

**ENGL2005: Writing in Technology and the Sciences**

*“Technical communication is the exchange of information that helps people interact with technology, advance workplace goals, and solve complex problems.”*

 —Laura J. Gurak and John M. Lannon, 3

ENGL 2005

*Writing is a powerful way of understanding ourselves and the world in which we live. Through writing, the various disciplines and professions define the knowledge and methodologies that characterize them. Mastery of writing and information skills is central to engaging in the productive life of academic and professional communities.*

**Course Description**

Develops writing styles and techniques, document design and formats, and audience/readership considerations that are specifically suited to technological and scientific fields of study. The course concludes with a student-directed long form report. Prerequisite: successful completion of COM1.

**Communication 2 (com 2) Criteria & Objectives**

Students will develop skills in written, oral, and digital **communication** as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the **communication** sequence will emphasize and progressively develop **transferable skills** for students’ academic work and future professions. Intermediate courses (COM2) will emphasize foundational oral and digital **communication** skills and continue to build on writing skills.

* This course will provide instruction and guidance that help you to…
1. Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.
2. Find, analyze, evaluate, and document information appropriately using a variety of sources.
3. Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
4. Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
5. Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.
6. Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

**Required Textbook**



*The Essentials of Technical Communication*

 by Elizabeth Tebeaux and Sam Dragga

 5th edition, 2021

**If you don’t purchase from the University store, here’s an Amazon link for your consideration:** [**https://www.amazon.com/Essentials-Technical-Communication-Elizabeth-Tebeaux/dp/0197539203**](https://www.amazon.com/Essentials-Technical-Communication-Elizabeth-Tebeaux/dp/0197539203)

To succeed in the course, you will need access to the following platforms and software:

* A laptop or tablet that allows you to access Zoom and a webcam (especially if the University pivots online at any point due to COVID), any online materials, and work on papers
* Our WyoCourses online learning environment
* Google Suite, particularly Google Docs where sign-up sheets for conferences will be available & where any teamwork projects can be accommodated
* A word processing program (e.g. Word, Pages, OpenOffice, Google Docs, etc.)
* A PDF reader (ideally that allows you to annotate/comment, e.g. Foxit Reader, Skim, Preview, PDF X-Change Viewer, etc.)
* A web browser (e.g. Chrome, Firefox, Opera, etc.)

\* **NOTE**: Make sure you save and BACK UP all of your work.

**Inclusion / Non-Discriminatory Policy**

As a land grant institution, the University of Wyoming serves “as a statewide resource for accessible and affordable higher education of the highest quality” and seeks to “nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect” as well as to “promote opportunities for personal growth…for all members of the university community” (UWYO Mission Statement). Part of an inclusive classroom is respecting diverse perspectives, cultural experiences, and traits.

*We will, on occasion, be discussing contentious issues with widely varying viewpoints. You are expected to treat all classmates with respect and speak to them in an appropriate manner. Any racist, sexist, ageist, or homophobic language that denigrates a specific group of individuals based on who they are will absolutely NOT be tolerated.*

**Accommodation / Contact Information**

It is also the policy of UW to accommodate students with disabilities and deaf students pursuant to federal and state law. To receive institutional support, register with University Disability Support Services (USS) in 109 Knight Hall. You can also reach UDSS at 766-6189, TTY: 766-3073, or by email: udss@uwyo.edu.

*In addition to support offered by UDSS, please feel free to talk with me about ways I can help you succeed in this class, per your individual situation and needs. Please contact me sooner rather than later so that we can strategize together to accommodate your learning for the entirety of the course.*

**Plagiarism/Academic Integrity & Additional WyoCourses Policies**

Plagiarism is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own, original work; it includes buying papers, having someone else write your papers, and improper citation and use of sources. When you present the words or ideas of another (either published or unpublished) in your writing, you must fully acknowledge your sources. Plagiarism is considered a violation of academic integrity whenever it occurs in written work, including drafts and homework, as well as for formal and final papers. Any instance of academic dishonesty (including plagiarism) will result in a zero on the assignment and a notification being sent to the proper university authorities.

The following policies are now included in our WyoCourse spaces:

* Under **Classroom Climate & Conduct**, find policies on Classroom Behavior, Statement on Diversity, Academic Dishonesty, Duty to Report, and Substantive Changes to the Syllabus
* Under **Learning Tools,** find policies on Disability Support, Student Resources, and Campus Resources

While you will be shown the location of these policies during the first week of classes, it is your responsibility to read and understand them. If you have questions about the policies, please talk to me in class or via email at aburchet@uwyo.edu.

**UW-Recommended Covid-19 Policies**

During this pandemic, we must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming  to promote the health and well-being of fellow students and your own personal self-care. Updated information is provided under “Covid-19 Syllabus Addendum” in our WyoCourse space.

As with other disruptive behaviors, *we have the right to dismiss you* from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (<https://cm.maxient.com/reportingform.php?UnivofWyoming&amp;layout_id=5)>.

**Attendance Expectations**

This class is designed to be interactive and to coach you through the iterative process of developing your writing. It matters that you come to every meeting on time and as well prepared as you can be.

**For this 3-day per week class, you get 3 days (1 week of class) to miss for any reason. (No permission slips). Any absences exceeding these 3 free days, will reduce your final grade by 3 points.** So, please use your 3 absences wisely.

Excessive tardiness, early departure, or lack of preparation will result in you being marked absent. You will not be marked absent for absences exempt under [UW Regulation 2-108 (Student Attendance Policy)](http://www.uwyo.edu/regs-policies/_files/docs/regulations-2018/uw_reg_2-108_approved_7-12-18.pdf) : “To substantiate an excused absence, legitimate satisfactory evidence is required to be submitted to the Dean of Students Office.” If you are participating in a university-led event (for example, as part of a sports team), make sure your coach has sent an official note excusing your absence. If you experience a crisis that prevents you from completing your work, speak to me, or ask an appropriate campus official to document your situation.

**Late Work**

The deduction for any late work is 10% per day. Work submitted through email is marked “received” based on the date/time stamp on the email when I receive it.

**Extra Credit**

There is no extra credit or make-up work for this course.

**Peer Review, Workshopping & Sharing Your Work**

Peer review is an essential component of any writing course as it allows you to collaborate with fellow communicators and consider multiple perspectives. During certain modules, you will be required to share a near complete draft of your current writing assignment with a classmate(s), as assigned. It will be your responsibility to coordinate with your classmates and to be respectful of their writing, schedules, time, and effort throughout the process. If required peer review is not completed for an assignment, then 10 points will be subtracted from your final grade for that assignment. Sharing your writing is one of the most important activities of this course. Please take it seriously and work hard to establish the kind of climate that will make it successful.

**Conferences**

Conferences are always available upon request and will be held online with me via Zoom either during Office Hours or during another agreed time. For each conference, you should prepare the most recent version of your assignment and specific questions you have about its direction to our meeting. PLEASE be on time to our virtual meeting. Conferences are student-led. I am counting on you to direct me in terms on what kind of feedback you would most like to receive. Please keep in mind that there is no way to address everything about your paper in a conference meeting nor does attending conferences guarantee an “A” on your project.

**Writing Center and Tutoring**

The Writing Center is an excellent resource for you at any point in your writing process. In fact, I HIGHLY recommend that you take advantage of this valuable resource. Consultants can help you brainstorm, outline, organize ideas, read through drafts, revise, practice, and even work through writer’s block with you. The goal of a Writing Center appointment is to ensure the writer’s ideas are communicated clearly and effectively to the intended audience. Grammatical issues are addressed as they impact the meaning and clarity of the writing. While consultants are not editors, they work with writers to help them become better editors of their own work. To find out more/sign up at their site: <http://www.uwyo.edu/ctl/writing-center/>. Tutoring is available at the STEP Tutor Center. To find out more about this helpful service and other services visit: <https://www.uwyo.edu/step/tutoring/>.

**Email Turnaround**

I will respond to emails within 48-hours of your email being sent. It is expected that you do not wait 24-hours or less to request a meeting or conference with me if you cannot make it to a scheduled conference time due to another class commitment.

**Criteria for Evaluation**

In grading written work, I will look for a purposeful response to the assignment prompt and the evaluation criteria provided.

**Learning from grades**: Please read my feedback, review the assignment’s prompt and criteria, and then consider how to improve your essay. Grades are an important measure of performance, BUT grades reflect neither my estimation of you as a student nor your worth as a person.

**Grading Breakdown**

**Project 1: Informal Technical Report                                      80 points**

**Project 2: Technical Description                                      100 points**

**Project 3: Team Proposal 100 points
Project 4: Scientific Translation                          100 points**

**Project 5: Scientific Translation Presentation 100 points
Project 6: Final Website 200 points**

**Reading Questions Discussion Leader 70 points**

**Attendance (15 weeks) 135 points**

**Discussions & Class Participation 115 points**

 **1000 points possible**

Final grades are based on the percent of points earned: >90% = A, 80-89% = B, 79-70% = C, 69-60% = D, <59% = F

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**Overview of Major Assignments**

**Project 1: Informal Technical Report (2-week Module)**

You have 2-weeks to complete this project which is designed to introduce technical documents and their features. You will write an informal technical report about a technical document in the science or technology fields.

**Project 2: Technical Description (3-week Module)**

You have 3 weeks to complete this module. In this assignment, you will choose to write either a product description of a technology or a process description of a scientific process. Your description should be detailed but oriented to a specific audience engaged in a specific task. For example, to explain the components on a motherboard you would limit the details of your discussion and tailor the organization of the description to accommodate the interests that your anticipated readers would bring to the text. You will write the same technical description twice, each time for a different audience with different motivations and purposes for reading.

**Project 3: Team Proposal (3-week Module)**

You have 3 weeks to complete this module. In this assignment you will be grouped with some of your colleagues to write a proposal memo that explains your team’s plan for solving a real professional problem. This problem should pertain to a problem in a scientific or technology related professional environment.

**Project 4: Scientific Translation (3-week Module)**

You have 3 weeks to complete this module. In this assignment, first, (Part A) you will read a scholarly scientific article to adapt/translate into a shorter article/report for a specific non-academic (i.e., popular audience: the readers of a popular publication of your choice). This translation (1000-1500 words) will be “published” on a webpage that you create. Second, (Part B) you will write a reflective essay for an informed audience. So, your essay should be aimed at a group of educated, scholarly readers who are interested in the issues you raise and are familiar with key terms and ideas.

**Project 5: Scientific Translation Presentation (2-week Module)**

You have 1 week to prep your presentation, and we’ll devote 1 week of class time for everyone to present their presentations for this project. In this project, you will prepare a presentation of your draft Scientific Translation (Project 5) in order to receive feedback from your peers as you work on completing Project 5.

**Project 6: Final Website (2.5-week Module)**

You’ll have almost 3 weeks to complete this project once its reviewed in class. In this project, you will create a website that features revised versions of all the previous projects in this course. You will choose a specific audience and purpose for your website, so you will need to include other features of a coherent website (in addition to the revised versions of your projects).

**TIP**: *I would highly recommend working on revisions of each project as you receive my feedback during the semester, instead of waiting until the final week of class to revise all your documents for the purpose of curating your website.*

**Reading Questions Discussion Leader**

Over the course of the semester, in addition to our textbook, I will also provide you with readings that support the learning we do within and outside of class time. You will be responsible for signing-up for an assigned reading and coming up with 3 questions based on that reading that will be used to lead discussion for a class period. These questions should respond specifically and critically to the assigned readings. ***NOTE****: Even if you are not signed-up as a discussion leader for a given class period, you are still expected to read the weekly readings provided & come to class prepared to discuss the readings*.

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**Semester Schedule**

**\* NOTE**: This schedule (and overall syllabus) is subject to change. I will notify you in advance both via email and WyoCourses announcement if anything changes.

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| **Week** | **Date** | **Overview Summary of the Week** |
|  | Jan. 17 | No class meeting: please take time to look over the intro material posted to our WyoCourses site & be ready for our class meeting on Wednesday, January 19. See you then! ☺ |
| **1** | Jan. 19-21 | Introductions with Class & Intro to Course |
| **2** | Jan. 24-28 | Introduction to Technical Communication (Ch. 1 reading due Monday) **/** Introduction to Project 1 **/** Reading Discussion 1 Due (discussion leaders email Qs to Ashley by Monday [1/24] @ midnight) |
| **3** | Jan. 31- Feb. 4 | Continue Development of Project 1 **/** *Peer Review for Project 1* **/** Making Edits  |
| **4** | Feb. 7-11 | Introduction to Project 2 **/** **Project 1 Due on Wednesday (2/9)** + Reading Discussion 2 Due (discussion leaders email Qs to Ashley by Sunday [2/6] @ midnight) **/** Development of Project 2 |
| **5** | Feb. 14-18 | Continue Development of Project 2 **/** *Peer Review for Project 2* **/** **Feb 18 is a semester break day! (so NO CLASS on FRIDAY!)**  |
| **6** | Feb. 21-25 | **Project 2 Due on Monday (2/21) +** Introduction to Project 3 **/ Reading Discussion 3 Due (**discussion leaders email Qs to Ashley by Sunday [2/20] @ midnight) **/** Development of Project 3 |
| **7** | Feb. 28-Mar. 4 | Continue Development of Project 3 **/** *Peer Review for Project 3* **/** Making Edits |
| **8** | Mar. 7-11 | **Project 3 Due on Monday (3/7) +** Introduction to Project 4 **/ Reading Discussion 4 Due (**discussion leaders email Qs to Ashley by Sunday [3/6] @ midnight) **/** Development of Project 4 |
| **9** | Mar. 14-18 | SPRING BREAK WEEK!!! |
| **10** | Mar. 21-25 | Continue Development of Project 3 **/** Cont. Dev. of Project 3 **/** *Peer Review for Project 3* |
| **11** | Mar. 28-Apr. 1 | **Project 3 Due on Monday (3/28) +** Introduction to Project 5 **/ Reading Discussion 4 Due (**discussion leaders email Qs to Ashley by Sunday [3/27] @ midnight) **/** Development of Project 4 |
| **12** | Apr. 4-8 | Development of Project 4 **/** Continue Development of Project 4 **/** *Peer Review for Project 4* |
| **13** | Apr. 11-15 | Introduction to Project 5 (aka: presentations of Project 4) **/** Continue development of Project 4, esp. through presentation prep **/** *Peer Review for Project 5* |
| **14** | Apr. 18-22 | **Presentations DUE in class all week (aka Project 5)** |
| **15** | Apr. 25-29 | **Project 5 Due on Monday (4/25) +** Review Project 6 **/ Reading Discussion 6 Due (**discussion leaders email Qs to Ashley by Sunday [4/26] @ midnight) **/** Development of Project 6  |
| **16** | May 2-6 | Continue Website & all project Revisions **/** *Peer Review for Project 6* **/**Complete Evaluation Reflection &wrap-up Final Website (Project 6) and **submit by Sunday, May 8** |
| **Finals Week** | May 9-13 | **No Final Exam****May 6** is the last official day of class for this spring semester. We will not have anything due during finals week. CONGRATS on completing this course! All my best to you as you wrap up the semester and happy summer holiday ☺ |