 365; visit it.tamucc.edu/Office365/Office365.html
- Access to Blackboard, TAMUCC’s Learning Management System (LMS), bb9.tamucc.edu/webapps/login/. Visit iol.tamucc.edu/techreq.html to determine computer requirements for using Blackboard

About the Course

Technical and professional communicators work alone and with others to prepare documents and presentations that communicate information within business, government, industry, and the scientific community—really, any workplace setting. Technical communicators respond to a problem, whether that is in providing instructions to users of a technology, writing a workplace report, making recommendations to improve a process, presenting information on a Web page, or reporting on scientific findings. In some industries and companies, “tech writer” is a particular job title or even an entire department of job titles, while in others such writing is just one part of the work that everyone does. Because of the wide proliferation of writing and publishing technologies in recent decades, nearly every professional is or can be (or has to be) a technical writer.

This online course is designed to help you learn to 1) analyze communication contexts in terms of audiences, purposes, and situations, 2) create professional documents that solve problems and improve situations, 3) analyze and apply the ethical responsibilities involved in professional and technical writing, 4) use methods for audience analysis and participatory design, and 5) write and design multimodal documents that audiences and stakeholders find effective, convincing, and usable.

Course Outcomes

Upon completion of the course, students will be able to:
1. Create documents (written/visual/multimodal) by using effective and appropriate rhetorical methods and strategies in writing
2. Create documents (written/visual/multimodal) by choosing and using appropriate strategies in a variety of genres to achieve specific purposes with specific audiences
3. Create documents (written/visual/multimodal) by locating, selecting, assessing, and analyzing information
Graded Activities

Complete descriptions, requirements, evaluation criteria, and rubrics are available on Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Date Due *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities: <em>The Essentials</em></td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Forum Discussions</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Analysis of Writing in your Field</td>
<td>20%</td>
<td>June 9</td>
</tr>
<tr>
<td>Research Report</td>
<td>30%</td>
<td>June 30</td>
</tr>
</tbody>
</table>

* Due dates are tentative.

Course Schedule

A detailed weekly schedule is available on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Project *</th>
<th>Assignments</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 30-Jun 2</td>
<td></td>
<td>Chapter Readings, Exercises, Quizzes</td>
<td>1,2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intro to technical &amp; professional writing, writing at work, introduce analysis &amp; research project and memo writing conventions. Weekly activities due 5/30 and 6/1.</td>
<td></td>
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<tr>
<td>2</td>
<td>Jun 5-9</td>
<td>Analysis of Writing in your Field due 6/9</td>
<td>Chapter Readings, Exercises, Quizzes Work on document design, visuals, genre, prose style, and ethics in TC. Weekly activities due 6/6 and 6/8</td>
<td>1,2,3</td>
</tr>
<tr>
<td>3</td>
<td>Jun 12-16</td>
<td></td>
<td>Chapter Readings, Exercises, Quizzes Introduce research project, introduce formal technical report features and conventions. More work on prose style. Weekly activities due 6/13 and 6/15</td>
<td>1,2,3</td>
</tr>
<tr>
<td>4</td>
<td>Jun 19-23</td>
<td></td>
<td>Chapter Readings, Exercises, Quizzes Rhetoric in TC, audience and purpose. Work on structure/evidence in reporting. Yet more work on prose style. Weekly activities due 6/20 and 6/22</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

* Due dates are tentative
Course Conduct

In general, our class meetings will be a mixture of lecture, discussion, and computer time or small-group activity. My ultimate goal is praxis; putting our collective knowledge into action, usually in individual and workshop-style activities (inventing, composing, revising, reviewing, or otherwise doing and making) and large- or small-group roundtable discussions. This means that it is vital that you come to class each day prepared to work, and prepared to interact with myself and your colleagues in ways that contribute to our learning goals.

Mere presence is not participation. Along with writing materials for note-taking and in-class activities, bring your textbooks and other required materials to class each day having read and taken notes on any texts assigned on the course schedule. I expect that you will read assigned chapters or articles prior to class; this will ensure your ability to contribute to discussions and other activities.

In discussion, remember to listen as well as speak. Pay attention to whomever is speaking in discussion and refrain from working on material for other classes. Participate when it is your turn to speak; share your opinion, expertise, or question, and respect the opinions and experiences of others.

Please do not use the classroom computers to complete work for other classes during class time.

Post assignments on time. Late work will earn a 10% reduction in grade. The last day to submit work will be posted in Blackboard. I accept revisions on major projects, provided that you meet formally with me to discuss feedback on your project, a revision agenda, and a timeline for completion. See the complete revise and resubmit policy on Blackboard.

You are responsible for:

- Keep up with your assignments and your grades. It is not the teacher’s responsibility to tell you what you have or haven’t turned in. Grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
- Check your email. I will email announcements and information to your islander.tamucc.edu email account. You may set up email forwarding if you wish, but you are responsible for checking email. Missing emails is not an excuse for missed work or announcements.

I expect a lot out of you—but I also have high expectations for myself. I promise that I will

- Be on time and prepared for discussion.
- Read everything that I’ve asked you to read.
- Do what I can to make the material interesting and class engaging.
- Provide prompt, helpful feedback to your written work.
- Be flexible and willing to make changes as the need arises.

Course Policies

Attendance: The discussions and work we will undertake during class time are critical to your success in the course. I fully expect you to come to class for every class meeting. I also have three young children and realize that life invades school. Things occasionally happen that may keep you from coming. I will excuse absences for illness, for personal emergency, and for University-related business as defined by the current Student Handbook, provided you furnish some documentation. You are responsible for making arrangements for make-up work for excused absences. If you miss two classes, your final grade will be penalized. If you miss four or more classes without reasonable explanation, you run the risk of failing the course.

Two tardies will be counted as one unexcused absence.

Plagiarism and Academic Dishonesty: University students are expected to conduct themselves in
In accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in: first offense, no credit for assignment; subsequent offenses, failure of class.

In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.

Notice to Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

Reminder to English Majors: As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

Academic Advising: Please check with your Academic Advisor with any questions about your degree plan.

Grade Appeal Process: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.