

Department of English Course Description

ENG 3050 prepares students for reading, researching, writing, and designing technical documents. While some technical writing addresses a lay audience (e.g., instructions), technical documents are often written for specialized audiences with multiple purposes (e.g., technical reports with executive summaries). Technical documents incorporate both textual (writing) and visual (graphics, pictures, etc.) elements of design. The main goals of the course are (1) to teach students to consider the audience(s) and purpose(s) in reading and writing technical documents; (2) to integrate reading, researching, writing, and designing in the standard genres of technical writing; (3) to design effective technical documents with attention to text, visuals, format, usability, documentation, and mechanics, using a flexible writing process incorporating drafts and revision; and (4) to work with current technologies for technical document design.

Catalog Description

Instruction in basic technical writing skills. Requirements include writing letters, memos, summaries, instructions proposals, and technical reports. Topics include audience and purpose analysis, textual and visual aspects of technical document design, and formatting.

Instructor Information

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(I will respond to e-mails within 24-48 hours M-F)

Office Hours

Tu/Th 9:30-11:00

Also available by appointment

Course Information

Section Number: 002

Meeting Times: Tu/Th 11:45-1:10

Location: 216 State Hall

Required Textbooks (available at Barnes and Noble)

Anderson, P. (2007). *Technical communication: A reader-centered approach* (6th ed.). Boston: Thomson Wadsworth.

Perrin, R. (2009). *Pocket guide to APA style* (3rd ed.). Boston: Wadsworth Cengage.

Academic Responsibility: Course Regulations on Cheating and Plagiarism

Cheating is the act of submitting papers written by another person as your own. Cheating includes submitting papers that were written by another student as well as papers that were purchased or downloaded from the internet. Plagiarism is the act of copying work in whole or in part from books, articles, and websites without documenting and citing the source. Plagiarism includes copying language, texts, and visuals without citation (e.g., cutting and pasting from websites). **All major assignments in ENG 3050 will be reviewed in SafeAssign on Blackboard.** All papers submitted to SafeAssign become part of the WSU data base. Cheating and plagiarism are serious academic offenses: the minimum penalty for cheating or plagiarism is an F for the assignment; the full penalty for cheating or plagiarism may result in an F for the course. All cases of cheating and plagiarism in ENG 3050 will be reported to the Department of English.

For information about how to avoid plagiarism, see the WSU Undergraduate Library's web-based Searchpath, an introduction to library research:

<http://www.lib.wayne.edu/services/instruction/searchpath/choice.html>

Module 6 – Citing Sources – includes a good discussion of recognizing and avoiding plagiarism:

<http://www.lib.wayne.edu/services/instruction/searchpath/mod6/contents.html>

Writing Center Information

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. Undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/>. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring): <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330>.

WSU Resources for Students

- Adamany Undergraduate Library <http://www.lib.wayne.edu/info/maps/ugl.php>
- Science and Engineering Library <http://www.lib.wayne.edu/info/maps/sel.php>
- Student Disability Services <http://studentdisability.wayne.edu/>

- Academic Success Center <http://www.success.wayne.edu/>
- Counseling and Psychological Services (CAPS) <http://www.caps.wayne.edu>

ENG 3050 Learning Objectives

- To read, analyze and evaluate the design of technical documents, including text, visuals (graphics, pictures, etc.), format, usability, citation, documentation, and mechanics
- To consider the audience(s) and purpose(s) for reading and writing any given technical document
- To conduct research in support of designing technical documents, finding and evaluating print and electronic sources
- To write in standard genres of technical writing, including letters, resumés, memos, summaries, instructions, user test reports, proposals, and technical reports
- To use a flexible writing process that includes brainstorming, organizing, writing, providing and responding to feedback, revising, formatting, editing, documenting, and proofreading
- To use appropriate grammar, mechanics, and style for formal and informal technical documents, and to use standard conventions of citation and documentation to avoid plagiarism
- To make productive use of current technologies for reading, researching, writing, and designing technical documents

Course Technology**E-mail**

Communication regarding course changes and updates will be sent through e-mail, and it is your professional responsibility in this course to check your e-mail daily. Note: e-mail communication will be sent through Blackboard--please be sure you know which e-mail address is linked to Blackboard.

Wiki: <http://techcomm3050.pbworks.com>

A course wiki has been set-up at: <http://techcomm3050.pbworks.com> All of our course information (including assignment samples) will be located there. Please refer to it often, as it will be updated regularly.

Twitter: <http://twitter.com/techcomm3050>

While some courses discourage the use of certain technology during class meetings, it will be encouraged in our course. Our course Twitter feed (@techcomm3050) should be used as often as you see fit (this could be during our class meetings, too). Please post links, thoughts, and articles that others in the course will find helpful. We will leave the feed posted during some class conversations to determine the context and route of our discussions.

Course Assignments

(Please see detailed assignment descriptions on the course wiki or Blackboard)

- Assignment 1 -- diagnostic summary (1-2 pgs, single spaced)
- Assignment 2 -- resumé and cover letter (2-3 pgs, single spaced)
- Assignment 3 -- technical instructions (5-7 pgs, single spaced)
- Assignment 4 -- user test report/memo (3-4 pgs, single spaced)
- Assignment 5 -- proposal (3-5 pgs, single spaced)
- Assignment 6 -- technical report (8-10 pgs, single spaced)
- Discussion Lead: Each student is responsible for leading a 10-12 minute discussion on a day of their choice. A sign-up sheet will be circulated on the second day of class. If you are absent on the day of your discussion lead, you will not be able to make it up.

Course Policies

Attendance – Class attendance is a requirement for this class. Attendance will be taken at each class session. More than 10 minutes late will count as an absence. If you are absent, it is *your responsibility* to ask *another student* what you missed. Key material will be introduced and explored in lectures and class discussion. Drafts and feedback on ongoing assignments will be reviewed in class and class participation is expected. Each student is allowed 3 excused absences, after which the student will be deducted 2 participation points. After 6 absences (the equivalent of 3 weeks of class), the student will be asked to drop the course.

Please respect your classmates by arriving to class on time and prepared to participate. Cell phones, iPods, and other distracting devices are to be turned off during class time (unless being used to post to the course's Twitter). You will be asked to leave class if you are texting, listening to iPods (or other devices), playing computer games, or receiving/making phone calls. Our classroom is a professional setting, so please treat it that way.

Please note: Enrolled students in any English classes must attend one of the first two class sessions; otherwise, they may be required to drop the class.

Participation – Each student is expected to actively participate in each class meeting. All readings are clearly labeled on the semester calendar, and students are required to come to class prepared and ready to engage in class discussions and group activities. Failure to participate will result in a deduction of participation points.

Assignments – All assignments include a grading rubric (see assignment descriptions).

Revisions – Each student will be given one opportunity to revise an assignment of his/her choice. Please note that only Assignments 2-5 are eligible for revision. Each revision must be resubmitted within one week after it is returned to the student.

Late papers – Late assignments are not tolerated. All due dates are noted on the semester calendar below and are strictly enforced. It is your responsibility to ensure that your assignment is completed and submitted by the time and date on the semester calendar.

Format – All papers must be formatted as one of the following files: “.doc” “.docx” or PDF. There is a PDF converter on Blackboard. Your grade will be reduced by 10% if you are asked to reformat and resubmit your paper. All assignments must be correctly documented using APA style.

Final grades will be based on the following point system:

• Attendance and participation	15 points
• Discussion lead	15 points
• In-class workshops	5 points each/25 points total
• Assignment 1 -- diagnostic summary	5 points
• Assignment 2 -- resumé and cover letter	10 points
• Assignment 3 -- technical instructions	20 points
• Assignment 4 -- user test report/memo	15 points
• Assignment 5 -- proposal	10 points
• Assignment 6 -- technical report	35 points
• Total	150 points

Letter grades will be based on the following scale:

↑93%: A	150-139
↑90%: A-	138-135
↑87%: B+	134-130
↑85%: B	129-127

↑81%: B-	126-121
↑78%: C+	120-117
↑75%: C	116-112 (a grade of C or better fulfills the Gen Ed IC requirement)
↑70%: C-	111-105
↑65%: D+	104-97
↑57%: D-	96-85
↓54%: F	84 and below

Semester Calendar

It is the instructor's prerogative to amend the calendar when necessary.

Please note:

- Where readings are listed, please come to class that day having read that selection. Readings are indicated by the abbreviated name of the text (e.g., *TC*) followed by the chapter and/or pages assigned.
- All samples will be posted on the course wiki.
- Assignments must be submitted to Blackboard by 11:59 p.m. that evening.
- Where in-class workshops are noted, please come to class with a completed copy (electronic or hard copy) of that assignment ready for exchange. Students must have at least 3/4 of the assignment completed in order to receive credit for the in-class workshop.

Date	Class Agenda	Assignment Due	In-class Discussion	Discussion Lead
Tu 1/12	Course overview		Discuss Assignment #1	
Th 1/14	Communication and your career	Assignment #1: Final	<i>TC</i> : Ch. 1 (p. 1-24) Discuss assignment #2 Review companion site for text	
Tu 1/19	Building resumes		<i>TC</i> : Ch. 2 (p. 25-62) Review 1 sample resume/cover letter	A: Ch. 2 (25-49) B: Ch. 2 (49-62)

Date	Class Agenda	Assignment Due	In-class Discussion	Discussion Lead
Th 1/21	In-class workshop (A#2)		In-class workshop (A#2)	
Tu 1/26	Sophisticated topic selection	Assignment #2: Due	TC: Ch. 23 (642-670) Discuss Assignment #3 Read sample instructions	C: Ch. 23 D, E: Sample instructions (2 each)
Th 1/28	Defining your communication's objective	Assignment #3: Topic	TC: Ch. 3 (p. 63-96)	F: Ch. 3
Tu 2/2	Planning for usability		TC: Ch. 4 (99-115) Creating directions	
Th 2/4	Creating and using reader-centered graphics *Meet in UGL		TC: Ch. 12 & 13 (look at chapter summaries/info on companion site)	G: Ch. 12 H: Ch. 13
Tu 2/9	In-class workshop (A#3)	Assignment #3: Draft	In-class workshop (A#3)	
Th 2/11	Testing drafts for usability		TC: Ch. 15 (p. 421-434) Discuss Assignment #4	I: Ch. 15
Tu 2/16	No Class: Work on User Test Memo	Assignment #3: Due		
Th 2/18	No Class: Work on User Test Memo			
Tu 2/23	Correctly identifying problems with instructions		Read sample user/test report memos Discuss A#5	J, K: Sample memos (2 each)
Th 2/25	In-class workshop (A#4)	Assignment #4: Draft	In-class workshop (A#4)	

Date	Class Agenda	Assignment Due	In-class Discussion	Discussion Lead
Tu 3/2	Effective and ineffective proposals	Assignment #4: Due	Read sample proposals	L, M: Sample proposals (2 each)
Th 3/4	Conducting effective research *Meet in UGL		TC: Ch. 6 & 7 (look at chapter summaries/info on companion site)	N: Ch. 6 O: Ch. 7
Tu 3/9	Getting started on proposals	Assignment #5: Topic	TC: Ch. 22 (p. 618-641)	P: Ch. 22
Th 3/11	Jeopardy!		TC: Writer's Reference Guide (p. 557-617)	
Tu 3/16	No class: spring break			
Th 3/18	No class: spring break			
Tu 3/23	Writing reading-centered reports		TC: Ch. 21 (539-556) Discuss Assignment #6	Q: Ch. 21
Th 3/25	In-class workshop (A#5)	Assignment #5: Draft	In-class workshop (A#5)	
Tu 3/30	Report Writing	Assignment #5: Due	Read 2 sample reports	R, S, T: Sample reports (1 each)
Th 4/1	Writing front and back matter		TC: Ch. 11 (305-322) Discuss Executive Summary Read sample executive summary	U: Ch 11 V, W: Sample executive summaries (2 each)
Tu 4/6	Creating primary sources *Meet in UGL	Assignment #6: Executive Summary	Creating and gathering primary research	
Th 4/8	Maintaining persuasiveness		Reviewing details of Assignment #6	

Date	Class Agenda	Assignment Due	In-class Discussion	Discussion Lead
Tu 4/13	Writing with revision in mind		TC: Ch. 14 (401-419) Citation information	X: Ch. 14
Th 4/15	No class: Instructor available for conferences			
Tu 4/20	Last day of class In-class workshop (A#6)		In-class workshop (A#6)	
Th 4/22		Assignment #6: Final		

To ensure that you have read and understand the syllabus, please e-mail the instructor by Thursday, January 14. That e-mail confirmation is worth 1 participation point.

