

English 305: Technical Writing, Section W04	
Fall Semester, 2012 - Tuesday/Thursday 8:30-9:45 am in Colson G06	
Instructor: Ashleigh Petts	
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Office: Colson 242	Office Hours: Tue 12:00-2:00 Wed 11:00-1:00 and by appointment

Introduction and Course Description

This course is designed to introduce you to strategies for translating between discipline-specific knowledge and interested outsiders. While this may include topics traditionally understood as “technical,” such as those in engineering, architecture, and computer science, technical writing encompasses any topic which must be explained to an involved, but not expert, audience.

This course explores the forms of technical writing that are common in the professions, including memos, feasibility studies, and instructions. Drawing on the expertise developed in your major, you will explore technical writing through topics and issues important to the work you plan to do. Because a primary assumption of this course is that all writing emerges from and responds to a particular problem, audience, and purpose, the course focuses on helping you develop multiple strategies for your writing toolbox.

Texts

Anderson, Paul V. *Technical Communication: A Reader-Centered Approach*. 7th Ed. Boston: Thompson, 2011. ISBN: 9781428263932

Additional readings on eCampus

Other Required Materials

USB flash drive

Three-ring binder OR two-pocket folder for midterm and final portfolios

Primary Course Objects

- That you master the practices and principles of technical communication with particular emphasis on planning, audience analysis, persuasion, clear and effective writing style, organization, graphics and information design.
- That you refine a writing process that will allow you to communicate well, meet deadlines, and work as part of a team.
- That you attend and participate in the classroom discussions and peer review sessions. Class participation will be a significant portion of your grade.
- That you design and execute a successful memo, résumé, instructions, and feasibility study.
- That you produce a significant (20+ pages) professional portfolio in which you revise and reflect on your selections.
- That you demonstrate the ability to speak persuasively in a professional setting, including the ability to select and design effective presentation graphics.

Course Requirements

You will be evaluated on written documents, oral presentations, class participation, and your final writing portfolio. You will receive a detailed assignment sheet for each task. Each graded assignment passes through a drafting stage before you turn in your “final for now” version of the assignment. You will have the opportunity to revise your documents as you make selections for your final portfolio.

<i>Assignment</i>	<i>Possible Points</i>
Quizzes & In-Class Writing	05%
Class Participation	10%
Memo	05%
Résumé & Career Fact Sheet	05%
Instructions	15%
Literature Review	10%
Feasibility Study	20%
Feasibility Study Presentation	05%
Final Portfolio & Reflection	25%

As you turn in your assignments, I will hold you to the professional standards in your field. For example, your employer will take for granted qualities such as promptness, neat appearance, and correct mechanics (grammar, spelling, and punctuation). **Note: Final assignments must be printed out before your arrive to class.**

Attendance

You are expected to attend class every day and bring your USB drive and reading materials. If you accumulate more than **two** absences, your grade for the course will be lowered **one** full letter grade. For each absence after two, I reserve the right to lower your final grade by an additional letter grade.

It is particularly important for you to attend—and be prepared to participate in—in-class peer reviews on drafts of your documents. The more you have written before peer review sessions, the more you will benefit from them. Although your drafts need not be “polished,” in general they should be complete enough for you to receive substantial help from your peers. Under no circumstances will I accept a “final for now” version of a document unless I have seen a rough draft.

NOTE: An absence on the day a draft is due counts as two absences. If you show up to class on the day a draft is due without your draft work (or with draft work that is incomplete), you will be given two absences for the day.

Grading

Superior ~ A (100- 90)	Strong ~ B (89-80)	Satisfactory ~ C (79-70)	Poor ~ D (69-60)	Failing ~ F (<60)
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USB Drive & Portfolio Keeping

Always prepare two copies of each major assignment. I will grade one copy and hand it back; the other copy will be for your writing folder with an eye towards the final portfolio. Please obtain a USB drive that you will dedicate to collecting the writing, designing, editing, and revising done in

this course. Please bring this drive to each class. As you work on your assignments both in and out of class, keep (within reason) progressive versions of all your notes, drafts, outlines, peer reviews, and research materials. Organize and label the documents as you go and it will benefit both of us. As you prepare your final portfolio and write your final memo, you will review these materials in order to learn how your discovery, drafting, and research processes have evolved throughout the course.

In addition, I recommend backing up your files in a second location (your hard drive, Google Documents/Drive, etc.) regularly.

Email/eCampus

Please check your MIX account regularly, as I will occasionally send email reminders and announcements to the class. In order to save paper, I will post assignment sheets and other materials to eCampus.

Professional Expectations & Conduct

In addition to the requirements in this syllabus, you are expected to work until the class period has ended; to complete all reading assignments on time; to help your classmates learn by your responses to their writing; to choose projects that require significant research and analysis; to spend at least six hours per week out of class for writing and class preparation; and to be courteous and considerate. Please put cell phones on silent, and please do not text during class. I will do the same. Furthermore, our classroom computers are for class use only – do not check Facebook, Twitter, or any other site not related to the course. These activities are very detrimental to your class participation grade. Finally, please respect the request for no food or drinks in the lab.

If at any time course requirements or expectations are unclear, please do not hesitate to ask me about them.

Plagiarism and Academic Integrity

West Virginia University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For procedures regarding the procedure for handling academic dishonesty cases, please consult the current Student Conduct Code at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code.

Talking over your ideas and getting comments on your writing from friends are NOT acts of plagiarism. Taking someone else's published or unpublished words and calling them your own IS plagiarism, also known as academic dishonesty. When plagiarism amounts to an attempt to deceive, it has dire consequences, as spelled out in the university's regulations (see the Student Conduct Code for more information).

Social Justice

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (304-293-6700).

Undergraduate Writing Center

Please consider taking your ideas and your written work to the WVU Writing Center, where trained peer tutors will consult with writers about any piece of writing at any stage of the writing process. The Writing Center is located in G02 Colson Hall. To schedule appointments or to ask questions, call 304-293-5788. For more information about Writing Center programs as well as for materials to help you negotiate various stages of the writing process, visit <<http://english.wvu.edu/centers-projects/writing-center>>.

Schedule of Work (subject to change according to progress)

Week 1	Introduction & Memo
8/21	Introduction to course and colleagues Assigned: Memo
8/23	Due: Memo Reading: Anderson Ch. 1 Assigned: Résumé & Career Fact Sheet + locate 3 job prospects
Week 2	Résumé & Career Fact Sheet
8/28	Due: 3 job prospects Reading: Anderson Ch. 2
8/30	Due: Draft of Résumé & Career Fact Sheet Reading: Peer Review Handout In-class peer review of Résumé & Career Fact Sheet
Week 3	Résumé & Career Fact Sheet
9/4	Reading: Anderson Ch. 3 & 4
9/6	Due: Résumé & Career Fact Sheet Reading: Anderson Ch. 5 Assigned: Instructions
Week 4	Instructions
9/11	Reading: Anderson Ch. 8 and Ch. 27
9/13	Reading: "Using Seven Reader-Center Organizational Patterns" (pages 235-262) and Anderson Ch. 9
Week 5	Instructions
9/18	Due: Instructions Draft In-class peer review of Instructions Draft
9/20	Reading: Anderson Ch. 15 Assigned: Midterm Portfolio and Reflection
Week 6	Feasibility Study Proposal

9/25	Due: Instructions Reading: Anderson Ch. 25 Assigned: Feasibility Study Proposal
9/27	Reading: Anderson Ch. 6 and 7 In-class conferencing on Feasibility Study Proposal
Week 7	Feasibility Study Proposal, Literature Review, and Midterm Memo
10/2	Due: Feasibility Study Proposal Reading: eCampus handouts on Literature Review and Anderson Ch. 18 Assigned: Literature Review
10/4	Due: Midterm Portfolio and Reflection In-class workshop on Literature Review
Week 8	Literature Review
10/9	Due: Draft of Literature Review In-class peer review of Literature Review
10/11	Due: Literature Review Assigned: Feasibility Study
Week 9	Feasibility Study: Drafting Prose Elements
10/16	Reading: Anderson Ch. 10
10/18	Reading: Anderson Ch. 11
Week 10	Feasibility Study: Drafting Visual Elements
10/23	Reading: Anderson Ch. 13
10/25	Reading: Anderson Ch. 14
Week 11	In-Class Workshops on Feasibility Study
10/30	Reading: Anderson Ch. 12 Feasibility Study Workshop
11/1	Reading: eCampus handouts on ethics Feasibility Study Workshop
Week 12	Feasibility Study: Creating an Oral Presentation
11/6	Election Day - NO CLASS
11/8	Reading: Anderson Ch. 19 Assigned: Final Reflective Memo and Portfolio
Week 13	Conferences and Preparing for the Final Portfolio
11/13	Due: Draft of Feasibility Study In-class peer review of Feasibility Study
11/15	Group Conferences on Feasibility Study at Eliza's
Week 14	Thanksgiving Recess
11/20	No Class
11/22	No Class
Week 15	Final Presentations
11/27	Feasibility Study Presentations
11/29	Feasibility Study Presentations
Week 16	Final Portfolios & Final Week of Class
12/4	Due: Feasibility Study Due: Draft of Final Reflective Memo In-class peer review of Final Reflective Memo
12/6	Due: Final Portfolio Course evaluations & closing remarks