

**ENGL 4010: Technical Writing in the Professions**

*“Technical communication encompasses a set of activities that people do to discover, shape, and transmit information.”*

—Mike Markel and Stuart A. Selber, 3

Fall 2022

ENGL 4010

Online (asynchronous)

*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**

English 4010 is a senior-level technical communication course (COM 3) that shifts the focus from writing for the academic world to writing for the professional world. To that end, the types of documents and communication forms we study and develop in this course will differ from those in courses with a more academic emphasis. We will be taking on a lot this semester, and you will be asked to work on various projects. A course in technical and professional communication can significantly enhance your professional preparation, complementing the work you are doing in your major field of study. In the workplace, you are almost invariably the “expert,” if you can clearly communicate your message. Studies show, again and again, that communication is central to success in most professions. Even those fields that might not seem directly indebted to communication, often require extensive reading, writing, and speaking in traditional face-to-face and print environments, as well as via digital media. Prerequisites: WA and WB or COM1 and COM2; junior or senior standing.

**Communication 3 (com 3) Criteria & Objectives**

This course fulfills the Communication 3 (COM3) requirement of the 2015 University Studies Program. Students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced levels. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferable skills for students’ academic work and future professions. Advanced courses (COM3) will emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication.

In COM3 courses, students will demonstrate the ability to:

1. Use the discourse of a discipline or interdisciplinary field to communicate that field’s subject matter to academic or professional audiences through written, oral, and digital communication.
2. Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.
3. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.
4. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.
5. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.
6. Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

**Required Textbook**

There is no required textbook for this course. All readings will be provided via our WyoCourses course page.

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

* A laptop or tablet that allows you to access, any online course materials, work on papers, Zoom and a webcam (especially if you would like to meet virtually to chat about anything during the semester),
* 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](mailto: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 our online course site features these policies, it is your responsibility to read and understand them. If you have questions about the policies, please email me at [aburchet@uwyo.edu](mailto:aburchet@uwyo.edu) or schedule a meeting in at my office (Hoyt 241) and/or via Zoom.

**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 online class is designed to be as interactive as possible and to coach you through the iterative process of developing your writing.

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/Make-Up Work**

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 either at my office (Hoyt 241) or via Zoom either during Office Hours (see top of page 1 for these) 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 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: Intro to Professional Communication                                      80 points**

**Project 2: Job Application                                      100 points**

**Project 3: International & Ethics-Related Brochure 100 points**

**Project 4: Infographic Analysis & Design 100 points  
Project 5: Survival Directive                                  100 points**

**Project 6: Presentation (on Survival Directive) 100 points  
Project 7: Final Website 100 points**

**Synthesis Reflection                             70 points**

**Threaded Discussions & Participation 250 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 Schedule of Major Assignments**

**\* 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.

**Project 1: Intro to Professional Communication (2-week Module)**

You have 2-weeks to complete this project. This project is designed to introduce technical documents and their features. You will write a memo comparing 2 technical documents.

Project 1 Key Drafting/Final Submission Deadlines:

* Draft due for Peer Review: Wednesday, August 31 @ 11:59pm
* Peer review completed: Friday, September 2 @ 11:59pm
* Final project due: Tuesday, September 6 @ 11:59pm

**Project 2: Job Application (2-week Module)**

You have 2-weeks to complete this project. This project is designed to give you practice individualizing and customizing your résumé and application letters for a specific position or a graduate program that you are qualified to fill. *UW career fair info found here:* [*http://www.uwyo.edu/aces/career-services/career-events.html*](http://www.uwyo.edu/aces/career-services/career-events.html)*.*

Project 2 Key Drafting/Final Submission Deadlines:

* Draft due for Peer Review: Wednesday, September 14 @ 11:59pm
* Peer review completed: Friday, September 16 @ 11:59pm
* Final project due: Tuesday, September 20 @ 11:59pm

**Project 3: International & Ethics-Related Brochure (2-week Module)**

You have 2-weeks to complete this project. This project is designed to give you practice considering an international audience’s system/practices of communication, while also considering ethics-related topics. This global/ethics-related communication practice will be manifested by you developing a brochure highlighting a country of interest and an ethics-related theme related to your career field.

Project 3 Key Drafting/Final Submission Deadlines:

* Draft due for Peer Review: Wednesday, September 28 @ 11:59pm
* Peer review completed: Friday, September 30 @ 11:59pm
* Final project due: Tuesday, October 4 @ 11:59pm

**Project 4: Infographic Design (3-week Module)**

You have 3 weeks to complete this project*.* The purpose of this project is to have you rhetorically analyze information graphics (infographics) and ***design*** an infographic, also reflecting on this process.

Project 4 Key Drafting/Final Submission Deadlines:

* Draft due for Peer Review: Wednesday, September 19 @ 11:59pm
* Peer review completed: Friday, September 21 @ 11:59pm
* Final project due: Tuesday, October 25 @ 11:59pm

**Project 5: Survival Guide (3-week Module)**

You have 3 weeks to complete this project. Your task is to write a directive or “how to survive” guide. Teach professionals in your career field how to survive an event before, during, and after. You’ll submit presentations of this project to the class (see Project 6 for info on this complimentary oral component).

Project 5 Key Drafting/Final Submission Deadlines:

* Draft due for Peer Review: Wednesday, November 9 @ 11:59pm
* Peer review completed: Friday, November 11 @ 11:59pm
* Final project due: Tuesday, November 15 @ 11:59pm

**Project 6: Survival Guide Presentation (1.5-week Module)**

You have 1 week to prep/submit your presentation (and any of fall break that you’d like to use), and we’ll devote Wednesday-Friday of the week post-fall break for each of you to post comments/feedback of each other’s presentations. In this project, you will prepare a presentation of your survival guide from the previous project in order to receive/give professional feedback from/to your peers.

* Final project due: Tuesday, November 29 @ 11:59pm
* Feedback to peers due: Friday, December 2 @ 11:59pm

**Project 7: Final Website (2-week Module)**

You’ll have almost 2 weeks to complete this project once its introduced. 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.*

* Final Project Due: Sunday, December 11 @ 11:59pm

**Synthesis Reflection**

You will write a brief memo reflecting and synthesizing the course materials as they pertain to your professional goals.

* Due: Sunday, December 11 @ 11:59pm

**No Final Exam**

December 9 is the last official day of class university-wide for this fall semester. We will not have anything due during finals week—the final due date for Project 7 and the Synthesis Reflection is Sunday, December 11.

**CONGRATS on completing this course! All my best to you as you wrap up the semester and happy winter holiday/break ☺**

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