

WR 227: Technical Writing

Spring 2023

CRN: 40297: (online)

Course Information

Instructor

Damien Weaver
Email: weaverd@linnbenton.edu
Office: Online, Virtual Space
Office hours: Th 4:00-5:00 pm (and by apt.)

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 (LBCC ed.) 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/Peer Review	10%

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

Course Policies	
Attendance	You should be logging on to Canvas at least twice per week to maintain sufficient engagement with the course.
Late Work	<p>Deadlines are crucial for writers. Thus:</p> <ul style="list-style-type: none"> • For weekly writing assignments, the standard grade penalty for late work is 10 points per day up to a maximum of five days. Work submitted more than five days late may not be eligible for a grade. • Deadline extensions are possible in extenuating circumstances, such as serious illness. Please contact me <u>in advance</u> if you foresee missing an assignment deadline. • NOTE: Circumstances which generally do not warrant a deadline extension include: technological issues at the last minute (having reliable technology is a requirement of the course), forgetting that the assignment was due, being busy with assignments for other classes (effective time management is a crucial skill to cultivate). • Late submissions of rough drafts may also result in losing credit for peer review workshops (when applicable). • The Final Technical Report cannot be submitted late.
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.
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.

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.