

**Linn-Benton  
Community College**  
6500 Pacific Blvd. SW  
Albany, Oregon 97321

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**Spring Term 2018**  
3 Credits

**CRN**  
41328

**Location**  
Online through Moodle  
[elearning.linnbenton.edu](http://elearning.linnbenton.edu)

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**Instructor**  
Joyce Bower

**Office Hours**  
Online, By Appointment

**Office Location**  
SSH-210 (Not on  
campus Spring 2018)

**E-mail Address**  
bowerj@linnbenton.edu  
(E-mail is the best way  
to contact me.)

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## **Writing 227: Technical Writing**

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### **COURSE DESCRIPTION**

With this class, you'll learn processes to gather, evaluate, organize, and present written technical information to professional and technical audiences. Class activities emphasize revision, problem-solving, and teamwork.

**Prerequisite:** WR121

### **REQUIRED SKILLS**

Before taking this class, you should know:

- Basic computer skills
- Basic word processing skills
- Basic internet skills

### **COURSE OBJECTIVES**

- To introduce you to technical writing conventions so you may prepare a variety of documents appropriate in technical fields, including descriptions, instructions, proposals, and analytical reports. Any of these documents may use primary and secondary research, for a combined length of approximately 16-20 single-spaced pages over the term.
- To help you design a technical research project and use a systematic research process to collect, analyze, synthesize, and present the information in a format commonly accepted in technical writing.
- To help you understand how to revise any technical document for thoughtful content, logical organization, clarity and the relevance of your own and others' work.

	<ul style="list-style-type: none"><li>● To encourage you to think critically about information you gather and to use primary and secondary information to solve problems.</li><li>● To help you become an independent, self-motivating learner.</li><li>● To increase your awareness of the impact of computers on your personal and professional lives and on society in general.</li></ul> <p><b>COURSE OUTCOMES</b></p> <p>By the end of this course, successful students will be able to:</p> <ul style="list-style-type: none"><li>● Demonstrate technical writing skills</li><li>● Design a technical research project</li><li>● Collect and evaluate technical information</li><li>● Draft and revise technical reports</li><li>● Integrate computers into your academic, professional, and personal lives</li><li>● Demonstrate control of mechanics and format in the final formal research paper</li></ul> <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, Mike. *Practical Strategies for Technical Communication*. 2nd ed. Bedford/St. Martin's, 2016.
- Computer, or access to one, with the internet
- **3 or more** ways (CD-ROMs, jump drives, e-mail) for storing your work. (Floppy disks are *not* recommended.)
- **Note: Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.**

## RESOURCES TO HELP YOU SUCCEED

- The **Writing Center**, located on the second floor of Willamette Hall, provides help with writing. Please remember, however, the people are there not to proofread your papers, but to *help* you with your writing. For more information, go to <http://www.linnbenton.edu/go/learning-center/writing-help>. 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 Tadena, room 101, and can be reached by phone at 541-917-4780.
- **LBCC Center for Accessibility Resources Statement** 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.
- **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](tel:541-917-4425); Lynne Cox, T-107B, [541-917-4806](tel:541-917-4806), LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public-report](http://linnbenton-advocate.symplicity.com/public-report).

**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.

<b>WHAT I EXPECT FROM YOU</b>	<b>WHAT YOU CAN EXPECT FROM ME</b>
<ul style="list-style-type: none"> <li>● Regular checking and participation in Moodle course.</li> <li>● Be prepared for class (i.e., have the assignments completed and have your assignments, texts, and materials with you).</li> <li>● Contribute to the discussions.</li> <li>● Be considerate toward me and your peers.</li> <li>● Care about the class and the work you turn in.</li> <li>● Use the resources available to you.</li> <li>● Ask questions.</li> <li>● Be familiar with the syllabus. (Note: Please contact me as soon as possible if you have any problems or questions about anything in this syllabus.)</li> </ul>	<ul style="list-style-type: none"> <li>● Regular checking and participation in Moodle course.</li> <li>● Be prepared for class and update the Blackboard site when needed.</li> <li>● Be considerate to you and other students.</li> <li>● Care about the class and the work you turn in.</li> <li>● Be available to help you in any way I can.</li> <li>● Ask questions.</li> <li>● Give honest feedback.</li> <li>● Listen to your concerns.</li> <li>● Return assignments within a week, on average. (I may return them a little sooner or a little later, but I always try my best to get them back to you within a week.)</li> <li>● Answer e-mails within two business days.</li> </ul>

## **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.
  
- **For each forum discussion, post your main post and respond to five people.**
  
- 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.
  
- 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.

### ***A NOTE ABOUT E-MAILS AND FORUM POSTINGS***

Please note that e-mails and discussion board postings in this class are considered professional communication, so please double-check your spelling and do not use text-messaging shorthand (i.e. LOL).

### **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 professionalism memorandum, I would name it “Joyce Bower Professionalism Memo.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 10 percent off the grade for each day late.** Please e-mail 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 e-mail 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 citations is plagiarism. **Plagiarism and/or academic dishonesty can result in failing the assignment or the course.** (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, “References” in APA and CSE, and “Bibliography” in CMS) AND in-text citations are required whenever you use outside sources, including internet sources.

### ***ASSIGNMENT FORMAT AND DESIGN***

- All work is to be typed, **single-spaced**, and composed in **10-12-point font**. Use spell check, your dictionary, and your handbook. Sloppy work, including excessive misspelling, will not be accepted.



- Please attach and upload your work in *Google Docs*, *Microsoft WORD* (.doc) or Rich Text Format (.rtf). Assignments will be turned in through Moodle (elearning.linnbenton.edu).

## 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 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.

**EVALUATION**

The breakdown of your final grade is:

**Total = 1000 points**

<p><b>Memos 200</b></p> <ul style="list-style-type: none"> <li>● Professionalism Memo 50</li> <li>● Pomposity Memo 50</li> <li>● Progress Report Memo 50</li> <li>● Final Four Memo 50</li> </ul> <p><b>Documents 300</b> (Note: These may be revised.)</p> <ul style="list-style-type: none"> <li>● Resume 100</li> <li>● Cover Letter 100</li> <li>● Description 100</li> </ul> <p><b>Presentation 400</b></p> <ul style="list-style-type: none"> <li>● Interview Write-Up 100</li> <li>● Survey Write-Up 100</li> <li>● Professional Development Write-Up 100</li> <li>● Presentation 100</li> </ul>	<p><b>Smaller Assignments 70</b></p> <ul style="list-style-type: none"> <li>● Introductions Forum</li> <li>● Chapter 6 Exercises 4-7</li> <li>● Chapter 6 Exercises 8-12</li> <li>● Chapter 6 Exercises 13-19</li> <li>● Chapter 6 Exercises 20-24</li> <li>● Chapter 6 Exercises 25-29</li> <li>● Chapter 8 Exercise 4</li> </ul> <p><b>Flex Points 30</b></p>
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**ASSIGNMENT AND FINAL GRADING**

<p><b>Grades</b></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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