WR227 Technical Writing

Linn-Benton Community College
Winter Term 2020

CRN 30960 1 PM; MW--MKH107; F--NSH108
Text: *Practical Strategies for Technical Communication for Linn-Benton Community College, Third Edition.* A brief guide by Mike Markel and Stuart A. Selber. ISBN 978-1-319-31892-5.
Quick 'n' Dirty Handbook for Writers by McLagan and Madraso

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Written communication is the number one predictor of corporate success;
oral communication is number two.

Course description:

To be successful in any career endeavor, we need to be able to communicate well. Technical writing has been called "the art of making the complex simple." And that is what we are about this term: learning to communicate in such a way that we can be successful in our families, our professions, and our communities.

This course is designed to strengthen written communication for jobs, careers, professions, community endeavors, and other public functions by practicing a number of writing situations and learning to tailor writing to a particular audience and/or situation.

WR227 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.

Outcomes:

When students complete WR227, they should be able to

1. Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level evidence-based technical writing assignments.
2. 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.
3. 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.
4. Locate, evaluate, and integrate high-quality information and opinion appropriate for technical evidence-based assignments.

5. 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.

Class policies:

Since this course is designed to prepare students for writing in a professional/work/government situation,

some assignments will be done in small groups, and some will be done alone;
some assignments will be completed via email, but generally
hard copy of the work is expected. Please prepare accordingly.

To avoid distraction to yourself, others around you, and your instructor, cell phones should be silenced and stowed when class begins.

***Since this is a course in which we write about our thoughts and ideas and practice to be professionals,
we must each do our part to show respect for and to one another
and our readers.***

Evaluation for the course will be based on

1. In-class writings and responses,
2. Technical projects worked on independently or with a group and peer edited in class,
3. Reading notes/reflections as assigned,
4. A final exam. This will be a take-home exam given at the last class meeting and submitted at your regularly scheduled final exam time.

Late work will receive a 10% penalty, but each student will receive a "Get out of jail free" card to be used with one late submission or for bonus points at the end of the term.

When evaluating student writing, I look specifically for four things:

✓**Conten**t–Is the content appropriate to the assigned task and audience?
✓**Organization**–Does the organization contribute to communicating the information?
✓**Sentence fluency**: Does the writer use complete sentences? Are the sentences concise and articulate? Does the writer use clear, concise wording?
✓**Conventions**: Does the writer follow the conventions/mechanics of standard written English in such a way that even readers whose main language is not English can understand. Has the writer followed the spelling, punctuation, and formatting of Standard written English?

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.

Campus Resources:

+**Conferences** with the instructor. I'll have office hours each day that I'm on campus. If those hours do not work for you, we can meet by appointment. (Turn over for office and office hours)

+**Library** (541-917-4638)

+**Writing helps**: a cooperative writing service including ESOL, Writing Desk, Writing and Study Skills Labs and more.

+**Writing Center**: Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments. It is located on the upper level, Willamette Hall (WH).

+ **College Skills Zone** on the upper level of Willamette Hall next to the Writing Center.

+ **Computer Labs**: Library and Forum 202

Request for Special Needs or Accommodations

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (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.

Proposed Schedule for WR227 Winter term 2020

Week 1	Intro course – Diagnostic –Professionalism	Read Chapter 1 and pp. 102-104
Week 2	Assign passage "translation" Discuss chapter 2 (Wednesday) Ted Talk	Read Chapter 2 Ethics pp 116-118 commas - run ons
Week 3	**Martin Luther King Holiday**– no class Monday Peer review Passage in edit groups	Read Chapter 4 pp. 119-123 pronouns
Week 4	Passage Translation due Assign Technical description	pp 123-133 Effective sentences
Week 5	Peer review description (Monday) Description due Wednesday Assign Major field project	Chapter 7 formatting pp 152-177
Week 6	Proposal due	pp 133-143 words and phrases
Week 7	**Presidents' Day Holiday** No class Monday Progress report due Friday	pp. 108-116 Paragraphs
Week 8	Work on technical report Peer review	
Week 9	Report due Monday Assign Resume/Cover Letter	Read Resume hand out
Week 10	Resume/Cover letter due Wednesday Assign final Final four	pp 398-415
Finals week	Final due....Monday 1 PM	

This is meant to be an outline of activities and assignments.
More detail will be posted in class each week as needed.