

**Professor Julianne Newmark**  
**Spring 2013**  
English 341-01 and 02 Technical Writing

Section 01: T-Th: 2:00 to 3:15 p.m. Section 02: T-Th: 3:30 to 4:45 p.m. Phone: 835-5190 Classroom: Jones 106  
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**Office hours:** Tuesdays and Thursdays from 1:00-2:00 p.m. and by appointment in 211 Fitch.

**Overview/Course Description:** This class will introduce you to methods of effectively communicating technical information to general audiences. You will also develop an understanding of theories of technical communication and you will practice technical communication in many forms. With an eye constantly focused on audience needs and expectations, we will plan, organize, draft, revise, and edit technical communication. We will learn that the content and appearance of each written document must be appropriate to the intended audience.

*This course counts for Humanities required credit, Part 1A in 2007-2009 catalog (General Degree Requirements) and Communications required credit Area 1 (General Education Core Curriculum) in the new catalog. **Prerequisite:** ENGL 111 and 112 or the equivalent passed with a grade C or better and at least junior standing.*

*For answers to questions regarding courses in NMT's Writing Program, like ENGL 341, please visit the Writing Program website: [nmt.edu/~wp](http://nmt.edu/~wp)*

The **Objectives of English 341**, Technical Writing, are described by the former Director of Technical Communication at NMT, Dr. Julie Ford, as follows:

Communicate effectively

- Identify, analyze, and target readers/listeners.
- Articulate your communication purpose and employ appropriate rhetorical strategies in the service of that purpose.
- Demonstrate facility with ideas and language.
- Analyze and synthesize information in sophisticated and complex rhetorical/logical structures.
- Devise and employ effective document design.
- Know and be able to modify conventional formats such as manuals, technical reports, and other standard professional documents.

Conduct relevant, professional, and innovative research, both primary and secondary

- Understand and implement appropriate strategies for gathering information.
- Integrate the ideas and language of various sources.
- Document sources and research professionally

Work collaboratively

- Demonstrate flexibility to lead, listen, facilitate, negotiate, and participate as needed to build and sustain group productivity.
- Demonstrate knowledge of and respect for various perspectives and approaches.

Engage in peer review

- Ask readers/listeners specific questions about the content and delivery of your documents and presentations.
- Evaluate and revise your ideas and expression as appropriate in response to reader/listener feedback.
- Provide specific, respectful, and useful feedback to your peers based on attentive close reading and listening.

**Department Mission Statement and Objectives:**

“The CLASS Department is a multidisciplinary department whose mission is to cultivate critical awareness and broad understanding of the ideas and values characterizing human history and experience. CLASS courses encourage critical, historically informed consideration of the collective experience of humanity and the many beliefs and conflicts in our common cultural heritage.

“Students study literature, philosophy, art, and music in the social, political, and economic contexts in which those works first appeared. Humanities courses help students increase their awareness and understanding of human values, human history, and human experience.”

**Required Text:**

*Technical Communication, Tenth Edition*, Mike Markel. ISBN: 978-0312-67948-4 (be sure to get the **TENTH** edition)

**Collaborative Work and Participation:**

In our class we will be engaging in many collaborative projects. When you enter the workplace, and likely during your college career in other disciplines, you will be expected (and evaluated upon your ability) to work as a team with others. Your grade in this course will reflect not only the quality of the work you produce independently but also the work you produce with others, during in-class exercises, peer reviews, and case studies. You will be expected to complete many in-class writing assignments.

**Attendance and Tardiness:**

If you miss more than four classes, you will be asked to drop the course or you will receive a failing grade. There are, of course, extraordinary situations in which absences might be excused. A stay in the hospital, for example, is what I would call “extraordinary.”

I do take attendance into consideration in the calculation of your final grade, along with the above-mentioned factor of participation. Be sure to attend all class meetings and to be on time. Every three days that you are tardy (more than five minutes) count as one "absent" day. I consider this syllabus, incidentally, as your contract with me, and mine with you. If you choose to continue in this class, after reading this syllabus, I expect that you will abide by the requirements of this course.

**Revision and Late Assignments:**

This course emphasizes continual revision. You will be expected to take into consideration your peer’s comments (from peer review exercises), my comments, and your own knowledge gleaned from the textbook. These will affect your revisions. You should begin all assignments early so that you have ample time to revise before the final draft is due. Once you turn in the final version on the due date, an assignment can no longer be revised. For help with revision during your assignment-writing process, feel free to come to my office hours for guidance or to visit the Writing Center. Papers must be turned in at the beginning of our class time on the day the assignment is due. After this time, for each day an assignment is late, I will deduct one letter grade (meaning, if the paper begins at an "A," or 100 points, and is one day late, I will begin grading it from an "A-," which is 92 points. From the second day to the third day late, the grades goes from a “A-” to a “B+,” which is 89 points, and so on. Each day of the week counts in this calculation). Again, extraordinary circumstances might excuse a late assignment, but these are rare. **I will not accept emailed versions of papers;** you must come to class, or arrange to see me in my office, to turn in your paper-copy of your assignment. I reserve the right **not to accept late papers.**

**Courteousness and Cell Phones:**

Please turn your cell phone to “vibrate” before entering class. If there are repeated problems with your cell phone, I will ask you to leave the classroom for the day. You will take an absence that day.

**Equal Access:**

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

**Plagiarism:**

In our course, we will spend ample time covering what is required of you in terms of correct citation, academic honesty, and intellectual property. After this information has been presented to you in class, you are responsible for it and cannot claim ignorance as a defense against an accusation of academic dishonesty.

Plagiarism, in very general terms, is the use of someone else's words or ideas without proper citation. The style guide *Everyday Writer* – which you may have from English 111 or 112 -- includes information about plagiarism.

Also, the NMT library offers a handy website addressing many plagiarism issues and provides advice on avoiding plagiarism:

<http://infohost.nmt.edu/~nmtlib/INFO/OREf/plagiarism.html> I also address plagiarism issues on my website:  
<http://juliannewmark.com/materials.html>

**Student Research Symposium:**

Students in ENGL 341 will have the opportunity to adapt their final Technical Projects to suit the requirements for NMT's Student Research Symposium. Students will be able to deliver a presentation at and submit an extended abstract to the SRS (the poster presentation is not an option). Further details will be relayed in class.

**Required Assignments and Grading Scale:**

Analysis/Rewrite of Document in your Field	05%	Technical Project Proposal	10%
Resume and Cover Letter	10%	Technical Project Annotated Bib	10%
Audience Analysis Memo	10%	Technical Project Presentation	10%
Instructions	10%	Technical Project Finished Product	25%
Peer Review/Class Participation/Blog	10%	<b>Total number of points in our course: 100</b>	

A	93-100 points	C+	77-79 points
A-	90-92 points	C	73-76 points
B+	87-89 points	C-	70-72 points
B	83-86 points	D	60-69 points
B-	80-82 points	F	59 points and below

**Course Calendar:****Reading Due:****Writing Due:**

<b>Week one:</b>  <u>Tuesday, January 15</u>  <u>Thursday, January 17</u>	COURSE INTRODUCTION Encounters with technical communication everyday	
<b>Week two:</b>  <u>Tuesday, January 22</u> Technical communication in practice. A first case-study: the résumé. Assign <b>Résumé</b>  <u>Thursday, January 24</u> <b>Résumé Q&amp;A.</b>	CHAPTER 1 (2-16) CHAPTER 14 (370-398)  CHAPTER 15 (398-439)	Bring to class a business letter introducing yourself and explaining your primary career goal.  Bring to class DRAFT ONE of résumé. <b>Workshop day.</b>

<p><b>Week three:</b></p> <p><u>Tuesday, January 29</u> Ethics in technical communication AND in-class group exercise: Memo on exercise 3, page 37.</p> <p><u>Thursday, January 31</u> Audience needs across disciplines and culture. Assign <b>Document in Field</b> project (Following Exercise 1, pg. 115). In-class library database searching for documents in field.</p>	<p>CHAPTERS 2-3 (17-56)</p> <p>CHAPTER 5 (84-118)</p>	<p><b>Résumé final draft due.</b></p>
<p><b>Week four:</b></p> <p><u>Tuesday, February 5</u> Group peer review of Documents in Field. In class complete, following guidelines on page 67, an email to your groupmates about their “Document in Field” exercises. Be sure to CC me. Discuss <b>Student Research Symposium</b> (SRS)</p> <p><u>Thursday, February 7</u> **Initial forecast of final Technical Project.** Discussion of <b>Primary Research</b> requirement. Prepare for SRS.</p>		<p>Draft One of <b>Document in Field</b></p> <p>Final draft of <b>Document in Field</b> due.</p>
<p><b>Week five:</b></p> <p><u>Monday, February 11</u></p> <p><u>Tuesday, February 12</u> More on primary research. Discuss secondary research. Assign <b>Audience Analysis memo</b></p> <p><u>Thursday, February 14</u> Credible sources in your field.</p>	<p>SRS Registration Forms</p> <p>CHAPTER 6 (118-152)</p> <p>CHAPTER 8 (182-203)</p>	

<p><b>Week six:</b></p> <p><u>Tuesday, February 19</u> Textual and visual “language.” Your sentences.</p> <p><u>Thursday, February 21</u> Memos and other document designs. Incorporating graphics into your documents. Group review of <b>Audience Analysis memos</b>.</p>	<p>CHAPTER 10 (227-260)</p> <p>CHAPTER 11 (260-305)</p>	<p>First draft of <b>Audience Analysis memo</b> due.</p>
<p><b>Week seven:</b></p> <p><u>Tuesday, February 26</u></p> <p><u>Thursday, March 28</u> Divide into groups by major: Exercise 7, pg. 347 in class. Graphics: power, color, content, ethics, efficacy.</p>	<p>CHAPTER 12 (305-349) CHAPTER 13 (349-369)</p>	<p>NO CLASS TODAY: OPEN OFFICE HOURS FOR AUDIENCE ANALYSIS QUESTIONS. . .</p> <p>Final draft of <b>Audience Analysis memo</b> due.</p>
<p><b>Week eight:</b></p> <p><u>Tuesday, March 5</u> Analyze, as a class, instructions from online resource, following Exercise 7 on page 601. Assess instructions based on criteria on pgs 599-600. Assign <b>Instructions</b></p> <p><u>Thursday, March 7</u> Begin final <b>Technical Project</b>. Assign and explain. Discuss <b>SRS Extended Abstracts</b></p>	<p>CHAPTER 20 (563-605)</p>	<p>First draft of <b>Instructions</b> due for group workshop.</p>
<p><b>Week nine:</b></p> <p><u>Tuesday, March 12</u></p> <p><u>Thursday, March 14</u></p>	<p>NO CLASSES – SPRING BREAK</p> <p>NO CLASSES – SPRING BREAK</p>	
<p><b>Week ten:</b></p> <p><u>Tuesday, March 19</u></p>	<p>CHAPTER 16 (439-466) CHAPTER 17 (466-490) <b>MANDATORY RESEARCH DAY:</b> Begin Technical Project research.</p>	<p>Final draft of <b>Instructions</b> due.</p>

<u>Thursday, March 21</u> Discuss formal report styles. Discuss <b>Annotated Bibliography</b> .	CHAPTER 18 (490-512) and CHAPTER 19 (512-563)	First draft of <b>Proposal</b> due for peer review.
<b>Week eleven:</b>  <u>Tuesday, March 26</u> Discuss citations and research <b>Discuss SRS Presentations</b>  <u>Thursday, March 28</u>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="color: orange; margin: 0;">Drafting, composing, revising, and completing the...</p> <p style="color: orange; margin: 0;">...Technical Project.</p> </div>	Final draft of <b>Proposal</b> due.  <b>Annotated Bibliography</b> due.
<b>Week twelve:</b>  <u>Tuesday, April 2</u>  <u>Thursday, April 4</u>  <u>Friday, April 5</u>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="color: orange; margin: 0;">...Technical Project.</p> </div>	<div style="background-color: #cccccc; padding: 2px; margin-bottom: 5px;"><b>SRS Presentations</b></div> <div style="background-color: #cccccc; padding: 2px;"><b>SRS Extended Abstracts Due</b></div>
<b>Week thirteen:</b>  <u>Tuesday, April 9</u>  <u>Thursday, April 11</u> Preparing oral presentations; review guidelines for presentations. View rubric.	SKIM APPENDICES A & B  CHAPTER 21 (605-634)	Complete <b>Technical Project Draft</b> due. Peer review in class.
<b>Week fourteen:</b>  <u>Tuesday, April 16</u>  <u>Thursday, April 18</u>	<div style="background-color: cyan; padding: 2px; margin-bottom: 5px;"><b>NO CLASS – OPEN OFFICE HOURS FOR TECHNICAL PROJECT QUESTIONS.</b></div> <div style="background-color: yellow; padding: 2px;"><b>TECHNICAL PROJECT DUE</b></div>	<div style="background-color: #cccccc; padding: 2px;">TC Corporate Board Meeting: <b>Friday 4/19</b>. All TC majors and minors must attend.</div>
<b>Week fifteen:</b>  <u>Tuesday, April 23</u>  <u>Thursday, April 25</u>	<div style="border: 1px solid black; padding: 10px; width: 80%; margin: auto;"> <p style="text-align: center;">PRESENTATIONS ALL WEEK</p> </div> <p style="text-align: center;">Course evaluations</p>	
<b>Week sixteen:</b>  <u>Tuesday, April 30</u>  <u>Thursday, May 2</u>	<div style="border: 1px solid black; padding: 10px; width: 80%; margin: auto;"> <p style="text-align: center;">PRESENTATIONS ALL WEEK</p> </div>	

