TECM 2700D-030 (online)
Technical Writing (3 hrs)

Department of Languages and Communication	Division of Liberal arts and Life Sciences

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Office Hours:	**T, 12-3 or by appointment**
Classroom:	**N/A**
Class Dates:	**Course begins 8/25 and ends 12/12**
Course Catalog Description:	Expository writing, especially for science, pre-engineering, and business students. May be substituted for ENGL 1320 in some programs; students should consult advisers in their majors.
Required Text:	***Technical Communication: A Practical Approach, 8th ed.,*** William Pfeiffer and Kaye Adkins (also available as a digital text via CourseSmart.com)
Recommended Texts:	**Purdue Online Writing Lab (OWL),** found free online at https://owl.english.purdue.edu/owl/; **APA Publication Manual, 6th ed.**
Access to Learning Resources:	UNT Dallas Library: email: untdlibrary@unt.edu web: http://www.untdallas.edu/library UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

Course Overview:

TECM 2700 is designed to help develop foundational writing knowledge for work in your future majors and professions. Whereas the purpose of much academic writing is to showcase your acquisition of knowledge to an expert (your teacher), in technical writing, you are the expert, tasked with clearly communicating information and ideas to an audience who needs to learn something or do something based on your work.

This class is not designed to teach you every kind of writing you will do in your major or career, and it is not designed for any one particular major. Instead, our interest is in developing skills, strategies, and awareness of writing that takes place in professional and technical settings. We will look at how to clearly, effectively, and efficiently provide many different audiences with the information they need to complete tasks or make decisions. Thus, much of our work will be in learning how to adapt our writing to fit the demands of changing situations through some representative professional genres; we'll refer to this in class as a "rhetorical approach" to writing.

In addition, we will spend time developing one of the more important skills for 21st-century workers: information literacy. Throughout the course, we will develop skills in searching, evaluating, synthesizing, recording, organizing, and citing information. Formatting and organizing our work to ease reader effort and understanding is a central component of technical writing, and citing and recording information is a pillar of academic and professional work as well.

Learning Objectives/Outcomes:	
At the end of this course, students should expect to gain significant experience in the following areas:	
Critical Thinking and Rhetorical Strategy	Understanding contexts in which professional and technical writing takes place
	Adapting writing to the demands of specific professional situations and audiences
	Understanding how professional and technical documents are composed to meet the needs of workplace tasks and audiences
Communication and Presentation	Formatting professional documents effectively through the use of software
	Communicating in written, visual, oral, and web-mediated modes of writing
	Understanding the writing process strategies of experienced writers
Ethics and Personal Responsibility	Understanding the ethical and legal implications of various professional genres and tasks
	Reflecting on and assessing progress in the course and individual assignments
Information Literacy	Understanding and using relevant citation practices in professional fields
	Searching for and evaluating appropriate information for technical communication
Teamwork	Working effectively and productively with peers of different backgrounds

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated on the Announcements page of the class Blackboard site and during class meetings.

*All readings and assignments are due **before the beginning of the class period** unless otherwise noted; assignments should be turned in through Blackboard unless otherwise noted.*

"TCE" denotes the required class text; "BB" denotes Blackboard.

Date	Tasks Required	Assignments Due
Week 1 8/25-8/31	• Read "START HERE" section on BB to learn about course • Review Syllabus on BB • Read *TCE* 1-46 about professional communication basics • Read Assignment Description for Project 1	• **Project 1 Email due to instructor by Friday, 8/29**
Week 2 9/1-9/7	• Read *TCE* 603-10 and 622-632 about résumés and cover letters • Look at additional resources and example résumés and cover letters on BB site, under Project 1 menu • Compose your résumé and cover letter	• Draft of résumé and cover letter should be completed no later than Wednesday, 9/10 (Week 3)
Week 3 9/8-9/14	• Complete peer review of classmates' résumés and cover letters (peer review will be under Project 1 materials and available Wednesday, 9/3) • Revise résumés and cover letters based on peer feedback • Read Assignment Description for Project 2	• **Complete peer review of résumés and cover letters by Friday, 9/12**
Week 4 9/15-9/21	• Read *TCE* 249-269 about Tech. Research • Read Subject Research Guides on BB under Project 2 materials • Read about Annotated Bibliographies under Project 2 materials • Collect and read four sources for Annotated Bibliography	• **Job application materials due by Wednesday, 9/17**

Week 5 9/22-9/28	• Read about APA end-text references and APA in-text references under Project 2 materials • Continue reading sources and completing Annotated Bibliography	• **Annotated Bibliography due by Friday, 9/26**
Week 6 9/29-10/5	• Read *TCE* 525-540 and 535-549 about Website Planning and Website Design • Look at web creation tools tutorials under Project 2 materials • Work on Website Planning Form	• **Website Planning Form due by Friday, 10/3**
Week 7 10/6-10/12	• Read about usability under Project 2 materials • Work on developing Website and Website Design Form • Read *TCE* 550-553 about Usability Testing for next week	• Have draft of website by Monday, 10/13
Week 8 10/13-10/19	• Complete usability testing on peers' Websites by Wednesday, 10/8 • Read Assignments Description for Project 3 • Read over Team Leader job ad, decide if you want to submit	• **Complete Usability Testing on Peers Websites by 10/8** • **Website and Website Design Form due by Friday, 10/17**
Week 9 10/20-10/26	• Read *TCE* 398-401 about Proposals • Read about proposal strategy under Project 3 materials • Look for Team assignments by end of week through email	• **Team Leader applications due by Wednesday, 10/22 (optional)**
Week 10 10/27-11/2	• Read about online collaboration tools under Project 3 materials • Read *TCE* 59-80 about Collaboration and Writing • Read *TCE* 270-282 about primary research • Read *TCE* 88-105 about Organizing Information • Work with members of your team to create a Team Collaboration Contract	• **Team Collaboration Contract and Work Schedules due by Friday, 10/31**
Week 11 11/3-11/9	• Read *TCE* 117-140 about Document design • Read *TCE* 309-324 about formatting formal reports • Continue working with group to develop Team Report	
Week 12 11/10-11/16	• Read *TCE* 479-518 about Graphics in Reports • Continue working with group to develop Team Report and the Proposal Style Sheet	• **Proposal Style Sheet due by Friday, 11/14**
Week 13 11/17-11/23	• Continue working on Team Report • Complete Report Post-Morten review and Performance Evaluations	• **Proposal Report due by Wednesday, 11/19** • **Post-Morten and Performance Evaluations due by Friday, 11/21**
Week 14 11/24-11/30	• Read *TCE* 568-587 on Presentations • Enjoy Thanksgiving	

Week 15 12/1-12/5	• Work on Presentations	• **Presentations due by Friday, 12/5**

Course Evaluation Methods

Student performance in this course will be evaluated by the following means.

Major Projects – This course is project-based, and three major projects will be the primary measure of success in the class. Each project is composed of a number of smaller, progressive assignments designed to lead to a successful final product. Students should **very carefully** consult the project descriptions for details

Professionalism – A portion of students' grades will be determined by their professionalism, a combination of timeliness, effort, and meeting professional standards in their work in the class.

Grade Determination:
A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = Less than 60%

Grade Breakdown

Project 1 – Professionalization Documents	20%
Project 2 – Professional Education Website	25%
Project 3 – Team Proposal	25%
Team Presentation Materials	15%
Professionalism	15%
Total	**100%**

Course Policies and Procedures

Attendance and Participation Policy/Professionalism

The policies in this section outline the basic habits of professionalism expected in this course.

Students should conduct themselves professionally throughout the course; this includes several major categories. 1) Students should treat each other with courtesy and professionalism in any interaction throughout the course; please see the Openness/Constructive Criticism and Diversity/Tolerance policies below. 2) Students communication should always strive to be meet professional standards of grammar, mechanics, punctuation, spelling, capitalization, etc. All communication should be treated as if your job (or grade) depended on it. 3) Students need to complete their work for me and for each other in a timely manner, and students should be responsive to requests from myself or their peers.

Technology Policies

Email

You must check your UNT Dallas or UNT email regularly, as this will be my primary method of communication with the class and is the default email account for Blackboard and Copley; make sure you can log into it from day one, and make sure to **check it at least once a day.** Please note that I cannot communicate with you via a personal email address for legal reasons.

Blackboard

Course materials will be posted to the course Blackboard site, accessible through *Learn.untdallas.edu* or *Learn.unt.edu.* Announcements about the class will also come through Blackboard, so **log on at least once a day.**

Copley

Our course will be piloting a web program called Copley, designed to provide supplemental help and instruction for the class. Beginning in the first few weeks, we will have a Supplemental Instructor that will give you more information on the possibilities associated with this system. Students may also use this system to self-organize study groups or get feedback about their work.

Student responsibility

It is the responsibility of the student to be familiar with all of the rules and policies set forth in this syllabus and to keep track of their progress in the class, including their grades, due dates, etc. You may of course ask me about any of these concerns at any point in the class, and I will be happy to let you know your progress. However, students need to exercise self-monitoring throughout the term.

Academic Integrity:

In this class, we'll talk about the ethical codes and standards that guide work in various professions. These standards give professions their integrity, and serious legal consequences can happen if they are broken. One ethical standard practiced in all professions, as well as all academic disciplines, is the avoidance of plagiarism. Plagiarism is the use of any other person's words or ideas without giving them credit through a system of citation and giving credit. Thus, you are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct here for complete provisions of this code.

Grading and Assignment Policies

Writing Assistance and Consultation

Everyone, including – and especially - professional authors, gets advice about their writing to see how it is being understood and how they can improves. Getting others to read your writing should be a standard and frequent part of your process.

For those able to make it to campus, you can get great advice and feedback from the Writing Center, a completely free service that offers students the opportunity to meet with a professional tutor to discuss their writing assignments for any course. Students can utilize the center for any stage of the writing process, even in initial brainstorming ideas. The Writing Center can also help you with presentations, speeches, etc.

During a writing conference, tutors will assist students in identifying any weaknesses and will work together with the student to improve the assignment. The Writing Center's most important goal is to help UNT Dallas students become better writers, which means that the Writing Center tutors will **not proofread or edit papers**; instead, they will help students develop the skills they need in order to successfully proofread and edit their own work.

During the Fall semester, the Writing Center will be open Monday-Thursday, 9-7; Friday, 3-7; and Saturday, 10-3. The Writing Center is in Room 301N in Building 1 in a large class enclosure; appointments may be made online at http://www.untdallas.edu/writing-center.

The Writing Center does not currently have online consultation capabilities.

Project Formatting

Students do not need to submit assignments with a standard paper format or heading, including MLA headings typically learned in high school. Instead, projects should be made to resemble their real-world, professional counterparts. Thus, formatting of the major projects will vary widely from assignment to assignment due to the nature of the course; students should pay close attention to the formatting details in each assignment description.

Submitting Projects

Please check the submission guidelines on each project description, but in general final versions of major projects should be submitted through the course's Blackboard page. When submitting files, I recommend converting them to PDFs, as that will preserve any specific formatting that you see on your computer. Generally, you should be able to do

this by doing a "Save As" and choosing PDF as the file type. Make sure to keep the original version for revision and editing.

Project Completion

Projects in this class will consist of both smaller and larger assignments that lead progressively toward a final product or set of products. Students must turn in all portions of a project to receive a grade; that is, Projects must be completed in their entirety. Any missing assignments will result in a zero on the final Project grade.

Late Policy

Late work will be reduced five (5) percentage points for every day past the due date.

Revision Policy

For each project, students have the option of revising their projects once a grade has been given; any revisions submitted will fully replace the initial grade for the assignment or project. Projects, however, must be revised significantly in order for the grade to be increased; much more needs to be done than fixing grammatical, spelling, punctuation, and mechanical errors to have the grade improved.

Revisions are due one week after an assignment has been returned. To submit a revision, do three things: 1) Contact me to let me know you will be submitting a revision. 2) Submit the assignment again on BB (make it a second attempt). 3) Add the word "Revision" to the assignment's file name

Additional Policies

Openness and Constructive Criticism

A good deal of the work in this class will involve talking to each other about our work and reviewing and critiquing each others' drafts as we proceed through assignments. While we will discuss peer review in more detail in class, it should be said here that to make these processes useful, students need to keep an attitude of openness about their work in progress. We are all learning in this class - or else we wouldn't be here – and no one is expected to have perfect work in the drafts we'll be looking at. The purpose of peer review, critique, and revision is to change inevitably weak drafts into stronger papers not by saying what's wrong, but what can be improved. In this class, each student needs to be open and willing to have their work reviewed by others. The other side of this is that those who critique need to always be in the mindset of providing constructive – and not harsh or attacking – criticism.

Diversity/Tolerance Policy

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Students with Disabilities (ADA Compliance)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness (SETE) Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.