Texas A&M University – Texarkana
ENG 2311: Technical Writing and Communication
Course Syllabus
Spring 2023

Instructor: Dr. Corrine Hinton
Email Address: CHinton@tamut.edu
Class Meetings: Mondays & Wednesdays, 1:30-2:45pm
Class Location: UC 241
Office: UC 321K
Phone Number: 903.223.3124 (office)
Student Hours: Mondays, 10-11:30am and 3-4pm; Wednesdays, 10-11:30am; in-person & zoom also available by appointment

COURSE NUMBER:	ENGL 2311.002 (CRN 20269)
CREDITS:	3 SCH
COURSE TITLE:	Technical Writing & Communication

COURSE DESCRIPTION
Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, email-messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

REQUIRED TEXTS
Technical Writing by Allison Gross, Annemarie Hamlin, Billy Merck, Chris Rubio, Jodi Naas, Megan Savage, and Michele DeSilva. https://openoregon.pressbooks.pub/technicalwriting/
Note: this text is *open source*, meaning **free** and available to anyone via the internet. You can download a PDF version or read it directly from the web address above. I strongly recommend bookmarking the web address ***and*** downloading the PDF and save it offline (on a flash drive, on your computer hard drive) somewhere you can access in the event you experience any internet outages during the semester.

REQUIRED RESOURCES
- Microsoft Word and PowerPoint. Students have access to a free version of Microsoft Office 365 Education for Students to install on up to 5 PCs, Macs, or mobile devices. Visit https://www.microsoft.com/en-us/education/products/office to access; be sure to use your TAMUT email account.
- Use of your ACE-email linked Google Drive (we'll be using Docs, Slides, and Chat)

RECOMMENDED TEXTS & RESOURCES
This course does not require a manual for your specific discipline's citation, references, and style guidelines, but you are expected to make use of the resources available to you for these. In our course Blackboard site, you'll see folders of resources concerning the four major styles of usage

across the sciences, nursing, engineering, and business: APA (6th or 7th ed., nursing/business), CSE (7th ed., sciences), IEEE (engineering), and Chicago (17; business). Use the resources provided to you (or the official manuals) rather than automatic citation generation programs as these may be outdated or formatted incorrectly.

UNIVERSITY EMAIL ACCOUNT

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will:
1. Recognize, analyze, and accommodate diverse audiences;
2. Produce documents appropriate to audience, purpose, and genre;
3. Analyze the ethical responsibilities involved in technical communication;
4. Locate, evaluate, and incorporate pertinent information;
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate;
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling; and
7. Design and test documents for easy reading and navigation.

PREREQUISITES

ENGL 1301 (or the equivalent, transferable first-year composition course) with a C or better.

COURSE DELIVERY METHOD

Face-to-face with submission of work online via Blackboard

COURSE ASSIGNMENTS

Note: All major writing projects and individual assignments for this class will be submitted through the course Blackboard site and enabled with Safe Assign. See Academic Integrity and Safe Assign for more information and details.

Engagement Activities = 125 points (5-15 points each)
Writing is a social activity, one marked by constant interactions with others. We share and test ideas, gather feedback, collaborate to build something together – in short, we need each other. So, during some of our in-class meetings, we'll have activities. These are not designed to waste your time but to help you engage with your peers to make sure you're understanding course content, thinking of ways to apply content to your intended professional fields, and working through writing simulations. **Engagement activities cannot be made up if you miss class**. Each activity will vary in points for a total maximum of 125 points during the term.

Writing Improvement Exercises (6 @ 15 points) = 90 points
As a writing course, students are expected to make improvements to their own writing skills, practices, and products. Every two weeks, we'll focus on a particular writing skill. You'll be expected to revise a previous writing submission of your own to show mastery of that skill.

Post-Project Reflections (3 @ 20 points) = 60 points
After each of the projects below, students will complete a post-project reflection designed to improve their understanding and connection of skills and knowledge learned. PPRs should be typed, written products of no fewer than 300 words in length and formatted as letters to the professor.

Writing to Recommend = 125 points
Students will choose a current process, procedure, tool, system, method, or theory within their current or intended field, discipline, or profession to examine for its current value or worth. Using the technical report genre, students will write a recommendation report of about 800 words providing an objective, professional opinion for continued value to the field, discipline, or profession. A separate prompt will be distributed.

Writing to Propose = 150 points
Students will craft a proposal advocating for something; this can be something new, a revised or redesigned something, or the discontinuation of something. The proposal must be on a specific, localized issue or concern and must be meaningful and relevant to their immediate lives. Proposals will include design and visual components. A separate prompt will be distributed.

Writing for the Web = 150 points
Students will apply the principles of effective technical writing and visual design by creating a website. Websites will be presented to the class in oral form A separate prompt will be distributed.

Progress & Performance Self-Assessment = 50 points
At the conclusion of this course, students will compose a MEMO to their faculty advisor describing their writing progress over the course of the semester and providing a performance self-assessment. A separate prompt will be distributed.

Final Essay Exam = 50 points
For a period of three days toward the end of the term, the final essay exam will be made available in Blackboard for students to complete. Prompt and instructions for completion will be made available on Blackboard during the exam window. Students will have 120 minutes from the time they open the exam to submit their essays.

SUMMARY OF ASSIGNMENTS

Engagement Activities	125 points
Writing Improvement Exercises	90 points
Post-Project Reflections	60 points
Writing to Recommend	125 points
Writing to Propose	150 points

Writing for the Web   150 points
Self-Assessment   50 points
Final Exam   50 points
Total Points Available: 800

GRADING SCALE
717 – 800 earned points = A
637 – 716 earned points = B
557 – 636 earned points = C
477 – 556 earned points = D*
Fewer than 477 earned points = F*

*At A&M-Texarkana, students are required to achieve a C or better in the first-year composition courses. Earning below a C in this class requires you to repeat the course (or ENGL 1302) for credit.

STUDENT ACADEMIC RESOURCES & SUPPORT ([WWW.TAMUT.EDU/KEEPLEARNING](http://www.tamut.edu/keeplearning))

Disability Accommodations
Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

PATH - Personal Achievement Through Help
The PATH Program is a mentorship program for African American males and is designed to encourage and support students through guidance and engagement to enhance academic and personal success. If you are interested in participating or learning more, visit PATH online at https://www.tamut.edu/Academics/Student-Support/PATH/index.html.

CROWNed Jewels Program
CROWNed Jewels supports women of color on campus. Its mission is to provide guidance and support, forming a positive bond between the student body, faculty, and staff that will promote a more diverse, equitable, and inclusive campus for students to thrive at Texas A&M University – Texarkana. You can learn more about the program online at https://tamut.edu/Academics/Student-Support/CROWNed_Jewels/index.html.

Success Center
The Success Center at A&M-Texarkana offers a variety of academic support services for all students, free of charge. Services include group study sessions, individual tutoring across a variety of subjects (including some online), supplemental instruction, computers, and workshops. The Success Center is located in UC 330. Visit the Success Center homepage to learn more – http://www.tamut.edu/Academics/Student-Support/Success-Center/index.html.

Military Personnel & Veterans
Thank you for serving our country. I recognize the complexities that may occur when you are an active military student or student veteran. If you want to self-disclose your prior or current military status with me, please feel comfortable doing so. Know that I will never discuss nor ask

you to disclose this information with others (including your fellow students). If you have temporary or permanent physical or mental health concerns that may warrant reasonable accommodations, please speak with Mr. Carl Greig (CGreig@TAMUT.edu) in the Student Life office. You may also discuss these concerns with me privately – although you are not obligated to do so. Drill schedules, activation for active duty, complications with education benefits disbursements, VA appointments, and other unforeseen military or veteran-related developments can complicate your academic life. If you make me aware of any complications, I will do everything I can to assist you in resolving the matter and/or putting you in touch with the official university personnel who can help. Recommended resources include the Manager of our Veterans Services Center, Mr. Robert Hernandez (903.334.6602, RHernandez@TAMUT.edu), Counseling Services (903.223.3186), and your Student Veterans Association chapter officers (TAMUT.SVA@gmail.com). You should also know there is a Veterans Center inside the first floor of the BASS building where you can chill, grab a cup of coffee, work on homework, or chat with other veterans.

TriO Student Support Services
The mission of TriO Student Support Services is to provide an academic and personal support system to meet participants' individual needs, enabling them to be successful in obtaining their degrees. Students who may qualify for TriO support include low-income college students, first generation college students, and college students with disabilities. For more information about TriO, you can go by the TriO office in UC 335 or email triosss@tamut.edu. You can also visit the TriO website at https://www.tamut.edu/Academics/Student-Support/TRIO/index.html.

COURSE POLICIES & PRINCIPLES

Land Acknowledgement
A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as original stewards of this land and the enduring relationship that exist between Native peoples and their territories. In that spirit and to remind ourselves and our community, I want to acknowledge that we gather at Texas A&M University – Texarkana on the ancestral land of the Osage Nation and Caddo Nation peoples, past and present. I honor the with gratitude the land itself and the people who have stewarded it throughout the generations. We are also obligated to reflect on and actively address these histories and the role this university has played in shaping them.

Late Work
Generally, I do not accept work after the deadline or permit students to make up late work. If you cannot meet an assignment deadline, it is in your best interest to contact me within a reasonable amount of time *prior* to the deadline to discuss any options you may have.

Student Conduct, Netiquette, and Civil Discourse
All students at A&M-Texarkana, by virtue of being enrolled, are subject to the university's *Student Code of Conduct*, a copy of which is available to you online. Even if you have not read the *Student Code of Conduct*, you are still subject to its parameters. I encourage you to review Section III ("Freedom from Discrimination"), Section V ("Academic Rules and Procedures"),

and Section VIII ("Non-Academic Disciplinary Rules and Procedures"). The university, including its physical spaces (e.g., classrooms, hallways, etc.) and virtual spaces (social media, Blackboard) are considered a public space. This means, you are required to abide by the university's code of conduct in all applicable campus spaces. Your words (verbal, written, or nonverbal), actions, and behaviors – online or in person – are your responsibility. *Netiquette* refers to the words we use to interact with others in online environments, when the benefits of nonverbal cues and tone are unavailable to us. In your interactions in our class, whether they are in a synchronous session on zoom or on the discussion board, are expected to adhere to basic netiquette guidelines. TAMUT's netiquette guidelines are available to you [here](#). During our time together, you may find yourself in disagreement with someone else, including me. Being in my class means you agree to adhere to the following guiding principles about how we learn to work through disagreements and differences of opinion together:

- ***Don't assume*** someone has said something to hurt you or offend you intentionally. Instead, ***ask*** the person to clarify more specifically what they mean. If what they mean is hurtful or offensive, be clear and courteous when you ***explain*** how the speech or writing is hurtful or offensive and ***offer suggestions*** about how they could avoid being hurtful or offensive in the future.
- ***Be empathetic*** to the viewpoints of others. Not everyone was raised like you, has lived your life, knows your experiences, or has the same values, interests, or goals. So, let's ***take the opportunity to learn*** from each other (again, ***ask questions*** if you can't relate or don't understand) while also ***building our own capacity*** for perspectives outside of our own.
- ***Reflect*** on your own lives and values, recognizing how your values will automatically shape how you interact in and perceive the world. Sometimes, our own experiences help us, and sometimes, they hinder us. So, ***be open to learning more about yourself by learning from others***.
- ***Respect*** the right for others to have opinions, values, interests, experiences, and needs that are different from yours. If you cannot agree, then ***agree to disagree***. And if you don't ***have something constructive to say or something to say constructively***, then let it go. This means: no name calling, no degrading someone whose beliefs are different from yours, and no public shaming.
- ***Know when to bring your issue to me.*** At some point, a disagreement cannot be resolved or reconciled. If you are in a position where you no longer feel safe or open to offer your opinions, please let me know privately so we can address it.

Academic Integrity
Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty. **Any submitted assignments discovered to have violated academic integrity will be grounds for a grade of "F" in the course and/or further disciplinary actions.** For additional information see the university catalog and/or review Section VII of the *Student Code of Conduct*.

Academic Integrity Addendum: All work you submit for this course must be original work completed **for this course during this semester**. You may not submit, in part or in whole, work from previous courses you've completed or from courses in which you are currently enrolled – at

TAMUT or otherwise. If you are repeating this class, you must construct new and original work for your assignments, even if the assignments are similar or the same from previous semesters. Submitting work that you've completed previously is unethical and unfair to other students in the course.

Machine-Assisted Writing
Nearly every time we write today, we do so with the aid of machines. Whether we engage support from autocorrect, predictive text, spell check, or even more advanced platforms like Grammarly or Google Translate, digital computing technologies allow us to compose quickly and, in many cases, more accurately than if we were left on our own. With advances in artificial intelligence, you might be tempted to cut corners in your academic writing assignments. I would strongly caution you against that; after all, whatever your next stop is after completing your degree, strong written communication skills still rank at the top of nearly every employer skills survey out there. My class is a safe place to try new things, to learn from your missteps, and to gain strength and confidence as a writer. Do the work here, *your work*, and you'll be better for it later.

Safe Assign
To maintain the integrity of the work submitted for this course, you will be asked to submit assignments via the course Blackboard site which is enabled with the Safe Assign tool. Safe Assign checks submissions for unoriginal material from the internet, print sources, other student papers, and other sources. You will have the ability to view your Safe Assign originality reports. Any possible instances or plagiarism or other academic integrity violations (such as unauthorized collusion) will be assessed prior to communicating findings to the student.

Drop Policy
To drop this course after the census date, a student must complete a [Drop/Withdrawal Request Form](#), located on the University Registrar's webpage or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](#), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Drop/Withdraw deadlines for the Spring 2023 semester		
Session	**Drop without a grade**	**Last day drop/withdraw**
16-Week Term	Wednesday, February 1	Friday, April 14

Course Calendar, Spring 2023

The instructor reserves the right to alter the course calendar in any way deemed appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.

Week 1	
	Wednesday, January 18 In Class - Instructor & class introductions - Syllabus & course overview For Next Time - Read the Introduction (pp. 1-3) - Read Chapter 1, "Professional Communications" (pp. 3- 17) - Bring any questions you have about the syllabus to class
Week 2	
Monday, January 23 In Class - What is technical writing? - MEMOs For Next Time - Chapter 14, "Thinking about Writing" (pp. 217-236)	**Wednesday, January 25** In Class - Genre and the Rhetorical Situation For Next Time - Read Chapter 2, "Audience Analysis" (pp. 20-26)
Week 3	
Monday, January 30 In Class - Audience Analysis - Engagement Activity - Prompt for WIE 1 For Next Time - Complete WIE 1 for next week	**Wednesday, February 1** In Class **Submit WIE 1** 5 Cs For Next Time - Read Chapter 11, "Basic Design and Readability in Publications" (pp. 129-181)
Week 4	
Monday, February 6 In Class - Principles of Document Design - Prompt for Writing to Recommend For Next Time - Start working on your WtR project	**Wednesday, February 8** In Class - Document Design, cont. - Engagement Activity For Next Time - Read Chapter 10, "Technical Reports" (pp. 105-127) - Continue working on WtR (due 2/22)

Week 5	
Monday, February 13 In Class • Technical Reports • Engagement Activity For Next Time • Continue working on your WtR; bring draft to class next Monday	**Wednesday, February 15** *Class for today will be on Blackboard. Be sure to complete all the activities/assignments in the folder marked "For Feb. 15"* • Watch the video on searching the library databases • Complete the Engagement Activity • Continue working on your WtR; **bring printed draft to class on Monday**
Week 6	
Monday, February 20 In Class • Rough draft review For Next Time • Finalize WtR; submit into Blackboard by 12pm on Wednesday • Read Chapter 5, "Citations and Plagiarism" (pp. 59-66)	**Wednesday, February 22** In Class • **DUE:** Writing to Recommend (submit to Blackboard) • Post-Project Reflection 1 • Citations and Plagiarism For Next Time • Complete PPR 1 for Wednesday (3/1) • Read Chapter 4, "Information Literacy" (pp. 37-57)
Week 7	
Monday, February 27 In Class • Information Literacy • WIE 2 For Next Time • Complete WIE 2 to submit Monday (3/6) • Read Chapter 3, "Proposals" (pp. 27-38)	**Wednesday, March 1** In Class • **Submit PPR 1** (in class) • Proposals • Introduce Writing to Propose project For Next Time • Begin working on your Writing to Propose project • Read Chapter 8, "Creating and Integrating Graphics" (pp. 81-90)
Week 8	
Monday, March 6 In Class • Submit **WIE 2** • Creating & Integrating Graphics For Next Time • Continue working on your Writing to Propose project (due 3/27)	**Wednesday, March 8** In Class • Graphics engagement activity For Next Time • Read Chapter 9, "Ethics in Technical Writing" (pp. 91-104) • Continue working on your Writing to Propose project (due 3/27)

SPRING BREAK
Spring Break: No Class Meetings this Week (3/13 – 3/17)

Week 9	
Monday, March 20 In Class • Ethics in Technical Writing • WIE 3 (due Wednesday, 3/29) For Next Time • Continue working on your Writing to Propose project; bring a draft to class for peer review and individual mini-conferences on Wednesday (3/22)	**Wednesday, March 22** In Class • Peer review and mini-conferences on your Writing to Propose project drafts For Next Time • Finalize your Writing to Propose project for submission into Blackboard by 12pm on Monday • Read "Writing for the Web," from *Technical Communication Today* (pp. 557-574)
Week 10	
Monday, March 27 In Class • **Submit Writing to Propose** (into Blackboard by 12pm) • Writing for the Web • PPR 2 (due in class on Wednesday) • Introduce Writing for the Web project For Next Time • Complete WIE 3 & PPR 2 • Begin conceptualizing your website (we'll have a planning activity in class on Wednesday)	**Wednesday, March 29** In Class • **DUE:** PPR 2 (submit in class) • **DUE: WIE 3** • Web Design planning activity For Next Time • Read Chapter 13, "Communicating across Cultures" (pp. 207-215) • Begin developing your website
Week 11	
Monday, April 3 In Class • Technical communication across cultures, Engagement Activity • WIE 4 For Next Time • Work on WIE 4 (for submission into Blackboard on Wednesday, 4/12) • Schedule your website progress conference with Dr. Hinton for next week • Read Chapter 6, "Progress Reports"	**Wednesday, April 5** In Class • Progress Reports For Next Time • Complete a progress report on your website project for your conference with Dr. Hinton next week (submit a printed copy at your conference) • Continue working on WIE 4 (due into Blackboard 4/12) • Continue working on your website

Week 12	
Monday, April 10 *No class meetings this week; instead, you'll meet with Dr. Hinton to discuss your website project progress* For Next Time • Finalize your Website for submission 4/17	**Wednesday, April 12** *No class meetings this week; instead, you'll meet with Dr. Hinton to discuss your website project progress;* **submit WIE 4 into BB** For Next Time • Finalize your Website for submission 4/17
Week 13	
Monday, April 17 In Class • Website presentations, day 1 • Feedback Activity For Next Time • Send your feedback emails (and CC me) for points	**Wednesday, April 19** In Class • Website presentations, day 2 • Feedback Activity For Next Time • Send your feedback emails (and CC me) for points
Week 14	
Monday, April 24 In Class • PPR 3 (due Wednesday) • Introduce Progress & Performance Self-Assessment • Reflecting on *Performance* • WIE 5 For Next Time • Begin collecting prior work for your Progress & Performance Self-Assessment In Class • **Submit WIE 5** (due in class, 4/26)	**Wednesday, April 26** In Class • **DUE:** PPR 3 (submit in class) • DUE: WIE 5 • Reflecting on *Progress* • WIE 6 For Next Time • Continue working on your Self-Assessment • **Submit WIE 6** into Blackboard on Monday
Week 15	
Monday, May 1 In Class • Submit **WIE 6** into Blackboard • Preparing for your final essay exam For Next Time • Finalize your Progress & Performance Self-Assessment (due into Blackboard by 12pm on May 3) • Prepare for your final essay exam	**Wednesday, May 3** In Class • Open conference period • **Submit** your Progress & Performance Self-Assessment into Blackboard (by 12pm) **Prepare to complete your Final essay exam during the window. Window opens Friday, May 5 at 8am and closes at 10pm on Tuesday, May 9**

FINALS WEEK
No class meeting during Finals Week. Instead, complete your Final essay exam during the window. Window opens Friday, May 5 at 8am and closes at 10pm on Tuesday, May 9.