Texas A&M International University

ENGL 2311-Section # (WIN): Technical Communication
Time and Location:
T 10:30-11:45 Pellegrino Hall 221--LAB
R 10:30-11:45 Bob Bullock 224

Instructor: **First and Last name**   **Office**: Pellegrino Hall **XXXX**
E-Mail Address: **username**@tamiu.edu   **Office Hours**: **(6 hours over 4 days)**
Office Phone: (956) 326-**XXXX**   and by appointment

WIN-Designation: This course is designated as a writing-intensive (WIN) course. In this course, writing will not only be the subject of study, but it will also serve as a method of learning. Students will learn how communication in written, oral, and visual forms change according to purpose and genre. Brainstorming, drafting, revising, and peer-workshopping are integrated into the course curriculum and are the required components of this writing-intensive course.

Technical Communication: This course focuses upon the analysis and application of oral, written, and visual communication principles and practices, including strategies for interpersonal communication, effective teamwork, public speaking, and technical writing. Participants will develop written, oral, and visual components of technical communication, which include specialized processes, methods, and/or specialized knowledge sets belonging to any number of disciplines, including, but not limited to, social sciences, applied or industrial sciences, mass media, and engineering. Students will practice individual and collaborative composing processes in the creation of ethical and effective communication.

What is needed for this course:
1. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 6th ed. Boston: Bedford/St. Martin's, 2012. Print. ISBN: 1-4576-0239-3
2. Johnson-Sheehan, Richard. *Technical Communication Today*. 4th ed. Boston: Pearson, 2012. Print. ISBN: 0-205-17119-2
3. *MyTechCommLab* access. (Student access code comes packaged with the text but is also sold separately on the web. Ask your instructor for more information.)
4. All students must obtain a TAMIU e-mail address and have it set as the "preferred e-mail," as required by the Registrar.
5. Access to a computer, web-cam, and the internet outside of class.
6. Familiarity with TAMIU's course management system, ANGEL, and *TurnItIn*'s drop boxes and peer-review tool, PeerMark.
7. Jump-drive.

Recommended, but optional:
8. A portable American-English dictionary.

Program Outcome: Upon successful completion of this course in the Writing Program, students will be able to produce a portfolio of selected writings culled from their coursework that demonstrates writing effectiveness in five (5) areas: Focus, Organization/Development, Style/Sentence Structure, Grammar/Mechanics, and Research. Additionally, students will be able to read, write, think, listen, and speak critically, work collaboratively in groups, and practice ethical decision making.

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:
1. use appropriate, effective rhetorical strategies in technical communication projects;
2. use appropriate, effective visual rhetoric in technical communication projects;
3. collaborate effectively with others on team-oriented projects;
4. synthesize appropriate research materials in technical communication projects;
5. clearly and accurately address purpose, style, and content in technical communication projects. (This includes: clear focus, structurally, unified development of ideas, appropriate rhetorical style, correct use of Standard American Academic English (SAAE), and ethically appropriate use of research); and
6. adapt specialized knowledge, methods, or information analysis for comprehensibility and with precision in technical communication projects.

Core Curriculum Learning Objectives (CCLOs):
1. <u>Critical Thinking Skills</u>: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1, 2, 4, 5)
2. <u>Communication Skills</u>: includes effective written, oral, and visual communication. (SLOs # 1, 2, 3, 4, 5, 6)
3. <u>Teamwork</u>: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO #3)
4. <u>Personal Responsibility</u>: incudes the ability to connect choices, actions, and consequences to ethical decision making. (SLO # 3, 4, 5, 6)

Important Dates:
Mid-point of the Semester: **DATE**
Last Day to Drop a Course (without record): **DATE**
Last Day to Drop a Course or to Withdraw from the University (with record): **DATE**
Last Class Day: **DATE**
Final Exam: Section XXX: **DATE**

Writing Requirements and Grade Values: The following will allow students to have a basis for how grades will be calculated in this course.

1. 15 % – Technical Descriptions and Specifications Project
2. 20 % – Instructions and Documentation Project
   *Note: IF an ENGL 2311 section is designated as STEM only, then an *Activity Report Project* replaces *Instructions and Documentation Project*.
3. 20 % – Proposal Project
4. 20 % – Analytical Report Project
5. 10 % – Summaries (4 x 2.5%)
6. 5 % – Writing Center (2 visits)
7. 10 % – *MyTechCommLab*
8. Submission of e-portfolio with Reflection Letter
9. Final Exam Presentation

   *The instructor reserves the right to add/modify reading/writing assignments as needed.

If a student fails to turn in one of the major writing assignments, does not complete the required MTCL exercises, does not complete peer-review/workshop activities, fails to earn at least a cumulative C on coursework, fails to submit an e-portfolio with a reflection letter, or fails to attend and participate in the final exam period, all of which constitute the requirements for this course, it will be impossible for him/her to pass this course.

Required Coursework: This course operates from a perspective that communicating effectively in written or oral forms is best achieved using a process. This process includes generating ideas, drafting/outlining, peer-reviewing, and editing, all of which lead to a final product that is evaluated by the instructor. The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation and discussion. Staying on top of the assignments, doing them seriously, and being prepared for class are crucial for student success in this course. Students should come prepared with all relevant texts and on time every day.

● Electronic Portfolio: All assignments should be kept, including prewriting activities, drafts/outlines, and evaluated essays and oral presentations. **In order to pass this course, students must have a complete e-portfolio at the end of the semester, and it must include all completed, graded writing assignments listed under "Writing Assignments and Grade Values," plus any pre-writing, drafting, and rewriting required during the process of writing essays or delivering oral presentations (except where noted in the syllabus)**. Students will prepare their portfolio for evaluation by completing a short "Portfolio Reflection Letter" about their progress over the course.

● Projects: Students are required to complete four (4) major projects that include a number of writing and/or oral exercises that lead to final products that may be oral, written, or both, as determined by the assignment. Below are the basic parameters for the projects. Specific guidance will be given in class.

Technical Descriptions and Specifications: Students will present an object, place, or process from a technical field of study, providing information about its smallest parts to its largest overall function. Students will present their project to the class and respond to questions from the audience.

Instructions and Documentation: Students will transform a situation or a tool, machine, or process into a document that contains step-by-step instructions that will help an end-user handle the situation appropriately or use the tool, machine, or process in a safe, effective manner. Students will present their project to the class and respond to questions from the audience.

NOTE: When a section of ENGL 2311 is STEM-designated only, students will complete an Activity Report Project in lieu of Instructions and Documentation. *Activity Report*: STEM students will conduct an experiment within their major field of study and will compose a Laboratory Report detailing their methodology. Additionally, students will submit a Progress Report and White Paper, each addressing a different audience.

Proposal: Students will identify a problem in their field or equipment or opportunity needed in an organization or area of study, analyze the reasons why it is needed, and provide a viable means for acquiring it. Students will present their project to the class and respond to questions from the audience.

Analytical Report: Students will evaluate a peer group's Proposal for feasibility, analyze its strengths and weaknesses, and make a recommendation (i.e., recommend for implementation, do not recommend, or recommend with revision) based upon the results of that analysis. The Analytical Report is the WIN designated assignment for assessment.

● <u>Summaries</u>: Students are required to compose four (4) summaries. One (1) summary will be on an article about teamwork. The other three (3) will be based upon academic journal articles or career-specific texts in the student's major. Students will submit these summaries to *TurnItIn* drop boxes in ANGEL.

In addition to the reading and writing assignments designated on the course schedule, students are expected to complete any in-class assignments, such as pre-writing activities, in-class drafting, grammar exercises, quizzes, peer reviews, and oral presentations. Students are required to produce products that will be peer-reviewed and/or commented on by the instructor, to revise those products based upon those comments, to correct grammatical and syntactical errors, and to turn in final products that will be evaluated for a final grade.

● **All oral outlines or written drafts** must be done in order for students to have a final product graded.

● **No "recycled" essays or presentations**—essays or presentations prepared in other classes, in other sections of this course, at other institutions, or in Learning Communities—are permitted <u>unless and until</u> the instructor(s) provide(s) consent.

● **Revising** means that students will not only correct grammatical and usage errors, but they will develop their projects by adding more examples, removing poor examples, or unnecessary information, or the student might supply a more focused thesis, clearer topic sentences, or better organization. In the case of oral presentations, students are expected to receive feedback and show improvement of their communication skills in the next presentation.

● **All written products** must be typed or word-processed. Students using a Macintosh computer should save their work as a "Word 95/6.0" document to ensure computer lab compatibility.

● **All oral products** must be digitally recorded and submitted to ANGEL.

● Students will use discipline-specific formatting that is determined by assignment and/or a student's major in consultation with the instructor. *Technical Communication Today* and *A Pocket Style Manual* provide guidelines.

● <u>TurnItIn</u>: This is web-based anti-plagiarism software that all students must incorporate into their submission process for all written products.

● Working outlines/drafts that are composed prior to final product submission must include all necessary and appropriate citations for source material.

● Required work that is <u>not submitted</u> to the appropriate drop box in ANGEL or *TurnItIn* <u>will not be accepted</u> for grading. The instructor will evaluate the report generated by the system to determine if there are any plagiarism infractions.

● Students should save all digital receipts generated by *TurnItIn* to verify that assignments were submitted on time.

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● *MyTechCommLab* (*MTCL*) for ENGL 2311: This is web-based system where students will complete grammar, mechanics, usage, citation exercises, and any other activities deemed appropriate by the instructor. All *MCL* exercises must be completed in order to meet the requirements for passing this course.

 ● Students will complete a Pre-Test (a "Comprehensive Grammar Diagnostic"), and at the end of the semester, students will take a Post-Test (another "Comprehensive Grammar Diagnostic") that will assess students' progress in learning grammar, mechanics, usage, and citations.

● Exams: Because the emphasis of this course is placed on the production of a number of pieces of writing or oral presentations that demonstrates written or oral effectiveness, there will be no "exams" in the traditional sense. However, there is a required final exam/oral presentation, and instructors may use pop quizzes to evaluate students' progress.

● The Writing Center: All students must attend the Writing Center (Cowart Hall, 2nd floor) at least TWICE during the semester, for a *minimum* of 30 minutes, to seek writing consultation on one of the assigned projects in this course. Students will receive credit once they have submitted a Writing Center attendance form to the instructor.

Evaluation: The most important consideration for all projects is content; however, grammar, usage, and mechanics are also important because 1) a person's literacy is often judged according to the number of distracting errors that appear in writing or are heard orally, and 2) if there are too many grammatical, mechanical, or usage errors, s/he will fail to communicate effectively. Therefore, students will work on proofreading and editing skills. Errors will affect final project grades.

 ● Final Grades: All major projects will be evaluated using a rubric, and students will earn a grade based upon the usual A, B, C, D, or F scale; however, **students must pass this course with a "C" or higher; "D" is NOT a passing grade.** A cumulative "D" "average" will result in an "F" for the course.

 ● The instructor will grade *holistically*. This means that a student's *total progress* in the course is analyzed when final grades are assessed. Therefore, doing badly on one assignment does not guarantee a low grade for the course, nor does doing excellent on one assignment guarantee a high grade for the course.

 ● Late Papers: Regardless of the assignment, deadlines are deadlines. (It is better to turn-in an assignment late than not at all, for a missing assignment at the end of the semester will result in failure to complete the course requirements, thus, failing the course.) Since most of the work in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. A student may request an extension by communicating with the instructor, in person or via e-mail, AT LEAST 48 hours in advance, but the granting of an extension is dependent upon the circumstances. If an assignment is turned in late without prior negotiation, the assignment will be lowered a letter grade for each weekday's delay, and a student has up to three (3) days (including weekends) to present the late work.

Attendance and Tardiness: If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time, the student should communicate with the instructor so that a solution to the problem can be found.

> <u>Tardiness</u>: If a student is more than 10 minutes late to class, this will count toward attendance. Three (3) "tardies" equal one (1) absence.

> <u>Absences</u>: If students have excessive, unexcused absences from class, they will fail this course. "Excessive unexcused absences" are determined as follows: four (4) or more in a MW or TR course, five (5) or more in a MWF course, and three (3) or more in a MTWR summer course.

If students have missed the respective number of classes before the final date of withdrawing from courses, then they must initiate their own withdrawal from the course in the Registrar's Office to avoid earning an "F" in the course. <u>Instructors do not drop students</u>. NOTE: By Texas law, students may not withdraw from (or receive a "W" in) more than 6 total courses unless they qualify for certain exemptions to the law.

All absences are considered unexcused <u>until and unless</u> the student persuades the instructor that the absence merits being excused. Instructors may require documentation. Acceptable excuses include, but are not limited to:
1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student's immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student's presence;
5. Religious holy days;
6. Required participation in military duties;
7. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
8. Doctor visits that can not be rescheduled or that require travel.

If a student misses class, it is the <u>student's</u> responsibility to meet with the instructor to discuss anything that was missed. If a student misses class when an assignment is due, the student must still submit the work (see "Late Papers" policy above).

Attendance Policy for Students Involved in University Events: Often students who participate in sporting events, musical programs, or other university sanctioned activities miss class more than the required number of absences allowed for other students. These students must produce <u>written documentation</u> prior to leaving class for such events. All assignments are still due on the dates assigned in the syllabus. Students with documented "excused" absences due to university sanctioned events must notify and negotiate due dates for any other assignments done in-class. This policy is in effect to maintain equity among students.

Classroom Etiquette: The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it

will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class. Also,

1. Turn off ALL cell phones, i-Pods, and other MP3 players.
2. Do not access the web for entertainment or private use during class.
3. Arrive to class on time.
4. Do not speak while others are speaking.
5. No children allowed.
6. Food and drink are not permitted in the computer labs – bottled water only.

Early Alert: The "Early Alert" system allows faculty members to notify the Advising and Mentoring Center when students miss an excessive number of classes or assignments, exhibit unusual or disruptive behavior, or are failing to meet the course requirements. Students should know that this system is in place to help them through difficulties and is a confidential means of communication between the faculty member, the student, and the advisors.

Copyright Restrictions: The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement, and civil and criminal penalties may be assessed, including civil penalties for damages up to $100.00; criminal penalties include a fine up to $250,000 and imprisonment.

> *Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all, of a work, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book. These copies must be for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are both violating the law.*

Students with Disabilities: Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. The University will adhere to all applicable federal, state, and local laws and regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is a student's responsibility to register with the Director of Student Counseling and to contact the instructor in a timely fashion to arrange for suitable accommodations. For more information, contact:

Student Counseling and Disability Services for Students
Location: University Success Center 138
Office Hours: 8:00 am-5:00 pm M-F
Phone #: (956) 326-2230
http://www.tamiu.edu/wellness/disability.shtml

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Plagiarism and Cheating Policy: Plagiarism is the presentation of someone else's work as your own. **1)** When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you <u>must</u> acknowledge that these thoughts are not your own by immediately citing the source in your paper. <u>Failure to do this is plagiarism.</u> **2)** When you also borrow someone else's words (short phrases, clauses, or sentences), you <u>must</u> enclose the copied words in quotation marks <u>as well as</u> citing the source. <u>Failure to do this is plagiarism.</u> **3)** When you present someone else's paper or exam (stolen, borrowed, downloaded from the web for free or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. <u>This is the worst form of plagiarism.</u>

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

> *Plagiarism:* Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.
>
> The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications.   (pp. 15-16)

Students should consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If students still have doubts concerning proper documentation, they should seek advice from their instructor prior to submitting any draft or final product.

Use of Work in Two or More Courses: Students may <u>not</u> submit work completed in one course for a grade in a second course <u>unless</u> they receive explicit permission to do so by the instructor of the second course.

<u>Penalties for Plagiarism</u>: Should a faculty member discover that a student has committed plagiarism, the student will receive a grade of "F" in that course, and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, has the right to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option is not available to juniors, seniors, or graduate students, who can not reasonably claim ignorance of documentation rules as an excuse.

Caution: Students must be very careful what they upload to *TurnItIn* or send to their professor for evaluation. Whatever students upload for evaluation will be evaluated based upon the protocols of academic honesty. In other words, students must practice citing correctly and accurately on <u>all</u> writings/oral presentations in <u>all</u> stages in the writing process. If a submission is plagiarized, the student will be held responsible. The excuse that "it was only a draft" will not be accepted.

Caution: Also, <u>students should not share their electronic files with others</u>. If a student does so, the student is responsible for the possible consequences. If Student A voluntarily (or involuntarily) provides Student B access to his or her files, and Student B accepts (or takes) a file, submits the file with a change of name while Student A also submits (or previously submitted) the file for evaluation, both students are responsible for plagiarism. It is impossible for instructors to know with certainty who wrote the paper and who stole it or if there was collusion between Student A and Student B.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student will receive a "zero" for the assignment and not be allowed to make the assignment up. The incident must be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."

Student Right of Appeal: Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student. The *Student Handbook* provides details.

UConnect, TAMIU E-Mail, and Dusty Alert: Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for Dusty Alert (see www.tamiu.edu). Dusty Alert is an instant cell phone text-messaging system allowing the university to communicate immediately with the university community if there is an on-campus emergency, something of immediate danger, or a campus closing.

Incompletes: The College policy for "Incompletes" discourages them. They are appropriate, however, when the following requirements are met:
► The student cannot complete the class because of a severe illness to self or immediate family member at the very end of the semester (after the date for withdrawal from class) or because of a traumatic event in the student's life (e.g., death of or serious injury or illness to an immediate family member) at the end of the semester, AND
► The student is passing the class at the time he or she can not complete the semester, AND
► The student has completed either 85-90% of the course requirements or is missing only major assignments due after the final date for withdrawal from class and after the onset of the illness or traumatic event (e.g., assignments such as the final exam for the course or a research paper), AND
► The faculty member must have the approval of the department chair before giving an Incomplete.

Student Responsibility for Dropping a Course: It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may <u>not</u> drop a student from a course.

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Independent Study Course: Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals: Faculty are authorized to change final grades only when they have committed a computational error, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process. Details are available in the *Student Handbook* and the *Faculty Handbook*.

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. This community's goal is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing or presentations that a student submits this semester may be read or viewed by other faculty members here at TAMIU. Student anonymity will be maintained whenever possible. Also, on occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities.

Note on Course Schedule for ENGL 2311: The following is a tentative schedule of activities and due dates for this course, which means that some adjustments may be made to it depending upon class progress. Any changes that are made will be given well in advance in class.

Technical Writing Today = TWT; *A Pocket Style Manual* = PSM

Week 1: Introduction; Understanding Technical Writing; Readers and Contexts of Use
Week 2: Working in Teams
Week 3: Ethics
Week 4-6: Oral Presentations/Technical Descriptions and Specifications
Week 7-9: Instructions/Documentation (STEM: Activity Report)
Week 10-12: Proposal
Week 13-15: Analytical Reports
Week 16: e-Portfolio and Preparation for Final Exam

Week 1: Course Introduction
♦ **MyTechCommLab**
Day 1:   Introduction to course; distribution of syllabus; survey
Day 2:   TWT: Ch. 1: Communication in the Technical Workplace
                  Ch. 2: Readers and Contexts of Use
          Classwork: TWT: p. 40-43, Case Study: Installing a Medical Waste Incinerator

Week 2: Working in Teams
MyLab: Comprehensive Grammar Diagnostic (pre-test)
Day 1:   TWT: Ch. 3: Working in Teams
          Classwork: How to Write a Summary
Day 2:   TWT: Ch. 3 (p. 66, Collaborative Project: Analyzing Groupwork In-Action)

Week 3: Ethics
MyLab: Follow study plan
Day 1: TWT: Ch. 4: Ethics in the Technical Workplace
          Classwork: TWT: p. 91, Team Project, #2: Advertising Ethics
          DUE: Summary #1: TWT: p. 65, Individual Project, #3 (Summary of Teamwork Theories)
Day 2: TWT: Ch. 15: Using Sources and Managing Information
          Classwork: TWT: p. 423, Case Study: The Patchwriter

Week 4: Oral Presentations / Technical Descriptions and Specifications
MyLab: Follow study plan
Day 1: TWT: Ch. 21: Preparing and Giving Presentations
          Classwork: Effective strategies for presentations
Day 2: TWT: Ch. 6: Technical Descriptions and Specifications
          Classwork: TWT: p. 155-156, Microgenre: Technical Definitions

Week 5: Technical Descriptions and Specifications
MyLab: Follow study plan

Day 1: **Technical Descriptions and Specifications** -- <u>Draft #1</u> Due, Writer's Workshop
Day 2: TWT: Ch. 6: Technical Descriptions and Specifications
       Classwork: Effective strategies for presentations

Week 6: Technical Descriptions and Specifications

✔ *MyLab*: Follow study plan
Day 1: **Technical Descriptions and Specifications** – <u>Final Draft</u> Due to *TurnItIn* drop box
       Technical Descriptions and Specifications – <u>Oral Presentation</u> Due to ANGEL drop box
Day 2: Researching in Your Major

Week 7: Instructions/Documentation

✔ *MyLab*: Follow study plan
Day 1: TWT: Ch. 7: Instructions and Documentation
       Classwork: TWT: p. 202, Team Project, #4: Researching Another Culture's Way of Communicating
Day 2: TWT: Ch. 18: Designing Documents and Interfaces
       DUE: Summary #2: Summary of an article from a journal in your major

Week 8: Instructions/Documentation   Mid-term / Progress Reports

✔ *MyLab*: Follow study plan
Day 1: TWT: Ch. 7: Instructions and Documentation (cont.)
       TWT: Ch. 21: Preparing and Giving Presentations
Day 2: **Instructions/Documentation** -- <u>Draft #1</u> Due, Writer's Workshop

Fall Break (No Classes October XX-XX)

Week 9: Instructions/Documentation

✔ *MyLab*: Follow study plan
Day 1: **Instructions/Documentation** – <u>Final Draft</u> Due to *TurnItIn* drop box in ANGEL
       Instructions/Documentation – <u>Oral Presentation</u> Due to ANGEL drop box
Day 2: TWT: Ch. 8: Proposals
       Classwork: TWT: Ch. 8: Proposals, p. 235, Team Project #2

Week 10: Proposals

✔ *MyLab*: Follow study plan
Day 1: TWT: Ch. 17: Using Plain and Persuasive Style
Day 2: TWT: Ch. 19: Creating and Using Graphics
       DUE: Summary #3: Summary of an article from a journal in your major

Week 11: Proposals

✔ *MyLab*: Follow study plan
Day 1: TWT: Ch. 21: Preparing and Giving Presentations
       Proposal -- <u>Draft #1</u> Due, Writer's Workshop
Day 2: TWT: Ch. 21: Preparing and Giving Presentations

Week 12: Proposals   **Faculty Evaluations**

✔ *MyLab*: Follow study plan
Day 1: **Proposal** – <u>Final Draft</u> due
          Proposals – Oral Presentation Due IN CLASS
Day 2: **Proposals** – Oral Presentation Due IN CLASS

Week 13: Analytical Reports

✔ *MyLab*: Follow study plan
Day 1: TWT: Ch. 10: Analytical Reports
Day 2: TWT: Ch. 10: Analytical Reports (cont.)
          Summary #4: Summary of an article from a journal in your field.

Thanksgiving Week (No classes November XX-XX)

Week 14: Analytical Reports

✔ *MyLab*: Follow study plan
Day 1: TWT: Ch. 10: Analytical Reports (cont.)
Day 2: **Analytical Report** – <u>Draft #1</u> Due, Writer's Workshop

Week 15: Analytical Reports
⊗ *MyLab*: Post-test (Comprehensive Grammar Diagnostic II)
Day 1: TWT: Ch. 20: Revising and Editing for Usability
Day 2: **Analytical Reports** – <u>Final Draft </u>Due

Week 16: Preparing for Final Exam
Day 1 (Last Class Day): Reflection Letter for e-portfolio; e-Portfolio handout
                    Preparing for the final exam
► Submission of e-Portfolios with Reflection Letter