ENC2210
TECHNICAL COMMUNICATIONS

Spring B 2015
Online

Jon-Paul Wimer, Instructor
Email Address: jon-paul.wimer@sfcollege.edu
Office Hours: By Appointment

Required Texts

- Lannon, John M., ed. *Technical Communication*. New York: Pearson/Longman, 2008. Thirteenth edition.
    - *Note: You can buy the twelfth edition, but I will only reference the thirteenth.*

Recommended Texts

Grammar and editing handbooks, such as *Write Right!* and *Rewrite Right!* by Jan Venolia. *The Bedford Handbook* (edited by Diane Hacker) is also a solid resource. A good dictionary can be a life-long friend.

Required Resources

- A way to submit assignments in MS Word and MS PowerPoint formats
    - *A word processing program capable of saving documents as Word (.doc) documents. If you do not have Word or access to it, you can use the following free resource: Google Docs, a free suite of software. Save your files as Word documents before you submit them in Canvas. Here is the link: http://www.docs.google.com/*
- A working email account to which you have daily access

Objectives

ENC 2210 Technical Writing is an introduction to technical and professional writing. Through written assignments, class discussion, and quizzes and tests, this course will

- increase students' understanding of the communication process in organizations.
- introduce students to major forms of professional communication.
- improve students' written and oral communication skills.
- develop in students a positive attitude towards professional communication.

Because as much of the communicative work produced within organizations is as much collaborative as it is individual, ENC 2210 emphasizes both individual writing projects and collaborative writing projects. Classwork and discussions will focus in part on:

- issues of audience
- organization
- tone and style
- visual design

Course Description and Expected Outcomes

ENC 2210 emphasizes the basics of professional communication—research, organization, grammar/mechanics/style, etc.—and some of the forms of professional communication—letters, memos, reports, proposals, and instructional manuals. If you already have real-world technical writing experience, you may find this course a bit generic—it is not geared toward any particular profession. This course is not intended to be remedial: a working command of grammar and mechanics is expected. Students who need to improve their confidence in their skills are encouraged to visit the Writing Lab.

By the end of the course, students enrolled in ENC 2210 Technical Writing should be able to:

- Identify and understand the facets and functions of the primary genres of technical writing.
- Produce professional-caliber technical documents.
- Analyze and adapt to the constraints of specific rhetorical situations, including audiences, purposes, and uses.
- Develop strategies for addressing multiple audiences in any given technical document, including accommodations for expert and lay audiences.
- Write documents that are accessible and reader-centered.
- Strategically orchestrate elements of document design and layout, including type, spacing, color, and medium.
- Produce documents both collaboratively and independently.
- Develop and administer user tests to collect, analyze, and synthesize user test data.
- Refine writing style for clarity, concision, coherence, cohesion, and emphasis.
- Critique and revise their own documents to insure that they fulfill their purposes.
- Work with peers in order to provide written and oral feedback to one another.

Course Policies and Requirements

Attendance Policy (Online Version):

To receive credit for any course, you must attend class. For an on-line course, this means logging on <u>weekly</u> to do your required assignments. With that in mind, the English department requires that you attend at least 85% of the class meetings for this course. **If you miss more than 15% of scheduled class meetings (on-line assignments/discussions), you will fail the course.** Because this course substantially depends on interactive class activities, writing assignments and a strict schedule of writing assignments that must be turned in on time, attendance is required. A good way to gauge the time commitment for this course is as follows: Class work (roughly 5 hours per week—online work) and an additional 3-6 hours for course readings and essays.

Discussion:

An online course is dependent on discussion of ideas and thoughts, so that's why a large portion of your grade depends on your participation in weekly discussions. Here how discussion should work, and it's also how you'll be graded. Each student is required to:

- make an **initial** post by Wednesday at 11:59 p.m. of no less than 100 words.
- respond to at least **one** other student's post (your response must be of at least 25 words).

Be aware that if you don't follow these two Discussion guidelines exactly, you may not get full credit (or no credit) on that week's discussion.

Late Work Policy:
Late work will NOT be accepted. If there is an extreme circumstance (family emergency, medical, etc) I will evaluate the situation. Again, NO LATE WORK ACCEPTED.

You are responsible for submitting your work correctly on Canvas. Stating that your Internet was down, etc., is not a valid excuse. You should have a back-up plan: campus, the library, etc. You should not wait until the last minute to submit your work. Please do not email me discussing your work schedule or class schedule, etc. I can sympathize with students who have a demanding schedule; however, it does not change the requirements of the course--or the due dates of assignments.

Because this is an on-line course, it is expected that you have experience and knowledge about our on-line learning system, Canvas. There is an on-line tutorial and there are workshops offered on campus. This is your responsibility. If you are not familiar with Canvas, I suggest you either do the on-line tutorial. This course moves fast. I am not a Canvas instructor--so it is your responsibility to contact the open lab if you are having issues. However, I will try to help when I can.

Santa Fe College Enforces the Following Policies:

Plagiarism, Collusion, and Multiple Submissions
Plagiarism is the unacknowledged borrowing of someone else's work. Plagiarism is a serious offense with serious consequences. Plagiarism will result in a failing grade on the paper in question, a failing grade for the course, and an arbitration process. Please consult the college's honor code for a thorough description of the consequences of plagiarism.

Academic honesty requires that all work presented in this class be the student's own work. Evidence of collusion (working with another student or tutor), plagiarism (use of another's ideas, data and statements without acknowledgment and/or extensive use of another's ideas, data and statements with only minimal acknowledgment), or multiple submissions (submitting the same work for more than one class), will lead to the procedures set up by the college for academic dishonesty. There is a clear distinction between learning new ideas and presenting them as facts or as answers, and presenting them as one's own ideas.

Department's Procedures for Complaints about Grades
Complaints about separate assignments should be discussed with the instructor. Complaints about the final grade should be discussed with the instructor in at least one conference soon after the next term begins. If the conference does not resolve the problem in a valid, college-level manner, the complaint can be expressed to the Director of the English Department. The complaint must be in written form and must be accompanied with copies of every assignment and the instructor's directions. The complaint and accompanying course material will be given to the Director of English for further action. Please note that the Department does not review a complaint about a separate assignment nor will it review a complaint about final grades unless all assignments are submitted along with the instructor's directions for the assignments. The review committee may decide the grade should remain as is or raised or lowered; its decision is final.

Americans with Disabilities Act (ADA)
If you are a student with a disability: In compliance with Santa Fe College policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first week of the semester (except for unusual circumstances) so arrangements can be made. You must be registered with Disabilities Resource Center (DRC) in S-229 for disability verification and determination of reasonable academic accommodations. For more information, see
http://www.sfcollege.edu/student/drc/index.php?section=faculty_resources/rights_responsibilities

Discrimination/Harassment Policy
SF prohibits any form of discrimination or sexual harassment among students, faculty and staff. For further information, refer to College Rule 2.8 at
http://dept.sfcollege.edu/rules/content/media/PDF/Rule_2/2_8.pdf

Student Rights & Responsibilities

The purpose of this document is to provide students with a general overview of both their rights and responsibilities as members of the Santa Fe College community. For a complete list of students' rights and responsibilities go to
http://www.sfcollege.edu/studentaffairs/index.php?section=policies/student_rights

Special Accommodations

Santa Fe College encourages students with disabilities to enroll with the Disabilities Resource Center. A network of services exists to provide an equal educational opportunity to every student. Students who have some type of impairment or disability that hinders them in the college's academic and social life may wish to seek help. In order to access the services Available through the DRC, you will need to provide documentation from a licensed professional diagnosing the disability and indicating its impact on daily life functions. For more information, stop by S-229 on the Northwest Campus or call 395-4400. For more information, choose Disabilities Resource Center from the Index at www.sfcollege.edu.

Submission Standards

Unless otherwise noted, all submissions should be single-spaced, with one blank line between paragraphs. Use full-block formatting.

Manuscripts must be of professional quality. It is up to you to edit your papers. I will be glad to answer specific questions about your paper, but I will not proofread them for you. The Writing Lab can help you with specific weaknesses, but they will not proofread for you either. Do not expect anyone (except maybe a loved one) to edit your papers for free. Do not panic, do not be afraid. Reading a paper out loud may help you catch errors.

Grading Policy

Assignment Values

Documents (memos, letters, proposal, etc.)	40%
Job Application Pack	15%
Participation	15%
Quizzes and Tests	20%
Final Exam	10%
Total	100%

Grade Scale

A+:	98-100%	
A:	90-97%	Submissions which are concretely detailed, well-organized, grammatically sound, and stylistically competent.
B+:	88-89%	
B:	80-87%	A nicely detailed, generally well organized submission with few minor mechanical, grammatical, or stylistic errors.
C+:	78-79%	
C:	70-77%	A submission which lacks substantial detail, or one that has organizational weaknesses or several mechanical, grammatical, or stylistic errors.
D+:	68-69%	
D:	60-67%	A poorly written submission with little development, weak organization, or misused headings.
F :	59% or less	A submission with poor style, no development, no headings when required, or with an abundance of mechanical, grammatical, or stylistic errors.