WR 227 – Technical Writing

Winter Term 2022 / CRN 32830 / 4 credits

Class Format: Asynchronous / Remote

What do I do with this syllabus?

I recommend downloading this syllabus and keeping it somewhere you can easily access. This syllabus lists everything you need to know about the course: guidelines, expectations for you, expectations for me, and other course policies. When in doubt about something pertaining to the course, check the syllabus first!

Class Information

Instructional Method: Asynchronous / Remote
What does that mean? Students will complete work asynchronously (on their own schedule) throughout the week; there is no synchronous (in-class or virtual) portion of the class.

Instructor Information

Instructor: Professor Robin Cedar
E-mail: cedarr@linnbenton.edu

Office Hours: Tuesdays & Thursdays @ 12pm – 1:30pm
Office Hours Location: Online via Zoom (https://linnbenton.zoom.us/j/92024770334)
What are office hours? Office Hours are open hours your professors hold each week at set times; these open hours are free for students to visit their professor, asking questions about the course materials, receiving additional suggestions and instructions on assignments, or chatting with the professor. Students are expected to come visit me at least once per term!

Course Description

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.

PREREQUISITE: Completion of WR121 with a C or higher.
RECOMMENDED: Successful completion of WR122 and/or WR123 is strongly recommended.

Learning Outcomes for WR 227

The following objectives will be connected directly to the assignments on a weekly basis to increase your awareness of the purpose and intention behind assignments and this course.

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

1. Create documents designed to help readers make decisions and solve practical, real-world problems.
2. Evaluate and adapt to different technical and workplace writing situations by analyzing audience, purpose, context, stakes, and the writer's role.
3. Demonstrate mastery of technical and workplace writing conventions including clean and clear design, style, and layout of print and web communications.
4. Find, evaluate, and integrate credible research in written documents clearly, concisely, and logically; credit the source as appropriate.

Required Texts

There are no textbooks to purchase for this class. Instead, all required readings will be provided digitally, free of charge. You will be able to access those readings (and accessible PDF copies) on our course website.

Required Course Materials

There are a variety of materials for the course, each designed to meet the objectives and increase awareness of technical writing in the world around us:

- **Course Website:** All students must log onto the course website (Moodle) several times each week. Here you will be able to access course readings, submit assignments, watch videos, and view your grades and progress.

- **Zoom:** All students must use Zoom to attend Professor Cedar's Office Hours (for meetings and conferences); students are *strongly encouraged* to turn on their cameras and have their mics ready.

- **Internet Access:** All students must have access to the internet to successfully complete this course, including being able to access our course website, download materials and watch videos, and conduct outside research.

- **Basic Computer Literacy:** All students must have the ability to navigate the internet, answer/compose emails, and to locate, read, and write an electronic document. Students are expected to be able to use Word/Google programs and navigate research databases (available through the LBBC Library).

- **Notetaking Materials:** All students are expected to take notes from the readings, activities, video lectures, etc. Students might record these notes in an electronic document or paper-based document.

How to be Successful in this Class

Here are my recommendations for how to be successful in this class. Students who pass this class do so by doing all of the following:

1. **Check our class website & your LBCC email <u>daily</u>.** You should check materials for the class *every day* and maintain an effective schedule to stay on task. Contact me if you're struggling to stay on top of the assignments!

2. **Prepare using the course materials.** Each week, materials are presented to you in the order recommended for completion. Be sure to read diligently and carefully (not passively), taking notes and considering how these larger concepts apply to your activities. This will allow you to get the most out of our class structure!

3. **Challenge yourself.** Challenge yourself to do your best work. You will get from this class what you put into this class: a willingness to learn and grow is important not just for school, but for life.

4. **Review the syllabus.** Learn the policies/procedures for this class. Understand your rights and responsibilities as a student and as a class member. Save your syllabus throughout the term so you can refer to it with questions or concerns.

5. **Ask questions.** Ask questions, especially if you need clarification. Come visit me during my office hours, email me when you have questions, and use the resources available to you! I can't help you if I don't know something is wrong and my job is to help you succeed! I *want* to help you to succeed in this course!

Course Requirements & Grading

Course Requirement	Percentage of Total Grade
Email Assignment	10%
Analyzing Technical Document Assignment	10%
Resumé and Cover Letter Assignment	15%
Technical World Research Report	15%
Final Website Project	25%
Weekly Tasks & Quizzes	15%
Writing Center Consultation & Reflection Task	10%

Here is an overview on the course requirements listed above (note that these might be subject to change):

Email Assignment

During the first week of class, this assignment will help you practice with professional emails. It will also allow you to introduce yourself to me. Email communication is one of the primary modes of workplace communication. Good email habits will make you look professional. Good emails will be

read. Poorly written emails often get ignored. Emailing effectively will help you achieve what you want in your work life. This assignment helps you practice this vital skill.

Analyzing Technical Document Assignment

Before you start writing technical documents, you'll be asked to analyze someone else's document. Sometimes it's easier to see flaws in someone else's work rather than our own! Once you see them, you can avoid them in your writing. This assignment therefore invites you to synthesize the technical analytical skills learned in the first week of class and apply that knowledge practically.

Resumé and Cover Letter Assignment

Almost everyone, if not everyone, who hopes to get a job in the US (or indeed wishes to apply for any position) will write a resumé and cover letter at some point. However, many people do not understand the rules and skills necessary for successful resumé and cover letters. This assignment will emphasize those skills, including not just the written content but the style/design elements necessary to create effective communication.

Technical World Research Report

You will demonstrate your knowledge of audience awareness/analysis by designing a technical document based off the profile and research of a real-world figure in the tech world. This assignment will ask for not just successful technical writing but successful technical design to create a brief (one-page) but thorough analysis. This assignment also emphasizes the importance of locating quality, credible sources in the technological age.

Website Project

Your final project for this class will ask you to take all the skills you've learned over ten weeks and apply it to an expansive, thorough website project. A project in five steps, this website project will ask you to utilize your skill in analysis, technical writing, technical design, skillful proofreading, research ability, and exceptional audience analysis.

Weekly Tasks & Quizzes

Each week, you will be asked to complete smaller writing assignments. These might include but are not limited to: reading quizzes, short analytical assignments, proof-reading assignments, weekly discussion posts and/or collaborative assignments, peer review assignments, and/or self-reflections. These assignments provide an opportunity to reflect and articulate your understanding of class materials. Graded on completion, these assignments seek for you to synthesize the information presented to you in this class and provide an opportunity to ask questions and receive feedback.

Writing Center Consultation & Reflection

At least once this term, you will utilize the Writing Center or Online Writing Lab (OWL) service. You will submit a rough draft of one of your assignments for online feedback. Once you have received this feedback, you will write a short reflection report describing your experience.

Note: *There is no final exam for WR 227; your final project will serve as a substitute to a formal written exam.*

Grading

Grade Range	Grade Meaning
90% - 100% = A	Exceptional Achievement
80% - 89% = B	Superior Achievement
70% - 79% = C	Satisfactory Work (meets requirements)
60% - 69% = D	Requirements not met, but worthy of credit
59% and below = F	Failure to meet requirements

A note on grading: In a writing class, each assignment you turn in does not automatically begin with full points that are then docked as the instructor finds things that are wrong or missing. Rather, each assignment begins with zero points; each point awarded is earned through your effort.

Please note that I will not "round up" final grades at the end of the term, so please do not ask me to do so. Grades *will* be calculated based on the preceding scale. 89.9% *is* a B, 79.6% *is* a C, etc. To revise any scores simply to alter a final grade defeats the purpose of the carefully designed rubrics and policies that I must apply across the board to all assignments.

LBCC Policies

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. Equal Opportunity and Non-Discrimination Policy

Student Disability Accommodations

You should meet with and contact 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 Online Services web page 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 at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789.

Basic Needs Statement

Any student who has difficulty affording food or finding a safe and stable place to live, or who needs assistance with resources for transportation, childcare, etc., is urged to contact the Roadrunner Resource Center for support and referral to community resources. Also, please talk with your instructor if you are comfortable doing so. This can help them direct you to the appropriate office and resource.

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.

Course Policies: Overview for Technical Writing

General Policy:

You are responsible for your own learning in this class. My job is to provide you with opportunities to expand your understanding of Technical Writing, but it is up to you to take advantage of those opportunities effectively! I am always here to help; I can't help you if I don't know that something is going on! I ask that you communicate with me and let me know the ways in which I can help your learning in this class. My job is to help you succeed and I *want* you to succeed; if I can do anything to help your learning in this class, please let me know!

General Workload:

This is a rigorous class; there are at least two assignments due each week. If you are balancing a heavy class schedule, a work-school balance, or have other responsibilities that make you uncertain of your ability to commit time and effort to this class, you might consider taking this class during another term. You will be expected to complete 12-15 hours of work per week for this class.

General Course Structure:

This course is a Remote course, meaning that we do not meet for classes during the week (whether in-person or virtual via Zoom). Instead, students are expected to complete asynchronous work on their own schedule, completing required readings, videos, assignments, and tasks before the specified deadlines.

Attendance:

Attendance for our course is measured through your completion of assignments throughout the week; your dates of attendances are assessed through logging into Moodle.

Behavior Expectations:

You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. You are expected to engage respectfully to your instructor and to your peers throughout the term.

Changes to the Class:

Sometimes, the course schedule, assignment requirements, or other requirements can change. I will announce those changes to you via email and our course site. You are responsible for knowing and implementing any changes to the schedule or expectations on assignments. **You should check our course website and your email <u>daily</u> for any announcements and updates.**

Course Policies: Moodle & Email Expectations

Moodle:

This class uses Moodle for learning and delivery of materials. Should you ever have any issues accessing our course or Moodle, contact [the Student Help Desk](#) to assist you.

Weekly Email Announcements:

I will send two emails per week to your LBCC email; these emails include reminders for the week, overview videos, to-do lists, links to office hours, and other announcements. Please be sure to read them in a timely manner. You are responsible for knowing the information included in these emails!

Email Policy:

The easiest and fastest way to contact me is through my LBCC email (available on the first page of this syllabus). Please note that, legally, I can only communicate with you regarding the class, your assignments, feedback, and grades through your official LBCC email. I cannot respond to non-LBCC emails.

I aim to respond to emails within 24 hours; if it has been longer than 48 hours and you have not heard back from me, please send me a follow-up email!

I stop checking my email **after 5pm every weekday** (Monday – Thursday) and I do not check my email consistently on weekends (Friday – Sunday). Please plan accordingly when contacting me and understand there might be a longer delay when I'm contacted on weekends.

It is your responsibility as a student to conduct yourself with rhetorical awareness, compassion, and consideration in your correspondence. Therefore, emails that are not properly addressed or without the proper respect and awareness expected of a student to teacher email will remain unanswered.

I reserve the right not to respond to emails that ask questions I have already answered on the syllabus or on an assignment sheet.

Course Policies: Assignment Expectations

Submitting Assignments:

All assignments will be due on their listed due date by 11:59pm (PST). All work will be submitted online through Moodle. Any work that is not turned in through Moodle (by email, by google docs) will still be considered late, barring extenuating circumstances (such as power outages or site outages).

Formatting Guidelines:

Technical documents do not look like academic documents. Therefore, you should be writing documents that are **single-spaced** and use standard (1 inch) margins. Use 12-point, Times New Roman or equivalent eye-friendly font. You should not write paragraphs longer than 8-lines.

Late Assignments:

Be sure you are planning accordingly to submit work on time. **Late work will lose 5% of its total grade for each day it is late.** If an assignment has not been turned in within **seven days** of its due date, I will no longer accept it unless you contact me via email. Late work will not receive written feedback from me (although I am always happy to discuss your assignment during my office hours!).

Naturally, unexpected hiccups happen! **I provide a 12-hour grace period on assignments.** As long as an assignment is submitted within 12 hours of a deadline, it will not be considered late. Please note that this grace period is meant to provide you flexibility on submission; you are expected to begin your work before the 11:59pm deadline. Do not use the 12-hour grace period as permission to begin the work that next morning after it's already technically due!

Extensions on Assignments:

If you experience an emergency or unexpected issue in completing your assignments, please contact me. If you are concerned that you will not be able to make a due date (even with the 12-hour grace period), *please* let me know so we can work together on solutions— in most cases, **if I am contacted 24 hours before a due date**, I will grant an extension request (no questions asked!).

If you encountered technology issues or life-related issues, let me know once you're able and I'm happy to work out new deadlines, make-up assignments, or other accommodations to help you succeed.

An extension means an extended deadline on an assignment; instead of turning in an assignment on Monday, for instance, you can submit it on Friday instead. Receiving an extension means the late policy will not apply— there will not be a point deduction and you will receive feedback.

For late extension requests (that is, requests that come the day the assignment is due), there might be a point penalty applied to the extension request; this will not be the same as the full late policy. Depending on when the extension request comes in, I might refuse the extension request. (i.e. if you email me two hours before a deadline, I will likely not grant the extension.)

Be planning ahead! The purpose of an extension request is to reward students who are planning and scheduling their time effectively. Work on assignments well ahead of the due date! **You should**

never first begin an assignment on the day it is due. Review the prompt early and start planning early.

Make-Up Assignments:

If you are concerned about your grade because of a missed or failed assignment, you may get in touch with me to discuss make-up assignments. However, this will require more work on your part and make-up assignments cannot earn higher than 75%. So, it's always better to complete the original assignment when possible! I also reserve the right to deny a request for make-up assignments. **I refuse all requests that I receive after week 7 of our course.**

Plagiarism / Cheating:

Students at LBCC are expected to behave honestly. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else's essay, book, article, website, etc. without giving full accurate credit to the original source – including forgetting to put quote marks on copy-paste – has serious consequences, up to an F for the class and/or a written report for further disciplinary action. Recycling your own work from other classes is considered self-plagiarism and is not allowed without prior written approval from me. For more information on the plagiarism policy for our course, refer to our Moodle page.

Extra Credit:

Students who bring an assignment draft to the Writing Center to receive feedback will receive extra credit on that assignment after the initial required first visit. (Limit one extra credit boost per assignment.) If you elect to get extra credit, be sure to forward me the email that either 1) confirms your Zoom/in-person meeting or 2) features the feedback you received via the OWL google doc.

Resources Available to You

In this section, you will find helpful resources for online learning, writing, and what's available to you as an LBCC student. These resources are included in the cost of tuition and are available whenever you need them!

If you believe there's something missing from this list that you'd like to see added, please contact me!

Resources available to you as an LBCC student

- Writing Center & Online Writing Lab (OWL)
- Academic Coaching
- Tutoring Center
- The First Resort: LBCC's support and navigation center
- Center for Accessibility Resources (CFAR)
- Other Help & Resources

Other resources available to you

- [OWL Purdue](): grammar, formatting, and citations assistance
- [33 Useful Websites for Students](): catch-all to help organize

Free version of Microsoft Word

While Google docs is a very robust tool, it can be hard to format your documents effectively in Google docs. I recommend using Microsoft Word! Word is easier (I find) and available for free to students: [Click here for details]().

Note: Instructor reserves the right to make changes in the course syllabus. If I make any changes, you will be informed via Moodle and Email.