

# Technical Writing - Fall 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

Office hour times are listed [here](#) and updated if there are any changes.

When you join office hours, you will be placed in a Zoom waiting room. I'll start talking with you immediately if I don't already have a visitor. If I am already talking to a student, you'll wait in the waiting room and I'll move you into my virtual office when I'm done. Office hours conversations are private.

You can use this link and password all term. This is also the link and password you'll use if we set up a different time to meet.

Office hour password = Pugs



Image: Professor Stetz-Water's pug dog. (Image for decoration only.)

## **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%)
- Other (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 is <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](mailto: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](http://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](mailto: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.

# Tip Sheet

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

## Goals of this assignment

This assignment invites you to practice these important skills:

- Write concisely
- Focus on information that is useful to your audience
- Adjust your tone and word choice to meet the needs of your audience
- Design attractive documents
- Evaluate research
- Incorporate credible research into your work
- Create a bibliography and sample in-text citations

If you can demonstrate these skills in the workplace people will read and respect your writing.

## What is the assignment?

For this assignment, you will create a "helpful tips" sheet for a particular demographic who needs help with a particular problem. (There are samples at the end of the end of this document).

### Examples

- Helpful tips for students on the autistic spectrum who are living in the university dorms for the first time
- Helpful tips for veterans who need to access mental health care through the VA
- Helpful tips for parents who want to support their LGBTQ child
- Helpful tips for writers who want to be published

### Topic Choice

Ideally, the topic you choose will be related to your final report. You can use this assignment to start your research for the report. You may also find that, after doing this assignment, you want to change your topic. That's fine too.

### **Content**

Only include content that will be useful to the reader.

### **Format & Design**

Your tip sheet should be visually appealing to your specific audience.

- Tip sheet should employ the measures of excellence discussed in our textbook
- Tip sheet should use colors and graphics appropriate to the audience and topic
- Tip sheet should employ the design principles in this video

To get an A+, tip sheets should be designed in a program like Canva or Venngage. Tip sheets prepared in Word or Google Docs will not receive higher than a B.

### **Language**

Your tip sheet should be written according to the following guidelines:

- Always write as concisely as possible!
- Use language the audience would understand.
- Adjust your tone (funny, serious, scientific etc.) to fit the topic.
- Proofread carefully.

**When you turn in your work you will turn in two files:** the tipsheet and the bibliography with in-text citations added at the bottom.

## **Research Requirements**

Your tips should be informed by research. To make sure you are giving reasonable advice, please consult at least five sources.

- Sources should be current. Some topics need to be more current than others because some things (like medicine and internet security) change quickly while others do not.
- Sources should be produced by organizations that are NOT trying to sell the reader something and NOT generating the bulk of their funding from ads. If the source is covered with ads, don't use it.

- Sources should be written by people or organizations who seem to have the readers' best interests in mind.

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. Include your bibliography on a separate page.

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)

Your bibliography and sample annotations should go in a separate document. Word or Google docs are fine for this part of the assignment.

## Research Help

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 know what's in a book without reading it.](#)

## Save Time Later

The research requirements for this assignment are relatively easy. You don't have to use lengthy articles, peer-reviewed journals, or books. Common-knowledge sources you find through Google searches (like WebMD or AutismSpeaks.org) are fine. However, those types of sources are not considered "college-level" and will not be enough for the annotated bibliography or report assignment.

Therefore, if you challenge yourself to find sources that meet the annotated bibliography and report assignment, you'll save yourself time on those later assignments.

## Policies

**Group Work:** The tip sheet can be completed as a team. If you like our team, you can continue to work together on the annotated bibliography and report. If you decide you'd like to work by yourself or join a different group after completing the tip sheet, you may.

**Late Policy:** This assignment can come in up to one-week late. Work that arrives within the one-week grace period receives full credit but cannot be revised.

**Contact me** if you have a situation that is interfering with your ability to turn this work in on time.

I recommend sending your work to the Online Writing Lab for critique. You can do this live on Zoom or via email. More here: [www.linnbenton.edu/writing-center](http://www.linnbenton.edu/writing-center).



# Annotated Bibliography

## Annotated Bibliography

### Overview

In this assignment you will find and read the research you need to complete your report.

The annotated bibliography and report may be completed individually or in a group.

### Goal of the Annotated Bibliography Assignment

[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 great for organizing large research projects.

### Task

1. Find all the research you need to write your report.
2. Read it (or skim it).
3. Include a properly formatted bibliographic entry for each source.
4. Include a short summary of each source.
5. Your annotated bibliography can include as many sources as you want, but you must include the following:

How many	What type	Example
At least 5	Government, school, or nonprofit websites related to your topic. Must be .org, .gov. or .edu	<a href="#">Oregon Veterans Benefits</a>
At least 3	Articles that reference other	<a href="#">"Actively Seeking Diverse</a>

	sources. If these come from the open web, you must include a screen capture with a circle around at least one cited source. This <a href="#">slideshow</a> illustrates how to tell if your source references other sources and how to take a screen shot.	<a href="#">Faculty” by Perry Greene</a>
At least 1	Peer reviewed journal article. Note: I don't expect most people to use this source in their final report, but it is helpful to know how to find and summarize these scholarly articles.	<a href="#">“Top Down Proteomics”</a> by Neil Kelleher

6. Format your bibliography like this [MLA sample](#).
7. If you use sources from the open web (i.e. not books, not from the library), you must include a screen capture of the internal citation in those articles.
8. I recommend sending your work to the Online Writing Lab for critique. You can do this live on Zoom or via email. More here: [www.linnbenton.edu/writing-center](http://www.linnbenton.edu/writing-center).

## Research Resources

[How to use the LBCC library databases.](#)

[How to use EBook Central](#)

[Annotated bibliography template](#)

## Student Sample

Here is a sample from a previous student. The source requirements for this assignment were different, but the bibliographic entries and annotations are the same. This is an A+ bibliography:

[African-Americans and National Park Usage](#)

## 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 MLA citation style.
- I will also look for concise but substantive annotations. Ideally, each annotation will be about 100 words or three to five sentences 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 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

- The annotated bibliography can come in up to one week late.
- Late work cannot be revised. If you have a personal emergency that affects your school work, contact me so I can help you stay caught up.

## Video Tutorial

Here is a [tutorial](#) on creating an annotated bibliography

# Report

NOTE: The report cannot come in late. Please prepare to have your report 90% done one week before the due date. This gives you time for final proofreading and makes allowances for end-of-the term crises. If you do experience a crisis (car accident etc.) I will have you turn in everything you've completed on your report up until that date, and I will grade what you've got.

## Overview

This is part three of a large assignment that spans the entire term. It includes the Tip Sheet, Annotated Bibliography, and Report.

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.

In this report, you are going to take ONE item from your tipsheet and expand on it in a 1000-2000 word report.

## Goal of the Report Assignment

This assignment is designed to teach and test the following:

- Does the writer know the difference between a broad audience (students) and a narrowly focused audience (veteran students in Oregon)?
- Does the writer know the difference between a broad topic (student loan debt) and a narrowly focused topic (the Perkins loan program)?
- Can the writer write on a narrowly focused report?
- Can the writer figure out exactly what a specific audience needs to know?
- Can the writer find and present research that goes beyond common knowledge?
- Can the writer write and design a professional document.

# Topic

For this assignment you will take one item from your tip sheet and expand on it.

For example, if your tip sheet suggested that students carefully research loan programs before accepting a college loan, the report might catalogue all the loan programs available to students in Oregon, describe them, explain who is and isn't eligible for them, and present pros and cons for each.

## Topic Examples

- 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?
- 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.

Here are examples of narrowly focused audiences:

- African-American college students in Oregon.
- Homeless LGBTQ youth in Portland
- 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 in Albany
- Small business owners seeking government assistance after shutting their doors due to the coronavirus.

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.”

## Report Format

[Slideshow on report content and format.](#)

Follow these formatting guidelines:

- Include a title page
- Include a table of contents
- Include an abstract
- 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)

## 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.

## A few other things to remember

- Technical reports generally do not use “I”

- Technical reports do not include the author's opinions or judgements, only researchable facts

## How will I 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 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** - I recommend sending your work to the Online Writing Lab for critique since you will not be able to revise the report. You can do this live on Zoom or via email. More here: [www.linnbenton.edu/writing-center](http://www.linnbenton.edu/writing-center).

**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.

**The Writer's Diet** - The Writer's Diet is an easy-to-use online tool that helps you identify if your writing is too wordy. Run your work through the test. If you receive a score that indicates wordiness, condense and clarify until your writing is lean.

## [Sample Student Report](#)

This report comes from another instructor. The citation guidelines were slightly different for this student. I would like to see more in-text citation. I'd also like to see the bibliography divided into works cited (cited in report) and works consulted (read by the author but not specifically cited).

With that said, this is an excellent technical report. Here are a few things that make it great:

- This report is written for a specific audience (homeowners, in Deschutes county, who have flammable vegetation near their homes).
- The report is easy to navigate.
- Information in the report is practical. This report tells readers specifically what to do.
- Background information and definitions are only provided in as much as they are useful to the reader.
- The tone is professional.

## Policies

Revision:

The report cannot be revised. However if you send me a draft at least one week ahead of the due date, I will be happy to give you feedback.

Late work:

**The report cannot come in late. Please prepare to have your report 90%**

done one week before the due date. This gives you time for final proofreading and makes allowances for end-of-the term crises. If you do experience a crisis (car accident etc.) I will have you turn in everything you've completed on your report up until that date, and I will grade what you've got.