# TECM 2700: Introduction to Technical Writing

## Course Information

Term: Fall 2021

Location: Online via Canvas (https://unt.instructure.com/)

## Instructor Information

Instructor: Dr. Charlie Riccardelli

Office hours: Via Zoom by appointment

Email: Charlie.riccardelli@unt.edu

## 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 [*Professional and Technical Writing*](https://www.oercommons.org/authoring/54645-professional-and-technical-writing/1/view) 2019 by Suzie Baker.

This textbook is free and produced under license “Creative Commons Attribution-NonCommercial 4.0." You will need to create a free account with the publisher in order to download a PDF copy of the textbook.

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.

### Technical Style Exam, 15%

Identify the style weaknesses in technical document and then edit the document using the style recommendations in textbook. This is an open-note/open-book exam.

### 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.

### Short Reports, 10%

Submit two 1-page reports (in memo format) on your individual contributions to the employment outlook report. These reports should update me on your preliminary research findings and 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, Discussion Posts, and Quizzes, 10%

Complete discussion posts, in-class activities, quizzes, and assigned readings as well as conduct yourself as a professional communicator.

## 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.

### Online Learning, Attendance, and Communication

This course has been developed to promote asynchronous learning. The instructor and students do NOT meet on a designated day and time each week.

For each module, there is a timeframe to complete all activities and assignments, and you may work at your own pace within that timeframe. However, you must adhere to the deadlines outlined on the calendar. You should log into the course daily to check for updates, review lessons, and participate in activities.

You can expect meaningful feedback on written assignments within 7–14 days of the deadline. Questions about grades or other individual issues should be emailed to the instructor, not posted on the discussion forum.

### 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.

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| --- | --- |
| Date | Description |
| Nov 2 | Last day to drop a course. |
| Nov 9 | Beginning this date, a student who qualifies may request a grade of I, incomplete. (See “Grading system” in the Academics section of this catalog.) |
| Nov 20 | Last day to withdraw from the semester. Process must be completed by 5 p.m. in the Dean of Students Office. Grades of W are assigned. |

### 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>.

## Technology Requirements

To successfully complete this course, you should have access to a reliable internet source. You should also have these technical skills:

* Using the Canvas learning management system
* Using email with attachments
* Creating and submitting files in commonly used word processing program formats
* Copying and pasting
* Downloading and installing software
* Using spreadsheet programs
* Word Processor

Remember that your password is the only thing protecting you from pranks or more serious harm.

* Don’t share your password with anyone.
* Change your password if you think someone else might know it.
* Always log out when you are finished using Canvas.

The following information has been provided to assist you with the technological aspect of the course.

* [UNT Help Desk](http://www.unt.edu/helpdesk/index.htm)
* [Browser requirements](http://kb.blackboard.com/pages/viewpage.action?pageId=84639794)
* [Computer and Internet Literacy](http://clt.odu.edu/oso/index.php?src=pe_comp_lit)

## Netiquette Guide

When communicating online, you should

* Treat others with the same respect you would show in a face-to-face classroom.
* Err on the side of being too formal rather than too informal. You should take your cue for the right level from how your professor interacts with you and other students.
* Be cautious when using humor or sarcasm as it can easily be misunderstood.
* Be careful with personal information (both your own and other people’s).

## Assignment Submission and Grading

### Format

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

### Due Dates

Unless otherwise noted, all assignments are due either by 11:59pm on Wednesdays or 11:59pm on Sundays. Please refer to the calendar in Canvas for detailed information. 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.

## Teamwork Behavior

You will complete 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](https://policy.unt.edu/sites/default/files/06.003.AcadIntegrity.Final_.pdf)). 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>.

### Federal Regulation for F-1 Students taking Distance Education Courses

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### Information on Returning to Campus

Please visit [this link](https://healthalerts.unt.edu/return) to read about the University of North Texas’ plans and policies for on campus safety pertaining to COVID-19.

### 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.

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| Date | In-Class Activities | Readings Due | Assignments Due |
| Aug 26 | Opening lab orientation, Activity: What is TC?, review syllabus, Correspondence case (completed in-class),  Review correspondence case, academic integrity, Activity: Snow policy memo, | Baker, Units 1.1-1.8 | Correspondence case (completed in class)    Academic integrity quiz |
| Unit 1. Technical Style | | | |
| Sep 2 | Style lecture (editing for clarity and concision), Style lecture (editing for fluency, finding the exact words  Style lecture (adjusting your tone), memos and letters, | Baker, Units 3.1-3.2    Baker, Units 3.3-3.6  MW: Thinking about technical style     Baker, Unit 17.8 |  |
| Sep 9 |  |  | Part 1 of the practice style exam (completed in class)  Part 2 of the practice style exam (completed in class) |
| Sep 16 | In-class review of practice style exam,  Style exam (part 1)  Style exam (part 2), |  | Part 1 of the final style exam (completed in class)  Part 2 of the final style exam (completed in class) |
| Sep 23 | Designing your professional brand Activity: Resume assessment, assign resume and LinkedIn headline/summary  Resume types, Activity: Resume conventions | "How to create a personal branding resume"    Baker, Units 6.1 and 6.4-6.7  Baker, Units 13.1-13.2 | MW: Thinking about resumes |
| Unit 2. Technical Design | | | |
| Sep 30 | Job posting analysis, design principles: typography, alignment, and repetition  Creating a resume "shell" with MS-Word tables, LinkedIn 101 | Baker, Units 14.6-14.7  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) | MW: Thinking about employment opportunities  MW: Thinking about social media |
| Oct 7 | Guided workshop on resume  Guided workshop on LinkedIn headline/summary | Baker, Unit 6.2-6.3,  Baker, Units 10.1-10.7 | Resume (draft),  LinkedIn headline/summary (draft) |
| Oct 14 | Cover letters and interviewing skills  Portfolios and professional references, Color theory |  | Resume and LinkedIn headline/summary (final)  Activity: Color Wheel |
| Unit 3. Project Management | | | |
| Oct 21 | Activity: Working with a team and writing a team charter, Team roles, Learning styles  IMR&D reports, assign project management report | Baker, Units 14.3 (only read the content related to “Usability’), “Usability test demo” (YouTube video linked on Canvas),    “Writing Reader-Centered Empirical Reports” (.pdf file on Canvas) | MW: Thinking about working with team  Team charter |
| Oct 28 | Activity: Creating user-test scenarios  Draft methods section of report, Activity: User-test guidelines |  |  |
| Nov 4 | Draft results section of report  Assign employment outlook report, team brainstorming,  Designing visual information, Activity: Technical graphics | Baker, Unit 8.1   Baker, Unit 13.2 (reread content on “Creating Graphics”) | Project management report (final) |
| Unit 4. Data Synthesis | | | |
| Nov 11 | Exploring primary and secondary sources, assign primary research report  Interviews and surveys, team workday    Activity: Interview summary | Baker, Units 15.1-15.6  Baker, Units 4.1 and 4.3 | MW: Thinking about research  MW: Thinking about the primary research report assignment |
| Nov 18 | Evaluating sources (online information and evidence), Evaluating information for ethical reasoning, acknowledging limits of research, Progress reports, assign LinkedIn profile  Summarizing research findings, Building a formal report template | Baker, Unit 15.8 Baker, Units 8.5-8.8 | MW: Thinking about technical design  Primary research report (final)  Progress report (final) |
| Nov 25 | Thanksgiving | Thanksgiving |  |
| Dec 2 | Writing abstracts, MS-Word styles, bookmarking in Adobe Acrobat, team workday  Correspondences case (completed in class) |  | LinkedIn profile (draft)  Employment outlook report (final, due at the end of class)    Team evaluations (due by 11:59pm)  Correspondences case (completed in class) |
| Exam Week | FINAL EXAM Time TBA |  | LinkedIn profile (final) |