Technical Writing: WR 227

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Office Hours: By Appointment

Course Description
WR227 introduces you to the types of writing you encounter in business, industry, the academic world, and government. It examines the rhetorical nature of writing and asks you to think critically about content, audience, argument and structure. You will design, write and revise descriptions, job application documents (résumés and application letters), memoranda, proposals, and analytical reports.

What You Will Need to Succeed
You will need the following materials to succeed in WR 227:
• Enrollment in this course requires successful (i.e. "C" level) completion of WR121.
• Textbook: The Technical Communication Handbook by Gurak and Hocks and a copy of Diana Hacker’s A Pocket Style Manual (fourth or fifth edition)
• Internet access
• Access to a college library
• Access to a word processing program such as MS Word or Word Perfect
• Computer literacy
• A flash drive (also known as a thumb drive or jump drive)
• Time and hard work

To Succeed
• Start assignments early and stay caught up with the work.
• Read the textbook thoroughly.
• Make use of the Benton Center’s writing lab or the LBCC online writing lab. (See information below.)
• E-mail me with questions.

LBCC Writing Center
From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours (FIND) to work one-on-one with one of the supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net where you will receive a personalized response within 1-2 business days. For more information, visit us online at http://www.linbenton.edu/go/learning-center/writing-help.
Assignments and Grade Points:
Memo: 5%
Cover letter and Résumé: 15%
Instructions: 20% (written: 10; oral: 10)
Proposal: 10%
Final Report: 30%
Attendance/Participation: 10%
Quizzes, miscellaneous: 10%

TOTAL: 100%

Assignment descriptions and grading criteria will be available on my Instructor Website and via the class e-mail group.

Disability Services: Students who may need accommodations due to documented disabilities, who have medical information which I should know, or who need special arrangements in an emergency, should speak with me during the first week of class. If you have not accessed these services and think you may need them, please contact Disability Services at 917-4789.

My Expectations for You
• Check e-mail at least twice a week. Read all class e-mail group announcements carefully.
• Complete all reading and assignments to the very best of your ability.
• Contact me if you are working hard and still having difficulties in the class.
• Bring personal and academic integrity to all participation and assignments.
• Respect the diversity and dignity of all persons.
• Avoid derogatory, harassing, or prejudiced writing. Remember to be courteous when communicating online.
• Share your concerns with me, and let me know what I can do to make this class a valuable experience for you.

Late Work and Attendance:

Attendance and punctuality are of the utmost importance both in academic and professional work. I will not accept late assignments without prior notice. If you have to miss class for any reason, please let me know as far in advance as possible so that we can discuss a way for you to turn in your assignments. Students are responsible for getting lecture notes and in-class assignments on their own in the event they miss class.

Academic Honesty Policy

• Understand the definition of academic dishonesty and plagiarism.
• Visit http://gervaseprograms.georgetown.edu/honor/system/53377.html for more information on avoiding plagiarism.
• Ask me if you have questions about plagiarism, citation, or academic honesty.
• Do not cheat or plagiarize.
  • Violations of academic honesty will result in failure on an assignment or failure in the course.

Accessing Grades

• I will grade and return your work to you within one week of the original due date.
• I will talk to you about your grade if you have questions.
• I will post grading criteria on my Instructor Web site.
• I will post grades on the online gradebook (accessible via my Instructor Web site) so that you can keep track of your progress in the class.

Rough Drafts

• I will read rough drafts of any written assignment and provide feedback.
• It is your responsibility to give me a rough draft no later than several days in advance of the due date. I will not accept any drafts within two days of the due date. Please email rough drafts.
• Rough drafts are optional, but most students who give me rough drafts find that the extra feedback improves their performance in the class.
  Please take seriously the in-class rough draft workshops that we have. These will be your best opportunities to receive feedback on any given assignment.

Revision

• I will allow one re-write per paper if your original score was below 79 percent. These re-writes must be submitted during the next class meeting after you receive your paper back and must include at least a paragraph explaining what changes you’ve made and why. Revisions should respond to comments from the instructor and peer editors and show significant new work and consideration. Papers that only clean up marked grammar or spelling problems will not be accepted, as this is not true revision.

If you receive an A or a B on an assignment, congratulations! You have done above-average work and while you may find reason to revise to satisfy your own standards, you do not need to further correct your work for this class.
## Tentative Class Schedule

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<thead>
<tr>
<th>Class Date</th>
<th>Due in Class</th>
<th>What we’ll be doing</th>
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| Week 1 4/1/10 | --           | Discuss: Syllabus.  
Register for online gradebook and GoogleGroups.  
Discuss: Technical Writing.  
Discuss: Goals memo.  
Discuss: Formatting expectations. |
| Week 2 4/8/10 | Assignment 1: Goals Memo (via E-mail).  
Reading: E-mail: 63-67; Memos: 120-124; Accuracy: 464-467. | Discussions: Needs assessments, cover letters, résumés, and concision. |
| Week 3 4/15/10 | Assignment 2: 1 Electronic and 2 printed copies each of your résumé and cover letter.  
Reading: Descriptive Documents: 15-17, Purpose: 33-38; Task-based documents 41-44; Conciseness: 476-481. | Discussion: Writing Process and revision.  
In-class: Peer editing of employment documents.  
Brainstorm: Instructions. |
| Week 4 4/22/10 | Assignment 3: 1 Electronic and 2 printed copies of your instructions.  
Reading: Ethics: 17-20; Persuasion: 24-30. | In-class: Peer editing of instructions.  
Survey construction and analysis.  
Preparation for presentations. |
| Week 5 4/29/10 | Assignment 4: Oral presentation of instructions (in class).  
Reading: Proposals: 146-155; and Reports: 155-180. | Discussion: Final project guidelines. |
| Week 6 5/6/10 | Assignment 5: 1 Electronic and 2 printed copies of your final proposal.  
Reading: TBA | In-class: Peer editing of proposal documents. |
| Week 7 5/13/10 | TBA | TBA |
| Week 8 5/20/10 | Assignment 6: Executive Summary | In-class: Peer editing |
| Week 9 5/27/10 | TBA | TBA |
| Week 10 6/3/10 | Assignment 6: Final Project Due | |

TBA = To Be Announced. All assignments will be announced at least one week in advance either in class or via the class e-mail group. Changes and alterations to this schedule will be made, but they will always be made with significant advanced notice and to the students’ advantage.