

WR 227: Technical Writing

Fall 2020

CRN: 20647: (online) – Assignments Due on Wed. and Sun.

Course Information

Instructor

Damien Weaver
weaverd@linnbenton.edu
Office hours: Th 4:00-5:00 pm

Despite the challenges we are all facing together as a result of the Covid-19 pandemic, I am committed to delivering a consistent, inclusive, and quality online learning experience this term. Our class will communicate through the Canvas website. Announcements and emails are archived there and can be automatically forwarded to your LBCC email. Check and adjust your Canvas notifications setting under Account -> Notifications to ensure forwarding is set up.

My office hours this term will be held remotely on Thursdays 4:00-5:00 pm. During this time, I will prioritize responding to any emails I receive from students, and may also be available for real-time conferencing via Zoom or a similar software platform. I welcome appointments outside of my regular office hours, too. Please email to set up a time that works for both of us.

Course Overview

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. Students will learn how to effectively present instructions, design documents, create proposals, and produce technical reports.

Prerequisite: WR 121 English Composition.

Course Learning Outcomes

Upon completion of this course, students should be able to achieve the following outcomes:

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, 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 and integrate research in written documents clearly, concisely, and logically; credit the source as appropriate.

Required Texts

Practical Strategies for Technical Communication by Mike Markel

Required Resources & Materials

- Internet and Canvas access to complete assignments.
- Access to a word processing program such as Microsoft Word: While Google Docs is a robust and useful tool, it can be difficult to properly format documents on that platform. Microsoft Word is much easier and it is available for free to teachers and students. Click [here](#) for details.

Coursework and Grading

Quizzes and Homework	10%
Assignment 1: Writing Process Email	10%
Assignment 2: Ethics Memo	10%
Assignment 3: Adjusting for Audience	5%
Assignment 4: Adjusting for Purpose	5%
Assignment 5: Infographic Essay	10%
Assignment 6: Technical Description	10%
Assignment 7: Technical Instructions	10%
Final Technical Report: This is a major research and writing project that you will work on during the last four weeks of the term.	20%
Participation	10%

Note: Full descriptions of each assignment can be found on Canvas.

Course Policies

Attendance	Does not apply to online courses, though you should be logging on at least thrice a week to maintain engagement with the course.
Late Work	<p>Deadlines are crucial for writers. Thus:</p> <ul style="list-style-type: none"> • Late quizzes will not receive credit • A late self-reflection email will not receive credit

- Late writing assignments will receive a 10 percent grade penalty for each they are late up to one week. After that, late submissions are not accepted. Late assignments are also not eligible for a revision.
- The Final Technical Report cannot be submitted late.

Revision Policy

Homework assignments that have been submitted on-time, and received less than a B-grade, 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.

To Do Well in this Course

- 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.

Classroom Environment
[Pertains to the Virtual Space as well]

The ability for each student to learn is affected by the contributions and behaviors of every other student. Please show respect to your instructor, to your classmates, and to the process of learning as a whole. During discussions, allow others time to talk, try not to interrupt, and above all refrain from rude, offensive, or belittling comments. Remember, we critique writing and ideas, not people. No deliberate derision of your peers or myself will be tolerated. This includes, but is not limited to, offensive speech regarding one's nationality, race, sex, gender identity, sexual orientation, socioeconomic status, or disability. When others are talking, pay attention to their comments and do not do anything that will distract yourself or others, including playing with your cell phone or other electronic devices.

Academic Honesty

All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. **Failure to do so constitutes plagiarism, a serious academic offense.** In cases where plagiarism or other academic misconduct has been clearly established, the award of up to an F for the final course grade is the standard practice in composition courses. Please contact me if you have any questions about your use of sources.

E-Handbooks

The following electronic handbooks will be available for grammar and citation reference during this course. You can find all of these handbooks on the Library Resource link of the Canvas course site:

Purdue OWL (<https://owl.english.purdue.edu/owl/>)

UNC Writing Center Handouts (<https://writingcenter.unc.edu/tips-and-tools/>)

Writing for Success (<http://open.lib.umn.edu/writingforsuccess/>)

NOTE: May not reflect the most recent MLA edition (8th). Refer to *Purdue OWL* for citation information.

**Formatting
Guidelines for
Written Work**

All written work should be typed and double-spaced, using 12- point Times New Roman font and 1” margins. If possible, print your work double-sided. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade.

Examples of MLA style:

In *Heart of Darkness*, Conrad describes the company manager as inspiring “neither love nor fear, nor even respect” (87).

Carretta and Gould explain that:

The black writing that appeared during the eighteenth and nineteenth centuries – which included the genres of spiritual autobiography, captivity narrative, travel narrative, public epistle, sea adventure, and economic success story – is a literature of diasporic movement and cultural encounter. Born to enslaved African parents on a ship in the Middle Passage bearing its human cargo from Africa to the Americas and then brought to England, Sancho might serve as an emblem of most of the writers discussed in *Genius in Bondage*. (5)

Works Cited:

Carretta, Vincent, and Philip Gould, eds. *Genius in Bondage: Literature of the Early Black Atlantic*, Lexington, 2001.

Lonner Alyssa. “History’s Attic: Artifacts, Museums, and Historical Rupture in Gustav Freytag’s *Die verlorene Handschrift*.” *The Germanic Review: Literature, Culture, Theory*, vol. 82, no. 4, 2007, pp.321-342.

INSTITUTIONAL POLICIES & RESOURCES

WRITING RESOURCES

LBCC Writing Center

From initial ideas to final drafts, the LBCC Writing Center, located in the Learning Annex, 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. For more information, visit the Writing Zone website at

SCHOOL POLICIES

Disability Services

If you have a documented disability, I will help you in any way I can. Talk to me during the first week of class. If you think you might have a disability, but you are not sure, contact Disability Services, 917-4789. [Here is a lot more useful information about Disability Services and LBCC's disability policies.](#)

LBCC Non-Discrimination Policy

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, atheist, 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. [Click here to see what the LBCC board has to say about diversity.](#)

Official Course Outcomes from LBCC Course 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.