

<p>Linn-Benton Community College 6500 Pacific Blvd. SW Albany, Oregon 97321</p> <hr/> <p>Winter Term 2020 3 Credits</p> <p>CRN 31254</p> <p>Location moodle.linnbenton.edu</p> <hr/> <p>Instructor Joyce Bower</p> <p>Office Hours W 5:00-6:00 p.m.</p> <p>Office Location SSH-210</p> <p>Email Address bowerj@linnbenton.edu (Email is the best way to contact me.)</p> <hr/>	<h2 style="text-align: center;">Writing 227: Technical Writing</h2> <hr/> <p>COURSE DESCRIPTION From the course catalog: This course introduces students to the types of writing they will encounter in business, industry, the academic world and government. The course 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.</p> <p>Prerequisite: WR121</p> <p>REQUIRED SKILLS Before taking this class, you should know:</p> <ul style="list-style-type: none"> ● Basic computer skills ● Basic word processing skills ● Basic internet skills <p>COURSE OBJECTIVES From the course catalog: Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> ● 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.
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	<p>COURSE OUTCOMES</p> <p>By the end of this course, successful students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate technical writing skills ● Design a technical research project ● Collect and evaluate technical information ● Draft and revise technical reports ● Integrate computers into your academic, professional, and personal lives ● Demonstrate control of mechanics and format in the final formal research paper <p>NOTE: This syllabus (both class information and the assignment schedules) may change at my discretion.</p>
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Required Texts and Materials

- Markel, M. & Selber, S.A. (2019). *Practical strategies for technical communication at Linn-Benton Community College* (3rd ed.). Boston, MA: Bedford/St. Martin's.
- Computer, or access to one, with the internet
- **Note: Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.**

ASSIGNMENT AND FINAL GRADING

<p>Grades</p> <p>A = 90-100%</p> <p>B = 80-89%</p> <p>C = 70-79%</p>	<p>D = 60-69%</p> <p>F = 59% and below</p>
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EVALUATION

The breakdown of your final grade is:

Total = 1000 points

<p>Documents 450 (These documents may be revised for a better grade.)</p> <ul style="list-style-type: none"> ● Professionalism Email 100 ● Passage Translation 200 <ul style="list-style-type: none"> ○ Passage Translation 100 ○ Memo 100 ● Instructions 150 <ul style="list-style-type: none"> ○ Peer Review/User Test 50 ○ Document 100 <p>Major/Field Project 350</p> <ul style="list-style-type: none"> ● Report 100 ● Presentation 100 ● Secondary Sources Write-Up 35 ● Professional Development Write-Up 35 ● Survey Write-Up 40 ● Interview Write-Up 40 	<p>Final 100</p> <p>Online Participation 100</p> <ul style="list-style-type: none"> ● Revising Survey and Interview Questions 10 ● Your Survey and Interview Questions 10 ● Avoiding Pomposity Memo 10 ● Idioms 10 ● Wordiness and Pompous Wording 10 ● APA Style Quiz 10 ● Colons and Semicolons 10 ● Precise and Concise 10 ● Parallelism... 10 ● Commas 10
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GRADING POLICY

A 90-100%

This document displays **excellent** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a demanding supervisor with high expectations, an important client, a prospective customer, or anyone else whose good opinion is vital to the writer's success or the success of their business/workplace.

B 80 - 89%

This document displays **good** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a friendly supervisor, a client the writer already knows well, or a coworker.

C 70-79%

This document displays **adequate** use of language in all areas (content, organization, mechanics, formatting). This document would be appropriate to send to a friend at work. The writer should revise this document before sending it to a supervisor, client, or someone who might want to find fault with them at work.

D 60-69%

This document still requires some work. Errors in the content, organization, mechanics, or formatting mean that the message does not come through in an effective way. A coworker might have questions about what this document means. A client might worry that this writer is not detail oriented. A supervisor might question this writer's professionalism.

F 0 - 59%

A lot of different things could be going on here. The writer may have misunderstood the assignment or only completed half of it. It is possible that the writer is having some significant problems with grammar mechanics. Now would be a good time for this writer to check in with the teacher and ask for extra help.

Incomplete Grades

Incompletes will be given only in extreme circumstances. (Please see the student handbook for qualifications and descriptions for this and any other type of grade.) You must contact me before the end of the term if you need this option. If you need to withdraw from the class, you are responsible for doing so.

ASSIGNMENTS

- **Assignments are due by 11:55 p.m. PST/PDT on the Sunday following each week on the assignment schedule unless otherwise stated. Late assignments are an *inconvenience to both you and me*.** If there is something that is making it difficult to finish an assignment on time, please contact me.
- **Begin the name of your document file with your name** (e.g. for the library research activity, I would name it “Joyce Bower Library Research Activity.doc.”). This makes it much easier and much faster for me to grade your assignments when I am commenting within the document.
- **I will accept late assignments for ten percent off for each day late.** Please email me when you submit a late assignment, so I know to grade it.
- Make sure you complete and upload your assignments in enough advanced time to avoid computer, internet, and email problems. Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.
- Your hard work is a reflection of yourself. Using someone else’s work as your own or using information or ideas without proper citation is plagiarism. **Plagiarism and/or academic dishonesty can result in failing the assignment and/or the course.** All instances of plagiarism will be reported to LBCC and become a part of your permanent academic record. (Please look in your book or ask me for help in understanding what plagiarism is and how to avoid it.) Please note that bibliographies (“Works Cited” in MLA and “**References**” in APA) AND in-text citations are required whenever you use sources, including internet sources.

ASSIGNMENT FORMAT AND DESIGN

- All work is to be typed, single-spaced, and composed in **12-point font** and have 1-inch margins unless I otherwise indicate. Use spell check, your dictionary, and handbooks. Sloppy work, including excessive misspelling, will not be accepted.
- Please attach your work in **Microsoft WORD, PDF, or Rich Text Format**. I will be grading your assignments using the comments feature in *Microsoft WORD*, so please find access to a computer that has this program so you can read my comments. If you are near campus, most computers in the labs have *WORD*. You may also use Google Docs, but please remember to save it in one of the formats above.

Important Information about Writing Assignments

No Surprises!

I firmly believe in the motto “No surprises!” For each assignment, you will be provided with the information about what I am looking for and plenty of opportunities to receive feedback throughout the writing process.

Where do I start? (or HELP! I’m stuck!)

One of the most difficult aspects about writing—no matter if one is a published writer or a writer who only writes for work or school—is making yourself sit down and get words on paper. If you find yourself staring at a blank sheet of paper or a blank computer screen, just start writing whatever comes to mind. Whatever you do, get something down on paper. It may seem like a waste of time at the moment; however, it is much more productive than sitting in front of a blank piece of paper thinking, What am I going to write? and only stressing yourself out over what you don’t write. Besides, you will probably surprise yourself with what you produce.

What are peer reviews?

When peer reviews show up the second half of the term, you will be sharing your drafts with those in the class (through the forum in Moodle). You read and provide feedback to each person in your group about his or her paper, and each will provide you with feedback about your paper. Guidelines and instructions will be on Moodle.

PARTICIPATION (INCLUDING FORUMS)

- Participation will be averaged into the final grade. Participation is considered
 - Regular (weekly) checking of Moodle (Information, announcements, discussion forums, lectures, and assignments will be posted weekly.)
 - Readiness and active discussion in the forums
 - Reading and understanding the textbook material and any other readings assigned
 - Quizzes (Please note: Because they are time sensitive and part of participation, quizzes cannot be made up.)
 - Alertness and complexity of thought in discussions
 - Active involvement in group work

- Discussions held in the forums are vital to this class. Do not rush through the discussions. Take the time to provide input that shows complexity of thought and to give other classmates valuable input about their research.

- Discussions in the forums are timely conversations, therefore considered in-class participation, and cannot be “made up”; therefore, a discussion posting will not be given any points if late.
- Please read through the lectures carefully, as they provide important additional information and, at times, assignment information.
- Announced and surprise quizzes will occur throughout the term.
- Expect to work around **NINE hours** per week. (This is an *average* based on three hours of “class time” and six hours of time spent on work outside of “class time.” You might spend more or less time, depending on the week, the assignment, and your knowledge-base.)
- **Respect not only me as your instructor but also your peers as equals.** We are all unique individuals entitled to our own opinions and beliefs; however, any comments, jokes, or remarks that denigrate the worth of an individual’s physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. If you are disrespectful to your peers or me, you may be asked to withdraw from the class.
- **LBCC Comprehensive Statement of Nondiscrimination**
LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

RESOURCES TO HELP YOU SUCCEED

- The [Writing Center](#), located on the second floor of Willamette Hall, provides help with writing. You can also use the Writing Center online through the **Online Writing Lab (OWL)**.
- The **library**, located on the first floor of Willamette Hall, will be helpful when doing research for your projects. Also take advantage of OSU library, or whatever college library is around your area, and the public libraries.
- **Advising Center** If you ever need to talk with someone about school or life situations, you can contact any of LBCC’s counselors. Advising services is located in Takena, room 101, and can be reached by phone at 541-917-4780.

- **LBCC Center for Accessibility Resources Statement**

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

- You have a documented disability and need accommodations.
- Your instructor needs to know medical information about you.
- 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**.

- **LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public report](http://linnbenton-advocate.symplicity.com/public-report).

- **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 Roadrunner Resource Center for support (resources@linnbenton.edu, or visit us on the web www.linnbenton.edu/RRC 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.

MISCELLANEOUS NOTES

- **Permission to Use Student Work**

I will be using examples from student papers, which will be anonymous. Please contact me within the first week of class if you do not want your work to be used.

- Note: This syllabus may change at my discretion.

- **My Degrees**

I received my Bachelor of Arts degree in English with an emphasis in Writing from Franciscan University of Steubenville, Ohio, and my Master of Arts degree in English with an emphasis in Rhetoric and Professional Communication from New Mexico State University.