Welcome to Writing 227!
Technical communications happen all the time in the workplace and in the world. As writers, we transcribe, produce, translate, and interpret information. This class will give you experience in researching topics and communicating ideas precisely, clearly, and efficiently, as an essential skill in technical communication.

The work products you will produce for this class will be directly relevant to your career and academic pursuits. The goal of this class is to help you become better communicators.

Outcomes
1.) Analyze the rhetorical needs (the needs of your audience in relationship to the assignment) for college-level evidence-based technical writing assignments.
2.) Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in written assignments, with an emphasis on technical, evidence-based analysis, reporting, application, and evaluation.
3.) Implement appropriate rhetorical elements and organization (summary, introduction, thesis, research-based support, visual evidence, conclusion, etc.) in your written assignments.
4.) Locate, evaluate, and integrate high-quality information and opinion appropriate for technical evidence-based assignments.
5.) Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions to make your writing clear, credible, and precise.

Textbook & Readings
The required text for this course is Practical Strategies for Technical Communication at Linn-Benton Community College. Second edition. Mike Markel.

The text is available for purchase (new and used) in the LBCC bookstore at the Benton Center and in Albany. The book is also available for short-term loan on reserve at the LBCC library, the Learning Center at the Benton Center, and the main campus Writing Center. You can use earlier editions.
Note about the text: The text is required and is an essential part of the class. You will refer to it frequently as you develop and incorporate the book’s content into your writing projects. However, owning the book is not required. You may be able to share a book with a classmate, perhaps even sharing the cost. See me if you need further assistance.

Additional readings will be posted on the instructor site for download and printing (if you choose).

Attendance & Participation
Attendance will be taken at the beginning of each class. If you attend regularly, contribute to class discussion, and don’t distract from the learning environment, you will receive full attendance and participation credit. If you are absent due to illness or a verifiable emergency, contact me within 24 hours to make further arrangements. You may or may not be able to make up the participation points. Three tardies (later than 5 minutes) count as one absence.

As with a job, you should arrive in class on time and participate frequently in discussion of readings and issues. You should volunteer ideas, answer questions, participate in small groups and writing activities, and respond to your classmates’ ideas and comments. You should not be sleeping, talking, or texting. Please be respectful of your classmates and me.

In-Class Work
There will be several in-class opportunities to practice the concepts presented in the readings and in lectures. The work produced during class will be either handed in or checked off as complete and will count toward your final grade.

Late Work
Our classroom standards reflect workplace standards; a due date is a deadline and you don’t miss deadlines without informing your supervisor or instructors of your progress on the report in advance. If you feel circumstances are working against you, you may make arrangements for an extension PRIOR TO THE DEADLINE. Late work will lose 10% automatically and may suffer additional penalties. This applies to graded assignments only. If any late assignments are turned in after Week Nine, I cannot guarantee that I will be able to read them before the end of the term, and the assignment may result in earning zero credit.

Grading
There are 100 points available to earn in this course. You can use the table below to track your grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Possible Points</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15</td>
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<tr>
<td>In-Class Work</td>
<td>5</td>
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</tbody>
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Chapter Reviews (2) | 10 (Two reviews, worth 5 points each) |  
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<tbody>
<tr>
<td>Letter of Introduction</td>
<td>5</td>
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<tr>
<td>Resume &amp; Cover Letter</td>
<td>5</td>
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<tr>
<td>Topic Proposal Memo</td>
<td>5</td>
</tr>
<tr>
<td>Audience/Purpose Statement</td>
<td>5</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>First Draft with Peer Review</td>
<td>15</td>
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<tr>
<td>Final Draft with Presentation</td>
<td>25</td>
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**Note:** Shaded assignments are part of the final project.

The grading scale will follow the traditional 90% = A, 80% = B, 70% = C, etc.

Each assignment will have a corresponding rubric. Generally, grading is based on

- Meeting the requirements of the assignments
- Writing quality and organization
- Clarity and conciseness
- Usefulness of document design
- Incorporation of course material
- Timeliness of the assignment

**Final Exam**
Monday, December 3, 3:00-4:50 pm

**Communicating with the Instructor**

Let’s work together! Developing technical writing skills requires a great deal of thoughtful effort on your part. I’m here to help. Email communication is usually best. We can also talk during office hours or we can schedule a time that works better for you. Please note that, legally, I can only communicate with you regarding the class, your assignments, feedback, and grades through your **official LBCC email**. I will try to respond to emails within 24 hours. I stop checking my email after 5 pm every weekday and I do not check my email consistently on weekends. Please plan accordingly when needing to contact me.

I will regularly send out emails to the class so please be sure that you are checking your LBCC email regularly. You are responsible for checking your email for announcements from me. “I didn’t see it,” will not be an acceptable excuse for failing to follow directions.
Student Decorum
Because college course work and professional correspondence require focused study and open exchange of ideas, the Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other (whether we agree or not) and to state our positions with clarity and our disagreements with tact. Standards for academic courtesy apply to group work, online interaction, and student-teacher interaction.

The success of our class discussions and activities depends on your being physically and mentally present, as well as respectful. Cell phone use during class is disrespectful and distracting – to your classmates, to me, and to yourself as a learner. Please keep your cell phone packed away during class. (Of course, if you are waiting on a call for emergencies, please let me know at the start of class.)

Plagiarism & Academic Dishonesty
Do your own work! Using another’s work as your own or using information or ideas without proper citation can lead to a failing assignment grade at best and failing the class at worst. Bibliographies (Works Cited or References) and in-text citations are required whenever you use outside sources, including the Internet. Depending on the severity of the plagiarism, you may be subject to administrative action. Ask if you are uncertain or have any questions.

Diversity and Non-Discrimination at LBCC
LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. Our differences are a source of strength and are an important part of education.

Resources
The Writing Center
While enrolled in WR227 you are encouraged to seek extra help at the Writing Center located on the second floor of the Benton Center and on the second floor of Willamette Hall in the Learning Resource Center above the Library at the Albany campus. If needed, they will direct you to the ESOL lab for additional support. Visit the website at www.linnbenton.edu/writing-center for hours and information. The Online Writing Lab is also available to submit writing electronically for feedback. Follow the link to the Writing Center homepage. This is a free service to all LBCC students.

Computer Lab
You may use either LRC 213 at the Benton Center or Forum 204 at the Albany campus as a drop-in computer lab whenever classes are not scheduled, and space is available.

Library
The LBCC library homepage can be found at www.library.linnbenton.edu. The site provides library hours, an online catalog, as well as many helpful research databases.

**Purdue OWL (Online Writing Lab)**
I’ll be using examples from this site throughout the course.
www.owl.english.purdue.edu/owl

**Accessibility**
Please meet with me during the first week of class if you have a documented disability and need accommodations, if you have a medical condition I need to be aware of, or if you need special arrangements in the event of an emergency. If you think you may need accommodation services, please contact the Office of Accessibility Resources at 541-917-4789.

Note that if you enter the course without a documented disability and think you may need services, **please act immediately**. Please let me know how I can help.

**Incompletes**
If you have completed approximately 80% of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete until you are able to complete the remainder.

**Approximate Weekly Themes**
- **Week One:** Introductions, Getting Acquainted with Technical Writing
- **Week Two:** Ethical Issues with Technical Communication/Copyright, Fair Use, Plagiarism
- **Week Three:** Rhetorical Strategies (Audience and Purpose)
- **Week Four:** Research & Conducting Interviews
- **Week Five:** Descriptions, Definitions, & Instructions
- **Week Six:** Design, Format, Graphical Elements
- **Week Seven:** Editing & Peer Review
- **Week Eight:** Proofreading
- **Week Nine:** Professional Voice & Final Presentations
- **Week Ten:** Final Presentations
- **Week Eleven:** Final Presentations