**Department of English Course Description**
ENG 3050 prepares students for reading, researching, writing, and designing technical documents.  While some technical writing addresses a lay audience (e.g., instructions), technical documents are often written for specialized audiences with multiple purposes (e.g., technical reports with executive summaries).  Technical documents incorporate both textual (writing) and visual (graphics, pictures, etc.) elements of design.  The main goals of the course are (1) to teach students to consider the audience(s) and purpose(s) in reading and writing technical documents; (2) to integrate reading, researching, writing, and designing in the standard genres of technical writing; (3) to design effective technical documents with attention to text, visuals, format, usability, documentation, and mechanics, using a flexible writing process incorporating drafts and revision; and (4) to work with current technologies for technical document design.

**Catalog Description**
Instruction in basic technical writing skills.  Requirements include writing letters, memos, summaries, instructions proposals, and technical reports.  Topics include audience and purpose analysis, textual and visual aspects of technical document design, and formatting.

**Instructor Information**
Kim Lacey
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(I will respond to e-mails within 24-48 hours M-F)

**Office Hours**
Tu/Th 9:30-11:00
Also available by appointment

**Course Information**
Section Number: 002
Meeting Times: Tu/Th 11:45-1:10
Location: 216 State Hall

**Required Textbooks (available at Barnes and Noble)**
Anderson, P.  (2007).  *Technical communication:  A reader-centered approach* (6th ed.).  Boston:  Thomson Wadsworth.

Perrin, R.  (2009).  *Pocket guide to APA style* (3rd ed.).  Boston:  Wadsworth Cengage.

**Academic Responsibility: Course Regulations on Cheating and Plagiarism**

Cheating is the act of submitting papers written by another person as your own. Cheating includes submitting papers that were written by another student as well as papers that were purchased or downloaded from the internet. Plagiarism is the act of copying work in whole or in part from books, articles, and websites without documenting and citing the source. Plagiarism includes copying language, texts, and visuals without citation (e.g., cutting and pasting from websites). **All major assignments in ENG 3050 will be reviewed in SafeAssign on Blackboard.** All papers submitted to SafeAssign become part of the WSU data base. Cheating and plagiarism are serious academic offenses: the minimum penalty for cheating or plagiarism is an F for the assignment; the full penalty for cheating or plagiarism may result in an F for the course. All cases of cheating and plagiarism in ENG 3050 will be reported to the Department of English.

For information about how to avoid plagiarism, see the WSU Undergraduate Library's web-based Searchpath, an introduction to library research:
http://www.lib.wayne.edu/services/instruction/searchpath/choice.html
Module 6 – Citing Sources – includes a good discussion of recognizing and avoiding plagiarism:
http://www.lib.wayne.edu/services/instruction/searchpath/mod6/contents.html

**Writing Center Information**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. Undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring):
http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

**WSU Resources for Students**

- Adamany Undergraduate Library http://www.lib.wayne.edu/info/maps/ugl.php
- Science and Engineering Library http://www.lib.wayne.edu/info/maps/sel.php
- Student Disability Services http://studentdisability.wayne.edu/

- Academic Success Center  http://www.success.wayne.edu/
- Counseling and Psychological Services (CAPS)  http://www.caps.wayne.edu

**ENG 3050 Learning Objectives**

- To read, analyze and evaluate the design of technical documents, including text, visuals (graphics, pictures, etc.), format, usability, citation, documentation, and mechanics

- To consider the audience(s) and purpose(s) for reading and writing any given technical document

- To conduct research in support of designing technical documents, finding and evaluating print and electronic sources

- To write in standard genres of technical writing, including letters, resumés, memos, summaries, instructions, user test reports, proposals, and technical reports

- To use a flexible writing process that includes brainstorming, organizing, writing, providing and responding to feedback, revising, formatting, editing, documenting, and proofreading

- To use appropriate grammar, mechanics, and style for formal and informal technical documents, and to use standard conventions of citation and documentation to avoid plagiarism

- To make productive use of current technologies for reading, researching, writing, and designing technical documents

**Course Technology**

**E-mail**
Communication regarding course changes and updates will be sent through e-mail, and it is your professional responsibility in this course to check your e-mail daily. Note: e-mail communication will be sent through Blackboard--please be sure you know which e-mail address is linked to Blackboard.

**Wiki: http://techcomm3050.pbworks.com**
A course wiki has been set-up at: http://techcomm3050.pbworks.com  All of our course information (including assignment samples) will be located there.  Please refer to it often, as it will be updated regularly.

**Twitter: http://twitter.com/techcomm3050**

While some courses discourage the use of certain technology during class meetings, it will be encouraged in our course. Our course Twitter feed (@techcomm3050) should be used as often as you see fit (this could be during our class meetings, too). Please post links, thoughts, and articles that others in the course will find helpful. We will leave the feed posted during some class conversations to determine the context and route of our discussions.

**Course Assignments**

*(Please see detailed assignment descriptions on the course wiki or Blackboard)*

- Assignment 1 -- diagnostic summary          (1-2 pgs, single spaced)
- Assignment 2 -- resumé and cover letter     (2-3 pgs, single spaced)
- Assignment 3 -- technical instructions      (5-7 pgs, single spaced)
- Assignment 4 -- user test report/memo       (3-4 pgs, single spaced)
- Assignment 5 -- proposal                    (3-5 pgs, singled spaced)
- Assignment 6 -- technical report            (8-10 pgs, single spaced)
- Discussion Lead: Each student is responsible for leading a 10-12 minute discussion on a day of their choice. A sign-up sheet will be circulated on the second day of class. If you are absent on the day of your discussion lead, you <u>will not be able</u> to make it up.

**Course Policies**

***Attendance*** – Class attendance is a requirement for this class. Attendance will be taken at each class session. <u>More than 10 minutes late will count as an absence.</u> If you are absent, it is *your responsibility* to ask *another student* what you missed. Key material will be introduced and explored in lectures and class discussion. Drafts and feedback on ongoing assignments will be reviewed in class and class participation is expected. Each student is allowed 3 excused absences, after which the student will be deducted 3 participation points. After 6 absences (the equivalent of 3 weeks of class), the student will be forced to drop the course.

Please respect your classmates by arriving to class on time and prepared to participate. Cell phones, iPods, and other distracting devices are to be turned off during class time (unless being used to post to the course's Twitter). You will be asked to leave class if you are texting, listening to iPods (or other devices), playing computer games, or receiving/making phone calls. Our classroom is a professional setting, so please treat it that way.

*Please note:* Enrolled students in any English classes must attend one of the first two class sessions; otherwise, they may be required to drop the class.

*Assignments* – All assignments include a grading rubric (see assignment descriptions).

*Revisions* – Each student will be given <u>one opportunity</u> to revise an assignment of his/her choice. Please note that only Assignments 2-5 are eligible for revision. Each revision must be resubmitted within one week after it is returned to the student.

*Late papers* – Late assignments are <u>not tolerated</u>. All due dates are noted on the semester calendar below and are strictly enforced. It is your responsibility to ensure that your assignment is completed and submitted by the time and date on the semester calendar.

***Format* – All papers must be formatted as one of the following files: ".doc" ".docx" or PDF. There is a PDF converter on Blackboard. Your grade will be reduced by 10% if you are asked to reformat and resubmit your paper.** All assignments must be correctly documented using APA style.

*Final grades* will be based on the following point system:

- Attendance and participation          15 points
- Discussion lead                              15 points
- In-class workshops                        5 points each/25 points total
- Assignment 1 -- diagnostic summary      5 points
- Assignment 2 -- resumé and cover letter   10 points
- Assignment 3 -- technical instructions     20 points
- Assignment 4 -- user test report/memo      15 points
- Assignment 5 -- proposal                     10 points
- Assignment 6 -- technical report            35 points
- **Total**                                    **150 points**

**Letter grades will be based on the following scale:**

⇕93%: A          150-139

⇕90%: A-         138-135

⇕87%: B+         134-130

⇕85%: B          129-127

⇕81%: B-         126-121

⇕78%: C+         120-117

⇕75%: C          116-112  (A grade of C or better fulfills the Gen Ed IC requirement)

⬍70%: C-       111-105

⬍65%: D+       104-97

⬍57%: D-       96-85

⬇54%: F        84 and below

**Semester Calendar**

It is the instructor's prerogative to amend the calendar when necessary.

*Please note:*

- Where readings are listed, please come to class that day having read that selection. Readings are indicated by the abbreviated name of the text (e.g., *TC)* followed by the chapter and/or pages assigned.

- All samples will be posted on the course wiki

- Assignments must be submitted to Blackboard by 11:59 p.m. that evening.

- Where in-class workshops are noted, please come to class with a completed copy (electronic or hard copy) of that assignment ready for exchange. Students must have at least 3/4 of the assignment completed in order to receive credit for the in-class workshop.

| Date | Class Agenda | Assignment Due | In-class Discussion | Discussion Lead |
|------|-------------|----------------|---------------------|-----------------|
| Tu 1/12 | Course overview | | Discuss Assignment #1 | |
| Th 1/14 | Communication and your career | Assignment #1: Final | *TC*: Ch. 1 (p. 1-24) Discuss assignment #2 Review companion site for text | |
| Tu 1/19 | Building resumes | | *TC*: Ch. 2 (p. 25-62) Review 1 sample resume/cover letter | A: Ch. 2 (25-49) B: Ch. 2 (49-62) |
| Th 1/21 | In-class workshop (A#2) | | In-class workshop (A#2) | |
| Tu 1/26 | Sophisticated topic selection | Assignment #2: Due | *TC*: Ch. 23 (642-670) Discuss Assignment #3 Read sample instructions | C: Ch. 23 D, E: Sample instructions (2 each) |
| Th 1/28 | Defining your communication's objective | Assignment #3: Topic | *TC*: Ch. 3 (p. 63-96) | F: Ch. 3 |
| Tu 2/2 | Planning for usability | | *TC*: Ch. 4 (99-115) Creating directions | |
| Th 2/4 | Creating and using reader-centered graphics *Meet in UGL | | *TC*: Ch. 12 & 13 (look at chapter summaries/info on companion site) | G: Ch. 12 H: Ch. 13 |
| Tu 2/9 | In-class workshop (A#3) | Assignment #3:Draft | In-class workshop (A#3) | |
| Th 2/11 | Testing drafts for usability | | *TC*: Ch. 15 (p. 421-434) Discuss Assignment #4 | I: Ch. 15 |

# ENG 3050: Technical Communication

| Date | Class Agenda | Assignment Due | In-class Discussion | Discussion Lead |
|------|--------------|----------------|---------------------|-----------------|
| Tu 2/16 | No Class: Work on User Test Memo | Assignment #3: Due | | |
| Th 2/18 | No Class: Work on User Test Memo | | | |
| Tu 2/23 | Correctly identifying problems with instruc-tions | | Read sample user/ test report memos  Discuss A#5 | J, K: Sample memos (2 each) |
| Th 2/25 | In-class workshop (A#4) | Assignment #4: Draft | In-class workshop (A#4) | |
| Tu 3/2 | Effective and ineffec-tive proposals | Assignment #4: Due | Read sample pro-posals | L. M: Sample proposals (2 each) |
| Th 3/4 | Conducting effective research  *Meet in UGL | | *TC*: Ch. 6 & 7 (look at chapter summaries/info on companion site | N: Ch. 6  O: Ch. 7 |
| Tu 3/9 | Getting started on pro-posals | Assignment #5: Topic | *TC*: Ch. 22 (p. 618-641) | P: Ch. 22 |
| Th 3/11 | Jeopardy! | | *TC*: Writer's Refer-ence Guide (p. 557-617) | |
| Tu 3/16 | No class: spring break | | | |
| Th 3/18 | No class: spring break | | | |
| Tu 3/23 | Writing reading-centered reports | | *TC*: Ch. 21 (539-556)  Discuss Assignment #6 | Q: Ch. 21 |
| Th 3/25 | In-class workshop (A#5) | Assignment #5: Draft | In-class workshop (A#5) | |
| Tu 3/30 | Report Writing | Assignment #5: Due | Read 2 sample re-ports | R, S, T: Sam-ple reports (1 each) |

# ENG 3050: Technical Communication

| Date | Class Agenda | Assignment Due | In-class Discussion | Discussion Lead |
|------|--------------|----------------|---------------------|-----------------|
| Th 4/1 | Writing front and back matter | | *TC*: Ch. 11 (305-322) <br><br> Discuss Executive Summary <br><br> Read sample executive summary | U: Ch 11 <br><br> V, W: Sample executive summaries (2 each) |
| Tu 4/6 | Creating primary sources <br><br> *Meet in UGL | Assignment #6: Executive Summary | Creating and gathering primary research | |
| Th 4/8 | Maintaining persuasiveness | | Reviewing details of Assignment #6 | |
| Tu 4/13 | Writing with revision in mind | | *TC*: Ch. 14 (401-419) <br><br> Citation information | X: Ch. 14 |
| Th 4/15 | No class: Instructor available for conferences | | | |
| Tu 4/20 | Last day of class <br><br> In-class workshop (A#6) | | In-class workshop (A#6) | |
| Th 4/22 | | Assignment #6: Final | | |