Technical Writing - Winter 2020

Text: You may use **LBCC's custom edition of *Practical Strategies for Technical Communication*** by Mike Markel (available in the bookstore) or the regular version of this textbook new. Older editions are acceptable also but quiz questions may not align perfectly. Use previous versions at your own risk.

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Office Hours

Basic Information About the Class

Prerequisites:
WR 121 with a C or higher.

Welcome to Writing 227: Technical Writing
WR227 introduces you to the types of writing you encounter in business, industry, the academic world, and government. It examines the rhetorical nature of writing and asks you to think critically about content, audience, argument and structure.

Course objectives and outcomes in plain language:

 After taking Writing 227, successful students will have learned to

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

credit the source as appropriate.

Official course outcomes from catalog:

Upon successful completion of this course, students will be able to:

- 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.

Course Work:
- Quizzes (10%)
- Homework Assignments (85%)
- Self-reflections (5%)

Assignment descriptions are listed at the end of the syllabus and on Canvas.

Required texts and materials:
Enrollment in this course requires successful (i.e. "C" level) completion of WR121.
- Textbook:*Practical Strategies for Technical Communication* by Mike Markel
- Internet access
- Access to a college library
- Access to a word processing program such as MS Word
- Computer literacy

Free Version of MS Word

While Google docs is a very robust tool, it can be hard to format documents in Google docs. Word is easier and it is available free to students and teachers. [Click here for details.](#)

How the Course Works

Canvas:
This course will be on Canvas. By the beginning of the term, you will have received an email explaining how to log into Canvas. The fall course link isL https://canvas.instructure.com/enroll/AY76WR. Please note, enrolling in the Canvas shell does NOT register you for the class. To register, please go to Webrunner.

Because Canvas is not the school supported system, I am your technical support for Canvas. If you have any problems, call or email me at 541-917-4556 or stetzwk@linnbenton.edu.

Late Policy:
- Late quizzes will not receive credit
- Late self-reflections will not receive credit
- Late homework assignments will not receive written feedback and are not eligible for a revision.

Revision Policy
- On-time homework assignments may be revised for a higher grade. Please go to the Assignments tab and click on Revision 1 or 2 for complete instructions on revisions. I prefer that you chat with me before turning in a revision, but that is not required.

Class Policies, Expectations, and Resources

My Expectations for You
- Check Canvas *at least* three times a week.
- Read all Canvas announcements carefully.
- Complete all reading and assignments.
- Contact me if you are having difficulties in the class or if a personal crisis or

emergency impacts your ability to succeed in the class and you would like extra help or accommodation.
- Be courteous when communicating online.
- Don't cheat or plagiarize. Violations of academic honesty will result in failure of an assignment or failure of the course.

My Promise to You

I am tough but fair, and I'm here to help you in anyway I can. That includes writing stuff and life stuff. If I can't help, I'll find someone who can. I check email once a day, Monday through Friday and try to empty my inbox every time. I answer student emails first, so **put WR 227 in the subject line.**

Grading Procedure

My goal is to return every assignment to you within one week of the due date. I am always happy to grade your assignment first. Just email me and let me know that you'd like priority grading.

I will comment on every assignment. My comments will focus on one or two things you did particularly well and one or two areas where you could improve your writing. If you'd like more feedback, contact me.

LBCC Writing Center

From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with one of the supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net where you will receive a personalized response within 1-2 business days. For more information, visit us online at
http://www.linbenton.edu/go/learning-center/writing-help.

School Policies

Incompletes

If you have completed 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you

an incomplete.

Center for Accessibility Accommodations

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the **CFAR Website** for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

Academic Honesty

Plagiarism is a type of academic dishonesty that involves the theft of another person's idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation. Plagiarism includes both intentional and unintentional acts, such as:

- Obtaining a paper on the Internet and turning it in as the student's own work; this is obviously intentional
- Copying sections of another's original document, photographs, artwork, songs/sounds, film, video images, lab project, or electronic files and putting the source material or text into one's own work without documentation, as if it were one's own original work;
- Copying a sentence, or an important exact phrase of two words or more, or a coined word (which may or may not have copyright protection) without the use of quotation marks and credit;
- Copying the structure of another's argument or premise, thesis, theory, design, or composition and merely translating key parts;
- Using another's results in one's own words without giving him or her credit, failing to document any borrowing when quoting, paraphrasing, summarizing, or importing and placing a graphic, sound bite or other medium.

LBCC Non-Discrimination Policy

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. [For the official nondiscrimination policy click here.](#)   What is more, LBCC sees our differences as a source of strength and an important part of education.

Assignments

These assignment descriptions are included so that students have a record of their course work. This can be helpful when transferring credits to another institution. These assignments are also listed in Canvas. You do not need to use the syllabus to get assignment descriptions.

Email Assignment

This assignment is based of the content of [this article.](#)

Goal of this assignment: Email communication is one of the primary modes of workplace communication. Good email habits will make you look professional. Good emails will get read. Poorly written emails often get ignored. Emailing effectively (including your professors) will help what you want in your work life. This assignment will help you learn this vital skill.

What is the assignment: Introduce yourself to me via email. Your goal is to show me that you are an interesting person (you are!) and a good student (you are!) Write your email using the principles of good email listed above. Emails due by Wednesday on Sunday. This assignment should be emailed to stetzwk@linnbenton.edu **Remember to use the principles of good emailing every time you email me or any of your other professors.**

How will I grade: When I grade, I'll be looking for the following:

- Salutation (with my name spelled right!)
- Friendly, professional content
- Paragraph breaks at least every 8 lines. (This goes for ALL assignments in this class.)
- Perfect spelling, grammar, and punctuation
- Pleasant close (like sincerely or respectfully)

Analyzing Technical Writing

Goals of this assignment: Before you start writing, I want you to analyze someone else's document. Sometimes it's easier to see flaws in someone else's work. Once you see them, you can avoid them in your own.

I've also given you a BIG assignment to complete during Week 1 so that you can ascertain whether or not this class is right for you before the drop date (Sunday of Week 1). If this class feels like it's moving too quickly or challenges you technologically, you may find that a face-to-face section suits your learning style better.

What is the assignment? Here are step by step instructions for completing this assignment.

- Look at the measures of excellence listed on Page 8 and watch this lecture.
- Find a set of written instruction for a task you are unfamiliar with. The task must meet these criteria:

Criteria	Choose something like this	Don't choose something like this
Can be performed by an inexperienced user	Create a web page in Wix	Draw a bridge in SolidWorks
Will take at least half an hour	Change the headline in your car	Change a lightbulb in your house
Will not take more than an hour	Build a ready-to-assemble bookshelf	Build a bookshelf from scratch
Not a recipe (generally)	If you choose a recipe it must include an unusual physical task (making puff pastry, building an ice sculpture etc.)	Baking cookies
IS SAFE!!!	Assemble a section of brick patio	Destroy a wall using explosives

- Perform the task following the instructions. While you perform the task write down any places where you:
  - Had questions about parts
  - Had questions about procedure
  - Had other questions
  - Had to review the instructions multiple times
  - Did things in the wrong order because the instructions weren't clear
  - Were disappointed in the result of your work
- Write an analysis of the instruction set using the measures of excellence as your guide. One good way to do this would be to include four to ten well-crafted sentences for each of the measures.
  - First sentence identifies what the measure is and what it means.
  - Second sentence states where the instruction set met or did not meet this measure of excellence.
  - One or more sentences identify the strengths in this area.
  - One or more sentences identify the weaknesses in this area.

- Please use headings and organize the sections of your document in this order:
  - **Professional** appearance: Does this look like a document produced by a trained technical writer or graphic designer?
  - **Honesty**: Are there places where this document deliberately tries to deceive or mislead the reader?
  - **Accuracy**: Did these instructions work?
  - **Accessibility**: How easy is it to find individual pieces of information without reading the whole document top to bottom?
  - **Comprehensiveness**: Did the instruction set include everything it needed?
  - **Conciseness**: Did the document contain anything it didn't need (either individual words and phrases or sections of content)?
  - **Correctness**: Were the grammar/spelling errors?
  - **Clarity**: Overall, how clear and easy to use was this document?

- Post your analysis and a picture of the instruction on Canvas. (If your instruction set is several pages long, just take a picture of the first page.)

Formating Note: The following formatting rules should be used for all technical writing.

Block Format
Almost all technical writing and business writing documents are written in block paragraph format. This means the following paragraphs are single spaced. There is no indent at the beginning of a new paragraph. Paragraphs are separated by one line of blank space.

Headings
Good technical writers make it very easy for readers to find specific pieces of information (without reading the whole document). Use headings to separate information into small, easy-to-identify sections.

Short Paragraphs
Never include more than eight lines of text without a break.

Student Sample

Here is a sample analysis of honesty in a set of instructions for fixing a noisy fan in an HP laptop.

> Honesty refers to the writer's intentions, specifically whether they intended to lie or hide important information. The instructions for troubleshooting fan noise were honest in the textbook definition of the word. The writer did not lie and tell the reader they could fix their fan by dropping the laptop or whispering a prayer over it.

> However, other things about the instruction set were dishonest. First the instructions were hard to find on the HP website, suggesting that the company's claims to great technical support were disingenuous. There was also a "Need Help Troubleshooting?" feature that looked like a live chat box but was just another way to search the troubleshooting website.

> Finally, the solution to fixing the fan was to set the laptop in power save mode. The instructions were honest in that changing the power setting reduced the fan noise but dishonest in suggesting that that was a reasonable fix. A customer should be able to use their computer on any power setting without the fan running loudly.

How will I grade the assignment?

1. First, I'll look for block paragraph format, headings, and short paragraphs.
2. Next, I'll look for how clearly and concisely you write. Never use more words than you need. What to learn more?If you haven't studied this tutorial, study it now: [tutorial.](#)
3. Then I will look to see if your analysis shows a true understanding of the measures of excellence. Be sure to watch the video lecture.
4. I will look at the quality of your analysis. A good analysis says **what** you think and provides support for your ideas. Be sure to reference specific words, phrases, and design elements in the original document.

5. Finally, I will check for mechanics (grammar, spelling etc.).
6. This assignment is eligible for revision (for a higher grade) if it arrives on time.

Business Communication Outside the USA

Video about the Business Communication Outside the USA Assignment

(Be sure to read the assignment description AND watch the video)

NOTE: This is **not** an assignment that you may complete in a team.

Goals of this assignment

This assignment asks you to do two things: research current, useful information and present complex concepts in a concise, easy-to-read document. Presenting good information in a usable format is the key goal of every technical writing situation.

What is the assignment?

Choose a country you are interested in. Your work will be easier if you choose a large country, a populous (having a large population) country, or a country that does a significant amount of business with the United States. Mexico, China, or Germany will be easier to research than Nauru, Kyrgyzstan, or Djibouti. With that said, the choice is up to you.

Now imagine that you are sending a delegation of employees to this country to do business. They have never traveled in this country and they want to make a good impression.
Create a one-page 600+ word document that outlines how your delegation should behave in this culture. This document will be a "cheat sheet" for your employees.

The document may answer the following types of questions:

- Is this a high or low context culture?
- Does the conversational style tend to be direct or indirect?
- Are their hierarchies among colleagues, family members, classes, or ages?
- What are the gender roles or expectations in this culture?
- What are some key mistakes Americans might make when visiting this country?

●   Other questions that you think are important.

To find information on cultural norms, you will have to do research.

Research Requirements for This Assignment

●   Use five sources.
●   Source must meet the following requirements:
      ○   Be at least 1000+ words. Long articles give you depth and diversity of content.
      ○   Be a "source-that-references-sources." This means the source you look at reference other research. This slideshow illustrates how to tell if your source references other sources.
●   While you do not have to do in-text citation for this document, you will include a bibliography of your sources cited in MLA, APA, or CMS style.
●   Also include sample in-text citations. This is what your in-text citation would have looked like if you included it in the text of your document. This list might look something like this:

MLA Style

(Smith 32)

(Alvarez 12)

APA Style

(Smith, 2019, p. 32)

(Alvarez, 2017, p. 12)

●   If your sources-that-reference-other-sources are taken from the web (not from a book or library database article) turn in a screenshot with the internal citation circle, just like in the slideshow. If you don't know how to do this, just Google "how do I take a screenshot" and "how do I add a circle to my screenshot."

Research Information

Here are examples of articles with and without citation:

- [This is a useful article](#) but it does not contain internal citation so it would not count for this assignment.
- [This article references several experts](#) so it would be a good article to use for this assignment.

Here are some sites that you may be tempted to use but shouldn't. The articles on these sites generally do not reference their own research:

- Kwintessential
- Encyclopedia Britannica (or most other encyclopedias)
- InterNations
- Businessculture.org
- Today Translations
- Expatica

Note: Linking to another website does not necessarily mean a source contains its own research. Phrases like "for more information go here" do not count as cited sources, nor do links to definitions, maps, etc.

Research Videos

Be sure to watch all these videos at least twice. There is a lot of valuable information here that will make your research process better and faster.

- [Using EBook Central](#)
- [Using the LBCC Library Databases](#)
- [How to tell if an article references another article](#)
- [How to know what's in a book without reading it.](#)

Format Requirements and Recommendations

To earn up to a B (89%), you must follow these formatting guidelines.

Block Format

Almost all technical writing and business writing documents are written in block paragraph format. This means the following paragraphs are single spaced. There is no indent at the beginning of a new paragraph. Paragraphs are separated by one line of blank space.

Headings
Good technical writers make it very easy for readers to find specific pieces of information (without reading the whole document). Use headings to separate information into small, easy-to-identify sections.

Short Paragraphs
Never include more than eight lines of text without a break.

Your Business Communication Outside the US assignment may also employ other formatting techniques such as multiple columns, text boxes, simple graphics etc. You can also use Canva to format your document.

To earn up to an A (100%) format your document using a document design app like [Canva](#) or [Venggage](#). Using tools like this will help prepare you for the challenge of building a website in Wix. They are also useful tools to make documents that stand out in the workplace. When everyone else in the workplace is using apps like Venggage, traditional MS Word documents can look dated. Google docs is notoriously bad when it comes to elegant formatting.

Formating Resources

- [Word's secret design sizzle: Learn the built-in tools for better-looking documents](#)
- [3 Ways to Make Your Google Docs Look More Professional](#)
- [Top 10 Tips to Make Your Business Documents Look More Professional](#)

What You Will Turn In

- **Handout** you created for your delegation
- **Bibliography** of sources
- **Screenshot** of your source-that-references-another-source with the in-text citation or lead-in phrase circled. **You only have to do this if your source-that-references-another-source is drawn from the web.** If you use a book or library database article for this requirement, you do not need to include a screenshot.

How will I grade the assignment?

I will start by glancing at it. I'll approach it the way busy employees approach most material they get from their boss: quickly trying to determine how important the document is and to get as much information from it in the shortest amount of time.

Then I'll go through and grade for the following:

1. First, I'll check if this document follows the design principles we have covered in class. It is fine, even appropriate, for this document to be text only. But it should not look like an essay. Here is a [well-formatted document.](#)
2. Next, I'll check to make sure your resources match the research requirement (include the screenshot if applicable).
3. Then I will read your document carefully, asking myself "would this document help me navigate this culture?"
4. Finally I will check for mechanical errors and bibliographic format.

[Video about the Business Communication Outside the USA Assignment](#)

(Be sure to read the assignment description AND watch the video)

Annotated Bibliography

Goal of Assignment

By the end of the term, you are going to write a technical report and create a "help" or "how-to" website that provide valuable. You'll use the same topic for the report and the website, although the information and how you present it will vary.

I'm going to break this large assignment into manageable pieces. The first piece is an annotated bibliography. Annotated bibliographies are useful in that they prove to your professor that you have found and read your research. They are also useful for you because you can look back at your annotations to see where you got what information. This is a great for organizing large research projects.

Scroll down to the bottom of these instructions to learn about the group option for this assignment.

Task

1. Read the assignment descriptions for Your Website: Part 2 and Part 3. This assignment is the first of three parts. To be successful, you must understand the entire project before you get started.
2. Choose a topic from the three options presented in Part 2.
3. Choose the eight useful sources and create an annotated bibliography. Among your sources, there should be..
   a. at least on book (although you may only reference a single chapter)
   b. one peer reviewed journal article
   c. **at least six more sources of 1000 words or more each, all of which contain internal citation.**
4. Format your bibliography like this MLA sample or this APA sample (the reference page starts on Page 9).
5. If you use sources from the open web (i.e. not books, not from the library) but you must include a screen capture of the internal citation in those articles (like you may have done for the Business Communication Outside the USA assignment. More information here.)

Research Resources

Grading

- You will do better on this assignment if you chat with me about your topic *before* turning in your annotated bibliography.
- I will grade you on whether or not your sources meet the source requirements.
- I will grade you on your APA or MLA citation style. (For more on those styles refer to the appendix in our textbook.)
- I will also look for concise but substantive annotations. Ideally, each annotation will be about 100 words and will explicitly describe the content of the article.

Here is an example of a weak annotation:

This article looked at bacteria on shopping cart handles, how many there are, and if they are dangerous to people.

Here is an example of a strong annotation:

Juan Tyler's study of bacteria on shopping cart handles shows that shopping cart handles contain more than 200 times the number of bacteria as other pieces of plastic in public settings (specifically handrails, turnstiles, and bathroom faucets). His research also suggests that that the presence of those bacteria pose no threat to human health.

Note how this annotation contains "spoilers." After reading that annotation, you feel like you barely have to read the article. That is the best way to annotate a source.

Late Policy

- Annotated bibliography may come in up to one week late.
- The only penalty for turning this assignment in is that you cannot revise it.
- Please note that Part 3 of the website project as a different late and revision policy.

Teamwork Option

This assignment may be completed individually, in a pair, or as part of a team. If you complete part of the website project as a team, you must complete the whole project as a team.

If you complete this assignment as part of a pair or a team, you must download and complete the first portion of the [Team Contract](complete up until Due Dates for Part 2). Complete one version of the form. Share it with me and all members of the team before starting work on this project. This contract ensures that everyone on the team agrees on who is doing what and when work will be completed. You do NOT have to do a team contract if you are not working in a team or pair.

Report

Overview

This is part two of a three-part assignment. In brief, you'll do the following:

- Research a technical topic and write an annotated bibliography (already done!)
- Write a technical report on that topic
- Turn your report into a website (up next)

Technical writing always focuses on a problem of practical, contemporary concern (e.g. how do I change the oil in my car, what chemotherapy is most effective for breast cancer, how do we reduce plastic pollution etc.)

Technical reports are always audience-focused. Your goal is to provide a specific person or group with the exact information they need at that moment without them having to read a word more than they need.

Goal of the Report Assignment

This assignment is designed to give you practice compiling research and writing researched reports. These skills will be useful in many of your other college classes.

The report is also designed to emphasize how crucial audience-analysis is to good technical writing. Analyzing your audience and providing the information they need in the way they need to receive it is a useful skill in almost every line of work.

Topic

For this assignment you will write an informative report on a topic of contemporary concern. In other words, this topic addresses issues, questions, or problems that people are concerned about right now. The report provides the kind of information the audience needs and could not readily find themselves.

Topic Ideas

- Many college students in Oregon are upset about the ever increasing cost of college tuition. How can an Oregon college student effectively participate in Oregon's state legislature to push for more support for higher education?
- Many programs that provided support (food, housing vouchers etc.) to low-income people have been cut under the Trump administration. What cuts can low-income benefit recipients in Oregon expect and what resources are still available?
- Gender expectations vary greatly from culture to culture. How could an American woman effectively conduct business in Iran, given that expectations around gendered behavior differ greatly between Iran and the United States?
- Oregon's bans on field burning have improved air quality but sometimes result in the increased use of pesticides and diesel-powered tilling. What are the most environmentally friendly and cost-effective methods of accomplishing what field burning once did for grass seed farming?

Audience

Your report will be very narrowly focused and written with a specific audience in mind. Your audience should be limited by at least two demographic factors.

Here are examples of narrowly focused audiences:

- African-American college students.
- Homeless LGBTQ youth
- Portland developers trying to build green houses at a competitive price
- American women doing business in Iran
- Parents of children with autism who are looking for appropriate daycare
- Oregon residents who receive public benefits (WIC, housing assistance etc.)

The content you choose for your report should clearly reflect the needs of your audience. The report should not be directed at broad audiences like "anyone who cares about the environment" or "parents."

Use the report brainstorming assignments to help you refine your ideas.

Note: The final part of this project will ask you to turn this report into a website. When creating your website, you will be even more attuned to your audience's needs, making choices about content *and* design elements (color, images etc.) in order to meet your audience's needs.

Report Format

Follow these formatting guidelines:
- Use block paragraphs
- Use first and second level headings
- Use descriptive headings that clearly identify content
- Use numbers for lists that occur in a particular order (such as instruction steps) and bullets for items that have no particular order (such as materials and supplies or helpful tips)
- Number pages (it's okay if the numbering starts on the title page)

Include in order:
1. Title page
2. Table of contents
3. Abstract (250-500 words) that includes the scope of the report, major findings, and conclusion.
4. Introduction
5. Data, research and findings
6. Conclusion
7. Works-cited page

Citation

Uses standard APA, MLA, or CMS citation style including both [in-text citation](#) and a works cited page..

Note: The rules that govern the use of sources differ between cultures. It is important that international students learn American conventions so that they can succeed in American colleges and universities. However, it is also important to remember that American rules are not universal.

See the Writing Center or reference librarians for help with citation.

How I will grade?

1. First I will look at your bibliography. A good report usually uses about eight substantive sources. I'll check to make sure all the sources in the bibliography are used in the report.
2. Next, I'll scan the headings to make sure the document is easy to navigate.
3. Then I'll read the report looking for specific, in-depth content. Reports that do not go beyond common knowledge rarely receive more than 70%.
4. As I read, I'll also assess how well you tailored your report to your audience. If I see a substantial amount of information your audience would not use or need, that will count against you. If I see specific information that is particularly useful to your audience, that will count in your favor.
5. I will check for correct, concise writing.
6. Finally, I will check for correctly formatted in-text citations and works cited page.

Length

A+ reports tend to be between 1500 and 2000 words. Quality of content is more important than length. A short, concise report will almost always do better than a long, wordy report with extraneous content. You may count your table of contents and works cited page in your word count, but remember: your goal is to provide high quality information, not to put a certain number of words on a page.

Support

Writing Center - The Writing Center is located in the Learning Center (above the library). They have options for in-person visits or online support.

Reference Librarians - Reference librarians at the LBCC library would be happy to meet with you and discuss your research process and problems. They can help with brainstorming ideas, finding sources, and citation.

Chat with a librarian - The LBCC library website has a feature called "chat with a librarian" that allows you to chat with a live librarian 24/7. The chat line is staffed by librarians around Oregon.

Grading Rubric - The grading rubric contains links that explain each of the grading criteria. The rubric also includes videos that explain common problems and successes.

Links in instructions - Click every link in this instruction set and study the explanatory material provided.

Citation Generators - Citations generators like [NoodleTools Express](#) can help format citations for sources you do not get from the LBCC library database or e-book provider. Those resources have their own citation generators.

Website

Goal of Assignment

The final assignment in this class asks you to build a website. This assignment has been divided into three parts. This is the final part.

This assignment tests everything you have learned in our class including document design, audience analysis, and research. Another thing this assignment does (hopefully) is create a situation that mimics a real-life task.

Task

Use a simple, free web building program, like Wix, to design an "informational" how-to or "help" website based on the research you did for your technical report. In other words, take your academic-technical report and translate it into a website that people could use to solve problems or answers questions in their immediate, real-world life.

This chart shows how your website will differ from your report.

Technical Report	Website
Written in report format	Presented as a website
Includes detailed information that goes beyond common knowledge	May include some common knowledge. Content is probably not as in-depth as the report

Cited in MLA, APA, or CMS style	Information is cited in a way that makes sense to the user. Citation may use links, lead-in phrases or other methods. Citation does not have to be in MLA, APA, or CMS style.
Written for an general academic audience. (Imagine a mix of your classmates and professors.)	Written to reach a specific audience of your choice (e.g. teens with depression, students considering a career in medicine etc.)

Here is a breakdown of the tasks

1. Teams and pairs, complete Part 3 of the Team Contract. Make sure I and everyone on your team has a copy of your contract.
2. Use the research you found in Part 1 and possibly some of the text you wrote for Part 2 to create your website.
3. Look at similar websites and decide how you want to divide up the information. How many pages will your site have? How will you chunk text so that it is easy to read.
4. Familiarize yourself with a free website building tool. I recommend Wix, but the choice is yours. If you use Wix, these tutorials will help you.
5. Create a website that shares useful information that would help someone solve a problem or answer a question related to your topic. Here is a nice sample website of website style provided by a former student. Please note, her research requirements were different from yours. You should use this as an inspiration for design, but not so much for content. You will provide somewhat more in-depth content.
6. Anyone looking at your site should be able to track where you found your research, but you do not have to use APA or MLA style to accomplish this goal.
7. Share your website by making it live or giving me login information to look at it in draft form. The easiest way to do this is to include this information in your self-reflection (which will come in as a separate Word document that can be uploaded to Canvas).

NOTE ABOUT CREDITING YOUR SOURCES

Item six asks you to make sure that anyone looking at your site could track where you found your research. This is a new challenge for many people. When doing academic work (like Part 2 of this project) you must follow very strict guidelines when it comes to citation.

Outside of academia, people are less likely to use MLA citation. Therefore, I have given you a challenge. Your goal is to make sure that anyone viewing your website knows where each piece of information comes from. *How* you do this is up to you. You can use MLA citation or you can do something totally different.

Self-Evaluation Report

1. Draft a brief report that describes the following:
- What topic did you start with? How did you refine your topic as you worked?
- Who do you envision using this website and how did this audience shape your design and content choices?
- How do your design choices reflect your audience, purpose, and content?

Grading

I will grade you on everything you have learned so far in this term including research skills, writing skills, audience analysis, and document design. Please see the rubric for more specifics.

This assignment may come in up three days late.

If you want the option to do a revision, this assignment must come in a week before the official deadline. Please email me if you submit your work for early review.