# TECM 2700: Technical Writing

## Course Information

Term: Spring 2019

Location: AudB 313

## Instructor Information

Instructor: Dr. Charlie Riccardelli

Office hours: W 1pm–2pm; F 12pm–2pm

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## Course Summary

Every profession, regardless of the field, requires solid communication skills: the ability to communicate with an audience inside and outside of the profession. The effective professional has a keen sense of audience and purpose, a command of the language, and an ability to adapt to a variety of communication tasks.

Technical Writing introduces students to the genres, style, and design of technical documents that are used in various professional fields including engineering, science, business, and criminal justice.

By the end of this course you should be able to—

* analyze communication contexts rhetorically by understanding audiences, purposes, and situations;
* create technical documents that solve problems and improve a reader’s access to information;
* write effective technical prose;
* design convincing and usable documents;
* research, synthesize, articulate, and graphically represent technical data
* write collaboratively and work as a member of a team.

## Textbook

The required text for this course is

 Lannon and Gurak’s *Technical Communication*, 14 ed (2018). ISBN: 9780134678825. Subscription to MyWritingLab is optional.

Supplemental readings will be available on Canvas.

## Assignments

The assignments in this course are designed to provide you with the opportunity to demonstrate and develop your writing abilities. As this is a writing-intensive course, each assignment, whether individual or group, requires substantial contribution and solid evidence of audience analysis, ethical considerations, and problem-solving skills.

Below is a brief description of the major assignments you will complete in this course and the assignment grade weights. More specific instructions about each will be provided in-class and on Canvas.

### Policy Memo, 15%

Revise the policy memo on employee time reporting. You will be assessed on your ability to deliver information using direct and indirect style as well as your use of appropriate devices such as active and passive voice, parallelism, and imperative mood.

### Resume and LinkedIn Headline/Summary, 20%

Select an internship posting based on your current qualifications. If you're planning on graduating this year, approach this assignment as if you have your degree. Design and construct a resume based on this posting’s desired qualifications. You will be evaluated on the content and appearance of the resume as well as how effectively it targets your audience. Resumes produced with existing templates will not be accepted.

Additionally, write a LinkedIn headline and summary, which would appeal to recruiters and hiring managers. The headline and summary will be assessed on its content and persuasiveness.

### Project Management Software Report, 15%

In assigned groups, research and assess the efficacy of two free project management tools such as Asana, Dropbox, Google Drive, GoToMeeting, or Slack. After your team has selected its tools, you will perform a usability test. Your team will then synthesize your findings in an IMR&D (Introduction-Methods-Results-Discussion) report.

### Employment Outlook Report, 20%

In assigned groups, research and report the employment outlook for your future profession. Each team member is responsible for locating and synthesizing data from the Occupational Outlook Handbook (Bureau of Labor Statistics) as well as 3 current job postings in his or her desired field and location. Each team member will also interview one relevant professional who works outside the university. Your team must use the project management tool you recommended in the project management report to communicate with one another.

The audiences for the employment outlook report are academic advisors and undergraduate directors who advise and recruit students into your major. The report will be assessed on your ability to analyze, synthesize, and visualize technical information.

### Progress Report, 10%

Submit a 1-page progress report (in memo format) on your individual contributions to the employment outlook report. The report should update me on your individual preliminary research findings as well as describe how this research contributes to the construction of the final report.

### LinkedIn Profile, 10%

Write the content necessary for an effective LinkedIn profile. If you don’t wish to post these materials on LinkedIn, submit them via Canvas. The profile content should include a professional headshot as well as the following sections: summary, experience, courses, skills, and education. Organize these sections based on what we’ve discussed about hierarchy in class as well as the experiences that distinguish you from the competition.

### Professionalism, Homework, and Quizzes, 10%

Complete homework, quizzes, in-class activities, and assigned readings as well as conduct yourself as a professional communicator. You will receive an overall professionalism grade, which is worth a total of 500 points. Professionalism includes your engagement, participation, and attendance.

## Grading

The below grading criteria serve as general guidelines for evaluating all assignments. Assignment-specific rubrics will be housed on Canvas.

"A" (90-100%): A manager would be very impressed and would remember the work when a promotion is discussed. In this course, that means work that is a pleasure to read, with excellent content, grammar, sentence structure, mechanics, and visual design. In addition, work is thorough, complete, coherent, well organized, supported sufficiently, and demonstrates a superior understanding of audience, purpose, and rationale.

"B" (80-89%): A manager would be satisfied with the job, but not especially impressed. This means that documents are well written and well produced, and demonstrate a substantial addition to the learning process. Work is sufficiently developed, organized, and supported, and demonstrates a solid understanding of audience, purpose, and rationale.

"C" (70-79%): A manager would be disappointed and ask you to revise or rewrite sections before allowing clients and others to see the work. In other words, the document may have clear, but underdeveloped ideas, or it might not engage or affect the reader. The documents may contain some errors in grammar, mechanics, or logic.

"D" (60-69%): A manager would be troubled by the poor quality of work. This level of work forces the reader to work too hard to understand the main ideas. The documents may contain incomplete information, have serious grammar and mechanical problems, lack clear organization, or be conceptually unclear.

"F" (0-59%): A manager would start looking for someone to replace you. In particular, work fails to address the tasks of the assignment, is so underdeveloped as to demonstrate incompetence, and is mechanically and grammatically incomprehensible. This grade will also be assigned for any evidence of plagiarism.

## Course Policies and Procedures

These policies provide you with the formal regulations governing this course. Submission of your first assignment indicates you have read, understood, and agreed to these policies.

### Attendance

### Your presence in this course is mandatory not optional. You cannot perform well in this course unless you attend class. If you miss class for any reason, you are responsible for all material covered and all assignments completed. Should you miss more than 4 classes, your grade will be lowered one letter. If you miss 8 classes, you will receive a grade of 'F' in the class.

### Lates (tardies) will be logged and can result in a lowered grade should they accumulate. If, for example, a participation grade or quiz is given during the first 15 minutes and a student arrives late, a grade of zero (0) will be earned for that assignment. I will take attendance at the beginning of class. Any students who arrive after I finish taking attendance will be marked late. If you arrive after the first 10 minutes, you will be marked absent.

### Likewise, any student who leaves class before it has ended or without my prior approval will automatically receive an absence for that day. Stay connected to UNT news sources about campus closures. Make sure your Eagle Alert (Links to an external site.) Links to an external site. contact info is current at myUNT.

### Drop Dates

Please be aware of the below deadlines as well as the changes in grading policies. UNT students can no longer receive a grade of WF, and they can drop a course online without the instructor’s signature. However, students have 5 business days to decide if they want to be re-instated in a dropped course.

|  |  |
| --- | --- |
| Date | Description |
| Jan 29 | Beginning this date, a student who wishes to drop a course must complete the drop process by submitting an online drop form to the Office of the Registrar (student receives W). |
| April 1 | Last day for a student to drop a course (student receives W). |
| April 8 | Beginning this date, a student who qualifies (75% complete and passing) may request an Incomplete, with a grade of I. |
| April 19 | Last day to withdraw (drop all classes—student receives W). |

### Medical Withdrawals

If a student must withdraw due to medical reasons, prior to the withdrawal deadline as indicated in the academic calendar, a student may do so through the regular withdrawal process. If a student is incapacitated or unable to make the request on his/her own, please contact the Dean of Students Office for assistance at 940-565-2648. For details regarding the withdrawal process, go to <http://deanofstudents.unt.edu/withdrawals>.

## General Technology Requirements

### Computer Operations and Access Requirements

As this is a sophomore-level course, you are expected to be familiar with the day-to-day operation of computers including UNT email (and sending attachments), Canvas, and standard software.

You are also expected to have regular access to computing technology, whether it be your computer at home or the computers provided by UNT. There are 14 computer labs on campus, including one 24-hour lab.

### Hardware and Disk Media Requirements

It is your responsibility to ensure that the computer(s) and disk(s) you use are functional and that you have backed up your data in the case of technological failure.

As a student at UNT, you can back up data, up to 25 GB, through [OneDrive](http://eagleconnect.unt.edu/). A corrupted disk or crashed hard drive does not constitute an excuse for late or unsubmitted work. If you need to bring electronic files to class, please email them to yourself as attachments or use the OneDrive available through your EagleConnect account.

### Email Requirement

All students must have a valid UNT email address, as it is the only email address I can use to communicate with you. You can forward your UNT email to your regular account (Hotmail, Yahoo, etc.), should you not wish to directly check your UNT account. It is also your responsibility to check your email regularly. I often use email to send class emails, including notices, updates, and advisories.

Your emails should follow proper formatting with informative subject lines, greetings, and goodbyes, along with punctuation and capitalization. If you do not follow this formatting, I will delete the email without reading it.

## Assignment Submission and Grading

### Format

Major assignments and drafts must be submitted through Canvas unless otherwise noted. Emailed assignments will not be accepted.

### Due Dates

Assignments must be completed and uploaded to Canvas by the beginning of the designated class period, unless specified otherwise. If an assignment is due at 8AM, turn it in by 8AM. Anything turned in even 1 minute late will receive a ‘0’ grade. I do not accept late work unless you have documented extenuating circumstances related to university events or the observance of a recognized holy day.

It is your responsibility to turn in your work on time. Computer-related excuses will not be accepted as per the above technology requirements.

Lastly, you may not use program templates (e.g., Word templates) to format any of your documents — these don't encourage you to learn the programs and generally result in dull, unpersuasive documents.

## Classroom Behavior

It is expected that discussions will occur in the classroom; consequently, it is important to be respectful and listen to the instructor and your classmates. "Listening" does not include answering a cell phone, texting, chatting to your neighbor, checking email, surfing the Internet, or reading the North Texas Daily or any other printed matter.

Your preparedness in this course also falls under the subject of classroom behavior. You are expected to come to every class period with your textbook and appropriate note-taking materials. Likewise, you are expected to have completed all the assigned readings and all assignments due during that class period.

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct (UNT Policy 17.012). The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

The Code applies to your interactions with everyone involved in this course: the instructor, classmates, your project teammates, and invited guests.

## Teamwork Behavior

You will complete two major projects in teams. I will assign these teams based on your shared academic interests. Before any teamwork begins, you will create a charter that is designed to improve communication. Your charter will include information on team goals and member roles, strategies for conflict resolution, and protocols for missing deadlines. If your team encounters any project management issues, consult the charter before asking me to intervene. You will evaluate yourself and each team member at the semester's end. These evaluations could influence your grade.

## Academic Integrity

I follow UNT’s academic integrity and dishonesty policies. UNT defines six acts of academic dishonesty (see UNT Policy 06.003). Below is a brief description of these act and the related 2700 penalty for committing each act:

* *Cheating* —using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours. You will receive a grade of 0 for any assignment that involves cheating.
* *Plagiarism* — the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement. You will receive a grade of 0 for any assignment that involves plagiarism.
* *Forgery* — altering a score, grade, or official academic university record or forging the signature of an instructor or other student. You will receive a final grade of F in the course for any act of forgery.
* *Fabrication* — intentional and unauthorized falsification or invention of any information or citation in an academic exercise. You will receive a grade of 0 for any assignment that involves fabrication.
* *Facilitating academic dishonesty* — intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity. You will receive a grade of 0 for any assignment that involves facilitating academic dishonesty.
* *Sabotage* — acting to prevent others from completing their work or willfully disrupting the academic work of others. You will receive a final grade of F in the course for any act of sabotage.

All acts of academic dishonesty will be reported to UNT’s Academic Integrity Office. You can read UNT's policy at <http://tinyurl.com/nuwo42u>.At the beginning of the semester, we will review the six acts of academic dishonesty and their related penalties. You must also complete a quiz on the subject, which will certify that you understand the policies and procedures.

## Accommodations (Special Arrangements)

### UNT Office of Disability Accommodations

In accordance with university policies and state and federal regulations, the university is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities.

To receive accommodations, you must [register with the ODA](http://disability.unt.edu/services/apply) and then [request a Reasonable Accommodation form](http://disability.unt.edu/services/request), which you should present to me within the first two weeks of class (see UNT Policy 16.001). You can read UNT’s policy on disability accommodation for students and academic units at <https://tinyurl.com/y7jshaqx>.

### Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. (See UNT Policy 16.005)

UNT’s Dean of Students’ website offers a range of [on-campus and off-campus resources](http://deanofstudents.unt.edu/sexual-misconduct) to help support survivors, depending on their unique needs. Renee LeClaire McNamara is UNT’s Student Advocate. She can be reached through email at renee.mcnamara@unt.edu or by calling 940-565-2648.

### Religious Holidays

Students needing to miss class due to the observance of an officially recognized religious holy day are asked to consult with me at least one week in advance so we can schedule missed work accordingly.

## Schedule

Below is a tentative schedule for this section of 2700. The schedule is subject to change pending our progress this semester.

| Date | In-Class Activities | Readings Due | Assignments Due |
| --- | --- | --- | --- |
| Jan 14 | Activity: What is TC?, review syllabus |  |  |
| Jan 16 | Correspondence case (completed in-class), opening lab orientation | Ch. 1 |  |
| Jan 18 | Review correspondence case, academic integrity |  | "Technical writing and me" memo |
| Unit 1. Technical Style |
| Jan 21 | MLK Jr. Day – NO CLASSES |
| Jan 23 | Activity: Snow policy memo, assign policy memos |  | Academic integrity quiz  |
| Jan 25 | Style lecture (editing for clarity and concision) | Ch. 11, pp. 202–214 |  |
| Jan 28 | Social media in the workplace, style lecture (editing for fluency, finding the exact words | ["Social media in the workplace: Where does it fit in?"](http://www.techwire.net/innovation/social-media-in-the-workplace-where-does-it-fit-in.html) Ch. 11, pp. 215–235 | Ch. 11 reading quiz  |
| Jan 30 | Style lecture (adjusting your tone), memos and letters | Ch. 15 |  |
| Feb 1 | Writing professional emails | Ch. 14 | Language and style activity |
| Feb 4 | Policy memo practice |  |  |
| Feb 6 | Guided workshop on policy memo |  | Policy memo (draft) |
| Feb 8 | Instructions and procedures, usability | Ch. 19 | Policy memo (final)Ch. 19 reading quiz |
| Unit 2. Technical Design |
| Feb 11 | Designing your professional brand  | ["How to create a personal branding resume"](http://www.careercast.com/career-news/how-create-personal-branding-resume) |  |
| Feb 13 | Activity: Resume assessment, assign resume and LinkedIn summary | Ch. 16 (pp. 367-377) |  |
| Feb 15 | Resume types, Activity: Resume conventions |  |  |
| Feb 18 | Job posting analysis, design principles: typography, alignment, and repetition | Ch. 13 | 2-3 internship job postingsCh. 13 reading quiz |
| Feb 20 | Creating a resume "shell" with MS-Word tables, LinkedIn 101 | Ch. 25 and Palmer's ["LinkedIn: Are you making the key connections?"](http://writingcommons.org/open-text/genres/stem-technical-writing/1197-linkedin-are-you-making-the-key-connections) | Ch. 25 reading quiz  |
| Feb 22 | Guided workshop on resume |  | Resume (draft) |
| Feb 25 | Guided workshop on LinkedIn summary/headline |  | LinkedIn summary/headline (draft) |
| Feb 27 | Discuss policy memo revisions, cover letters |  | Resume and LinkedIn summary/headline (final) |
| Mar 1 | Interviewing skills, portfolios, and references | Ch. 16, pp. 378–385 | Ch. 16 reading quiz |
| Unit 3. Project Management |
| Mar 4 | Activity: Working with a team and writing a team charter, [Team roles](https://www.123test.com/team-roles-test/), [Learning styles](https://www.engr.ncsu.edu/learningstyles/ilsweb.html), | Ch. 5 and "Guidelines for managing a collaborative project" pp. 83–84 | Ch. 5 reading quiz |
| Mar 6 | IMR&D reports, assign project management report | “Writing Reader-Centered Empirical Reports” (.pdf file on Canvas) | Team charter |
| Mar 8 | Activity: Creating user-test scenarios |  | Policy memo (optional revision) |
| Mar 11–17 | Spring Break – No Classes |
| Mar 18 | Draft methods section of report, Activity: User-test guidelines | “Usability test demo” (YouTube video linked on Canvas) |  |
| Mar 20 | Activity: User-test guidelines (cont.) |  |  |
| Mar 22 | Draft results section of report |  |  |
| Mar 25 | Assign employment outlook report, team brainstorming | Ch. 21 | Project management report (final)Ch. 21 reading quiz |
| Unit 4. Data Synthesis |
| Mar 27 | Exploring primary and secondary sources  | Ch. 7 | Ch. 7 reading quiz |
| Mar 29 | Interviews and surveys, team work day |  |  |
| Apr 1 | Team workday |  |  |
| Apr 3 | Evaluating sources (online information and evidence) | Ch. 8 |  |
| Apr 5 | Evaluating information for ethical reasoning, acknowledging limits of research |  |  |
| Apr 8 | Progress reports, assign LinkedIn profile | Ch. 20, pp 471-475 |  |
| Apr 10 | Summarizing research findings | Ch. 9 | Ch. 9 reading quiz |
| Apr 12 | Activity: Interview summary |  |  |
| Apr 15 | Team workday |  | Progress report (final) |
| Apr 17 | Designing visual information, Activity: Technical graphics | Ch. 12 | Ch. 12 reading quiz |
| Apr 19 | Building a formal report template |  |  |
| Apr 22 | Writing abstracts, team work day |  |  |
| Apr 24 | MS-Word styles, bookmarking in Adobe Acrobat, team workday |  |  |
| Apr 26 | Team workday, complete team evaluations |  | Employment outlook report (final, due at the end of class)Team evaluations |
| Apr 29 | LinkedIn workshop, course wrap up | Review Ch. 16 | LinkedIn profile (draft) |
| May 1 | Writing diagnostic, correspondence case post-test (completed during exam period) |  | LinkedIn profile (final) |