TECM 2700D-091
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:	**DAL 1, 201D**
Class Days/Times:	**TR, 4:00-5:20**
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	Topic(s)	Reading/Assignment Due
8/26	Introduction to the course; Syllabus; Professional communication; Introduction of Project 1	---
8/28	Rhetoric and technical communication	*TCE* 1-45; **Email due to instructor**
9/2	Résumés	*TCE 603-610 & 622-632*; Readings on BB
9/4	Cover letters	*TCE 603-610 & 622-632*; Readings on Blackboard site
9/8-9	One-on-one conferences (replaces 9/9 class meeting)	---
9/11	Introduction of Project 2	**Job application materials due**
9/16	Class Visit from Library rep	*TCE* 249-269
9/18	Annotated Bibliographies	Annotated bibliography reading on BB
9/23	APA references	APA reading on BB (through the Purdue OWL)
9/25	APA in-text	APA reading on BB (through the Purdue OWL); **Annotated Bibliography due**
9/30	Website Planning	*TCE* 525-540
10/2	Web Design and Weebly demonstration	*TCE* 535-549; **Website Planning Form due**
10/7	Usability/Work Day	Usability reading on BB
10/9	Work day (one-on-one help in class)	---
10/14	Usability Test Day in class	*TCE* 550-553
10/16	Introduce Project 3; Team Leader job ad	**Website and Website Design Form due**
10/21	Proposals; Rhetorical strategies	**Team Leader applications due**
10/23		**Meeting with selected Team Leaders**
10/28	Team formation; Team consultation time in class; primary research	*TCE* 59-80 and *270-282*
10/30	Organizing information; report sections; group work time	*TCE* 88-105; **Team Collaboration Contract and Work Schedules due**

11/4	Document design; style sheets	*TCE* 117-140
11/6	Formal report formatting and examples	*TCE* 309-324
11/11	Graphics in reports	*TCE 479-518*
11/13	Team work day	**Proposal Style Sheet due**
11/18	Team work day	---
11/20	Report post-mortem	**Proposal Report due**
11/25	Presentations	*TCE* 568-587
11/27	THANKSGIVING – NO CLASS	
12/2	Team Presentations in class	---
12/4	Team presentations in class	---

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.

Team Presentations – At the end of the semester, teams of students will present their final project to a panel of University faculty, staff, and/or administration.

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 Presentations	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.

The University attendance policy is in effect for this course. Students may have up to four (4) maximum unexcused absences for the session without penalty. After these four absences, the instructor reserves the right to reduce the student's participation grade significantly. **More than four (4) unexcused absences will result in a loss of all participation points for the class and may be grounds for failure of the course** at the discretion of the instructor. Students more than 10 minutes late will be considered absent for that day.

Absences may be excused for emergency circumstances or school-sponsored activities **only with written documentation of the absence**.

Additionally, students should be engaged with classroom activities and discussion throughout each class period. Repeated behavior that distracts from participation, disrupts classroom activity, or engages with material outside of the course will result in a loss of participation points. Students found working on material for other courses will be considered absent at the instructor's discretion.

Technology Policies

Cell phones, Computers and Laptops

Technology may be a significant aid to learning and will be needed for some projects; technology may also be a significant distraction. See the Attendance and Participation policy above and use technology accordingly.

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.**

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, assignment submission, tardies, and absences. I will not tell you every time you are late, have an unexcused absence, or lose participation points. Of course, you are encouraged to 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.

On campus here, 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.
Students who attend the Writing Center and bring back signed proof (or have an email sent to me) of a visit may receive 10 bonus points per visit added to their final grade; students may exercise this option for up to 50 maximum bonus points for the semester.

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.

In order to qualify for a revision, a student **must come see me in my office – either during office hours or by appointment – to consult about their project and how it will be revised.** There are no exceptions to this rule.

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.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.