

WR 227

Technical Writing

MW 3:30-4:50 (CRN 33571)

M Benton Center 105 W Benton Center 225

MWF 12-12:50 (CRN 30279)

NSH 110

Text: *Practical Strategies for Technical Communication* by Mike Markel (print abridged student version with Launchpad access to full ebook)

Instructor: Kacie L. Wills

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Office: Takena 234 (enter through Takena 220)

Office Hours: MW 1-2pm or by appointment

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: After taking Writing 227, successful students will have learned to

- understand how technical writing differs from academic writing
- create easy to navigate documents using principles of good document design
- perform extensive high-level research

Course Work:

- Homework
- In-class Participation
- Writing Assignments

Required texts and materials: Enrollment in this course requires successful (i.e. "C" level) completion of WR121.

- *Practical Strategies for Technical Communication* by Mike Markel (print abridged student version with Launchpad access to full ebook)
- Internet access
- Access to a college library
- Access to a word processing program such as MS Word
- Computer literacy

Official Course Outcomes

As a result of taking WR 227, students will 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.

How the Course Works

You should be familiar with Canvas and have reliable access to a computer and the internet.

Late Policy:

- Work may be turned in up to one week late, with a 10% grade deduction.
- Late work will not receive written feedback and is not eligible for a revision. If you'd like feedback on a late assignment, you may meet with me to talk about your work.

IMPORTANT: YOU MUST SUBMIT ALL ESSAYS OR YOU WILL NOT GET A PASSING GRADE IN THIS CLASS.

Revision Policy

- On-time written assignments will receive feedback and may be revised for a higher grade. Revisions are due one week after the grade is posted. Revisions should be turned in, along with the original copy with my comments. Changes should be highlighted or otherwise noted.

Policies:

Grade Distribution--total: 1000 possible points

Attendance and In-Class Writing-50pts

Assignment 1-Evaluating a Resume-100pts

Assignment 2-Evaluating and Revising an Email-150pts

Assignment 3-Midterm: Process Paper/Instructional Document and In-Class Activity-200pts

Assignment 4-Research and Synthesis Paper-150pts

Assignment 5-Evaluating Effective Writing-150pts

Assignment 6-Final In-class Group Presentation-200pts

A = 100 – 90, B = 89 – 80, C = 79 – 70, D = 69 – 60, F = 59 – 0

Grade	Percent	General Score	Paper Description
A	90-100%	Excellent/ Outstanding	A Paper: An “A” paper fulfills all the requirements for the assignment and may do so in an interesting and creative way that commands attention. The paper will be clearly and interestingly organized, demonstrate the ability to use transitions, and will include effective support. An “A” paper will not only employ excellent word choice, and use sophisticated sentences effectively, but also it will contain stylistic devices which illuminate the material. An “A” paper looks professional but at the same time displays an authorial voice.
B	80-89%	Good/ Competent	B Paper: A “B” paper is clearly competent and has moved beyond the basics of the assignment requirements presenting a thoughtful and insightful response. A “B” paper is usually less fluent and complex in style than an “A” paper. The paper will be well organized and have good transitions between paragraphs, and the ideas within those paragraphs will be explained fully and clearly. Sentences are structurally complex enough to enhance meaning and are usually free of grammar, usage, or punctuation problems, though there may be occasional awkward phrases or errors. The vocabulary employed in the essay will generally be accurate and clear, but may not be the most effective. There is often some sense of the voice or personality of the writer and some sense of a cohesive style, but this may be occasionally disrupted. Overall, the reader can sense that the writer is engaged with the topic and has something important to say about it.
C	70-79%	Adequate/ Satisfactory/ Acceptable	C Paper: A “C” paper generally fulfills its goal. A “C” paper will ordinarily have weaknesses but should not have deficiencies. This paper will have a central idea and recognizable organization. Paragraphs will contain sufficient information for the ideas to be clear, and sentences may contain only isolated errors in grammar and mechanics. Weaknesses often include a focus that is too general, too narrow, too shallow, or too predictable to allow the student any real engagement with the material leaving the paper void of any sense of the writer’s voice or personality. Also, this paper may lack necessary transitions and connections leaving

the reader with questions. In general, however, this paper constitutes a satisfactory response within the context and parameters of the assignment.

D	60-69%	Significant Problems/ Does Not Meet Requirements	D Paper: A “D” paper demonstrates a lack of control over both content and grammar, or a very serious deficiency in one of those areas. It may be inappropriately brief, may disregard the assignment’s demands, may have serious structural problems and may frequently drift from the topic. It may have significant and frequent mechanical errors, and transitions will be sporadic and marginally effective. A “D” paper employs simplistic or inaccurate word choice, monotonous or fragmented sentence structure, and repeated major and minor errors in grammar and usage that cause confusion or even render portions of the essay incomprehensible. Additionally, a “D” paper often looks unprofessional and may seem as if no care went into its production.
F	60%<	Unacceptable	F Paper: An “F” paper critically fails to meet the basic requirements of the assignment. It will generally also display fundamental deficiencies in both grammar and structure. It may be completely off topic or incomprehensible.

Expectations and Resources

My Expectations for You

- Check Canvas *at least* twice a week.
- Read all Canvas announcements carefully.
- Complete all reading and assignments.
- Contact me if you are having difficulties in the class.
- Be kind and respectful toward everyone in the class. Be courteous when communicating online.
- Please email me exclusively from and be sure to regularly check your school email. Aside from Canvas, this is how I will contact you.
- Don't cheat or plagiarize. Violations in academic honesty will result in failure of an assignment or failure of the course.
- **Attendance is important.** I will take attendance every class and, barring illness or other serious reasons for missing class, I will expect you to be there. Missing class means missing vital information that will help you on your assignments. Therefore, if you miss more than three classes, your grade will be negatively affected.
- **Participation is key.** When you are in class, *be* in class. Please do not be on your phone or laptop, unless you are looking up course materials or taking notes. Technology should aid participation, not hinder it. Your participation in class discussion is expected.

When and How to Reach Me

- I am happy to talk to you about this class.
- I will check and respond to emails once a day, Monday through Friday. **Please put WR 227 MW Section 33571 in the subject line.** I will not respond to emails after business hours, on weekends, or on holidays.
- My goal is to respond to all student emails within 24 business hours.
- Come by my office hours or arrange an appointment with me if you have any questions about the class or a specific assignment.

Accessing Grades

- I will grade and return your work within one week of the original due date. (I hope that you will allow me one or two late “assignments,” but I will try not to use them.)
- I will talk to you about your grade if you have questions.
- I will post grades on Canvas.

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.

Academic Honesty

Forms of academic dishonesty include collusion – lending your work to another person to submit as his or her own, fabrication – deliberately creating and/or citing false information, and plagiarism – the presentation of another person’s work as your own. Academic Dishonesty will result in, at minimum, a zero on the assignment.

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, 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.

****Complete Week-by-Week Class Schedule Available on Canvas****

If you need any help during the term, do not hesitate talk to me!