



**English 341.01W: Technical Writing
COURSE SYLLABUS: Summer I 2014
Dr. Robin Anne Reid**

Hall of Languages 125
Robin.Reid@tamuc.edu
Phone: 903.886.5268 Department Fax: 903.886.5980

Summer I 2014 Schedule

English 341.01W	Online: no face/face meetings
Online Office Hours:	M T W Th F: 10:00 am – 12:00 pm
Face/Face Office Hours:	My Office: by appointment

Catalog Course Description

Course Description: English 341 covers techniques of objective reporting on scientific and technical material; principles of technical exposition; study of language uses; writing samples and principles of various technical reports, including abstracts, proposals, and manuals.
Prerequisite: English 102.

For this summer's class, you will be focusing on preparing materials for a professional portfolio you can use in the future (for job or graduate school applications), and on finding and evaluating resources in your professional field. You will also be learning how to format and prepare a letter of introduction (business letter), a resume, an annotated list, and memo reports. You will be learning how to revise rough drafts to final drafts, with feedback from me and from your classmates.

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: The required reading for this class is not a commercial product (i.e. you do not have to spend any money!). Instead, I'm assigning the class to read our Career Development Office's Handbook, *Make the Connection*. You may download it to read electronically, or go to the Career Development Office and request a hard copy.

Career Development: Location: Student Access & Success Center, 903.468.3223
Hours of Operation: Monday-Friday, 8a-5p.

<http://www.tamuc.edu/CampusLife/CampusServices/careerDevelopment/Make%20the%20Conn%20Handbook%202013.pdf>

Major Assignments: Overview

1. **30%: Professional Portfolio Materials:** Letter of Introduction; Resume or CV (depending on professional plans); Annotated List of Artifacts. Each assignment is worth 10% of the grade. The rough draft is worth 2% (2/10 points) and is graded on effort (if you turn the assignment in on time, you receive full credit). The final draft is worth 8% (8 out of 10 points) and is graded on the assignment criteria as given on the rubric.
2. **20%: Four Memo Reports: Professional Resources:** Each memo report will cover a professional online resource that you have evaluated. Each report is worth 5% of the grade. The rough draft of each report is worth 1 out of 5 points and is graded on effort (if you turn the assignment in on time, you receive full credit). The final draft is worth 4 out of 5 points and is graded on the assignment criteria as given on the rubric.
3. **30%: Peer Responses and Self-Evaluations on Professional Portfolio Drafts.** Due on the Wednesdays following each writing assignment due date. You will be in a peer response group with students in similar majors and/or with similar professional goals. You are responsible for completing a peer response rubric for each group member's draft, including your own. You use the same Peer Response Rubric for all drafts, but when it's your own draft, it's called a Self-Evaluation. You should note that the grade weight for the peer responses is the same as for the writing assignments: if you fail to do the peer responses, you will have a difficult time passing the class. You do not have the opportunity to revise the peer response or self-evaluation assignments, but I will give full credit for the first one turned in, based on effort, plus feedback that will help you in preparing the later ones. The later peer responses will be graded on how well they meet the criteria as given on the assignment rubric.
4. **20%: Daily Logs:** Four due every week in eCollege Journal. Each individual log is only worth 1% of the grade, but as a group they are a significant part of your course grade. These are graded purely on effort: if you turn in a list of what you have worked on for our class on those days, you will receive full credit. Missed logs can be made up as weekend logs.

Course Learning Outcomes

1. Learners will demonstrate that they have engaged in a writing process that incorporates revision in response to instructor and peer response feedback over the course of the semester. This outcome will be assessed by evaluation of the changes in drafts posted for the Professional Portfolio assignments.
2. Learners will demonstrate that they have learned to identify, evaluate, and use a variety of professional materials online as models and resources for creating their Professional Portfolio. The sources they are expected to identify and evaluate are: relevant professional organization sites, relevant professional conference sites, relevant professional blogs, and relevant professional journals or periodicals. This outcome will be assessed by evaluation of the Professional Resources Memo Reports.
3. Learners will demonstrate that they can apply principles from the class handouts and from relevant online sites in order to evaluate their own and selected classmates' drafts. This

outcome will be assessed by evaluation of peer responses on classmates' drafts and self-evaluation on learners' own drafts.

4. Learners will demonstrate an understanding of how to format and produce representative professional documents, including business letters, memo reports, resumes, and lists. This outcome will be assessed by evaluation of the final drafts of the Professional Portfolio and Memo Report assignments.

Student Learning Outcomes Selected for Assessment

1. Learners will demonstrate that they have engaged in a writing process that incorporates revision in response to instructor and peer response feedback over the course of the semester. This outcome will be assessed by evaluation of the changes in drafts posted for selected writing assignments in Professional Portfolio and Professional Resources Dropboxes.
2. Learners will demonstrate that they have learned to identify, evaluate, and use a variety of professional materials online as models and resources for creating their Professional Portfolio. The sources they are expected to identify and evaluate are: relevant professional organization sites, relevant professional conference sites, relevant professional blogs, and relevant professional journals or periodicals. This outcome will be assessed by evaluation of the Professional Resources Memo Reports.
3. Learners will demonstrate that they can apply principles from the relevant professional sites in order to evaluate their own and selected classmates' drafts. This outcome will be assessed by evaluation of peer responses on classmates' drafts and self-evaluation on learners' own drafts.
4. Learners will demonstrate an understanding of how to format and produce representative professional documents, including business letters, memo reports, resumes, and lists. This outcome will be assessed by evaluation of the final drafts of the Professional Portfolio and Memo Report assignments.

Course Requirements

1. Learners will log into our eCollege shell regularly to read assignments, post Daily Logs, and post assignments.
2. Learners will participate in regular peer response and self-evaluation responses on drafts of assigned work weekly.
3. Learners will access, read, and follow all course instructions found in the Navigation Tree and content areas of the eCollege/NExT course.
4. Learners will access their grades and comments in the eCollege gradebook.

Instructional Methods / Grading

The assignment handouts in eCollege contain detailed information on due dates, required content, grade weight, and required format, along with online resources that relate to the assignment. These online resources are the replacement for a commercial textbook. The grading rubrics are also posted for use in peer response and self evaluation.

The assignment handouts are posted in the appropriate weekly unit or in the Course Home. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

Please ask any questions you have about the assignment handouts or class generally in the Virtual Office Discussion, at the top of the Navigation Tree.

I expect students to prioritize their work based on the percentage of the grade each assignment is worth (the higher the percentage, the more time need be spent). Specific assignments (identified by rough drafts, revised drafts, etc.) may be revised for full credit, and revision is expected.

Because this class is writing intensive, requires revision, and is based on a process approach, the grading for the writing assignments may be different than what you have come to expect. Each writing assignment for the Professional Portfolio and the Professional Resources (a total of seven) is worth a certain number of points (or a certain percentage of the course grade).

The first draft is worth 20% of the individual assignment grade: as long as you turn that draft in on time (see Instructor Policies for an explanation of what "on time" means for this course"), you get the full points. You are rewarded for the effort of handing the work in: i.e. participating in the process.

The revised draft is evaluated against a set of assignment criteria (explained in the assignment handout and summarized on the rubrics). The rest of the points for that one writing assignment (80%) are based on the evaluation of the final product.

There are no exams in this course: you will show what you have learned throughout a process (shown by the Daily Logs, Drafts, Peer Responses) and the final products (Professional Portfolio assignments and Memo Reports on Professional Resources).

Grading

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. I have set up the gradebook with the assignments weighted: your grades will be entered in points which the eCollege gradebook will translate into percentages. As soon as I have entered grades (which I must do manually since only quizzes and exams can be graded by the program), students can see their grade, for individual assignments, and for the class as a whole, based on the percentage of work that has been completed.

Rough drafts are assignments are given a small grade weight and are given a 100% if they are turned in on time. Feedback from instructor and classmates should be used in revisions which have a larger weight and are graded on the quality of the product.

If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email or by posting in the appropriate Dropbox). Please do not post about grades in the Virtual Office which is a public space.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59-lower = F

Contact Information

I have regular office hours online: during that time, I will be checking my university email and our class Virtual Office. If you are not free at these times, please email me to set up an appointment which can be on campus, or can be a synchronous chat.

Please: if you think that you are slipping behind for any reason, come talk to me (or call me!).

Keep in mind that the official medium of communication for the university is email which is handled through our eCollege platform. All email correspondence for this course will be sent to student myLeo email accounts.

I post information in the "Class Announcements" section of our online course and send it out via email to make sure Learners get the information in a timely manner as well as announcing it in our weekly class meeting.

Class Policies

Take some time to read: university faculty have a good deal of latitude in some of their policy areas.

The first set of policy statements are mine that are specific to this course.

The second set of policy statements are mandated by the University and/or the Department of Literature and Languages.

By staying in the class after reading this syllabus, you are contractually obligated to meet class requirements and follow **all** class policies.

Instructor Policies

The No Penalty Zone (NPZ): The NPZ is a free, no request or excuse needed, extension of 48 hours added to the writing assignment due dates. The NPZ applies only to the seven writing assignments of the Professional Portfolio and the Professional Resources Memo Reports. The writing assignment due dates are Fridays, 11:59 p.m. (just before midnight) every week. The No Penalty Zone gives learners until Sunday, 11:59 p.m. (just before midnight) every week. Writing assignments handed in by the NPZ are not considered late; they will earn the full credit assigned to them; they will be included in the peer response assignments. However, you should always plan to complete your work by the Friday deadline. Then, if life intervenes, you have a safety net. If you aim to complete your work by the NPZ and life intervenes, which it will, there will be no safety net.

NOTE: Because of the short turn-around time between the end of Summer I classes and the grade deadline, the NPZ does *not* apply to the final drafts of the seven writing assignments which are due Thursday, July 3, by 11:50 pm. However, you need not wait until the end of the term to turn in revisions/final drafts.

Due Dates: Daily Logs are due every "class day" (meaning Mondays, Tuesdays, Wednesdays, and Thursdays, the days we would be meeting in a face to face class) by 11:59 p.m. that evening (just before midnight) If you miss a log, you can turn a replacement (up to three a week) on Friday, Saturday, or Sunday, again, by 11:59 p.m. The **NPZ** does not apply to Daily Logs.

Professional Portfolio and Professional Resource assignments are due every Friday by 11:59 p.m. The **NPZ** applies to these writing assignments.

Peer Responses are due every Wednesday by 11:59 p.m. (just before midnight) The **NPZ** does not apply to Peer Responses.

Late or Missing Work Policy: A workshopping course can work only if drafts are turned in on time, allowing for feedback and revision.

If you are not able to turn your writing assignment draft in by the **NPZ**, you may still turn it in for *full credit* as "late work" if you have emailed me within 24 hours of the NPZ and are able to make the next weekly due date (including the NPZ).

However, I do *not* expect the students in your group to do peer responses on your late work: that is, their grade will not be affected if they do not comment on your late draft. You may do a self-evaluation on your own work (for full credit for that grade), and you may also complete the peer responses for that assignment by the due date for credit.

A draft that is never turned in will receive a 0 for that portion of the grade, and you will not get feedback for your revision.

Since the class is based on revision, I expect early drafts to be rough, incomplete, and in process. They will receive full credit because the grade for a rough draft is based on the criteria of "handing a draft in to get feedback."

Please turn work in on all the assignment dates, no matter how incomplete or how bad you think your work is. I might not assess it as bad, and, even if it is, I expect that in a process and workshop class. My grading system gives you credit for turning it in, and feedback to make it better (which is how all writing moves from "bad" to "better" to "good"!).

University & Department Policies

Courtesy and a Positive Learning Environment: A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. To create a positive learning environment for all in the class, it is important to be

courteous and respectful in responding to ideas that may differ from yours. Disagreement is valid if it is based on the quality of the idea rather than on the identity of the person presenting the idea, and slurs, insults, or stereotypes about individual and group identities are always discourteous. Commentary about an individual's perceived gender, perceived sexual orientation, perceived ethnicity, or perceived class is inappropriate in our class setting.

Academic Dishonesty/Plagiarism: Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests that you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

Literature and Languages Policy on Plagiarism: Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and Learners are expected to do likewise. Penalties for Learners guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. The Department defines collusion as selling academic products (any written or recorded or pictorial material intended to be submitted to satisfy an academic requirement).

Plagiarism is not excused by saying "I did not mean to do it!" Unintentional plagiarism is still plagiarism.

Online resources on plagiarism:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Courtesy: All Learners enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, conduct).

Drop Policy: Learners who are eligible may drop their classes with a "Q" drop grade without Instructor approval.

This procedure does not apply to Learners with advising holds (Athletes, International Learners, Honor Learners, UC College, etc.). Learners with advising holds will have to complete a Drop/Add form and get approvals manually, and turn in to the Registrar's Office for processing.

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. At that point, you need to withdraw which requires a different form.

Here is the link to the Forms Page on the university web site:

<http://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

Incomplete Grades: The Incomplete grade is reserved for those who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed. Students who fail to turn in a significant number of the earlier assignments are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the majority of the assigned work during the semester they are enrolled in the class will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Since this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the eCollege platform. The class platform is available for student access for only two weeks after the close of each semester.

Learners with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all Learners with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Online Program Information

This course will be taught using eCollege, the Learning Management System used by Texas A&M University-Commerce.

The class gradebook, assignment handouts, and the locations to turn work in are all on the class platform. I do not accept assignments via email.

To get started with the course, go to: <https://leo.tamuc.edu/>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc-commerce.edu.

Due to recent standards being implemented to ensure the online security of all Texas A&M University- Commerce faculty, staff, and students, CITE and the Faculty Center for Teaching with Technology are requesting that students always access their online courses through A&M-Commerce's myLeo portal. A&M-Commerce has established new best practices for password creation that, at this time, the eCollege portal is not in compliance with. To maintain a secure online education environment, the A&M-Commerce myLeo portal should be the only way faculty and students access eCollege. Additionally, in case of password loss, please be sure to have an alternate e-mail address on file in myLeo so that password resets may be sent there as opposed to your university e-mail.

The following information has been provided to assist you in preparing to use technology successfully to access your eCollege course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

If your computer and internet services do not meet the minimum requirements for eCollege, you are welcome to use any of the computer labs on campus.

eCollege Student Technical Support

Texas A&M University-Commerce provides Learners technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org.

You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

eCollege FAQ: <http://www.tamuc.edu/academics/locations/documents/eCollegeFAQs.pdf>

CLASS CALENDAR SUMMER I June 2, 2014-July 3, 2014

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course.

Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur and will be sent out by the class email.

WEEK ONE:

6-2	Mon	Daily Log #1 due
6-3	Tues	Daily Log #2 due
6-4	Wed	Daily Log #3 due
6-5	Thurs	Daily Log #4 due
6-6	Fri	Prof. Portfolio #1 Letter of Introduction Due 11:59 pm (just before midnight)

WEEK TWO:

6-9	Mon	Daily Log #5 due
6-10	Tues	Daily Log #6 due
6-11	Wed	Daily Log #7 due Peer Responses and Self Evaluation of Prof. Port. #1 Due 11:59 pm (just before midnight)
6-12	Thurs	Daily Log #8 due
6-13	Fri	Prof. Port. #2 Resume or CV due 11:59 pm (just before midnight)

WEEK THREE:

- 6-16 Mon Daily Log #9 due
Memo Report #1 Professional Organization Due 11:59 pm (just before midnight)
- 6-17 Tues Daily Log #10 due
- 6-18 Wed Daily Log #11 due
Peer Responses and Self Evaluation of Prof. Port. #2 Due 11:59 pm (just before midnight)
- 6-19 Thurs Daily Log #12 due
- 6-20 Fri Prof. Port. #3 Annotated List of Artifacts Due

WEEK FOUR:

- 6-23 Mon Daily Log #13 due
Memo Report #2 Professional Blog (Group or individual) Due 11:59 pm (just before midnight)
- 6-24 Tues Daily Log #14 due
- 6-25 Wed Daily Log #15 due
Peer Responses and Self Evaluation of Prof. Port. #3 Due 11:59 pm (just before midnight)
- 6-26 Thurs Daily Log #16 due
- 6-27 Fri Memo Report #3 Professional Periodical or Journal Due 11:59 pm (just before midnight)

WEEK FIVE:

- 6-30 Mon Daily Log #17 due
Memo Report #4 Professional Writing Guide Due 11:59 pm (just before midnight)
- 7-1 Tues Daily Log #18 due
- 7-2 Wed Daily Log #19 due
- 7-3 Thurs Final Drafts: Professional Portfolio (Letter of Introduction, Resume or CV, Annotated List) (NPZ does not apply).
Final Drafts: Four Memo Reports (NPZ Does not apply)

Extra Credit: You can earn up to three points added to your final grade by doing the following.

First, post "Bofur" in your Extra Credit Dropbox to prove you've read through the whole syllabus and seen this information.

Second, if you find any errors of any sort in the syllabus and assignment handouts uploaded on eCollege, you will get a point for every error you identify (up to the three total).

To earn those points, copy and paste the section of the handout that has an error in your Extra Credit Dropbox and identify the error.