Syllabus

Instructor: Dr. Sally Henschel  
Office: Bea Wood 228  
940.397.4731  
sally.henschel@mwsu.edu  
Skype contact: sally.henschel

Office hours:  
MW 9:00 a.m. - noon  
TR 10:00 a.m. - noon  
Other hours by appointment

Prerequisites:  
English 1113 and 1123

Course description:  
The purposes and practice of expository writing in the professions, with particular emphasis on writing related to each student's major. Topics include audience analysis, communication ethics, collaboration, information design, technical editing, and professional genres (letters, e-mails, memos, instructions, proposals, reports, and presentation software).

Departmental learning goals addressed in course:  
Critical Inquiry (Objective 1.1): Students engage in an increasingly sophisticated discourse and demonstrate aesthetic and critical discernment through close textual analysis. (Objective 1.2): Students evaluate secondary sources and apply skills in information gathering and management, and document design, using traditional sources and emerging technologies.

Knowledge of Language and Literature (Objective 2.1): Students understand the usage and structure of the English language. (Objective 2.4): Students are introduced to seminal academic and professional publications in the field of technical and professional communication.

Writing as Process (Objective 3.1): Students reflect on their arguments over multiple stages of development. (Objective 3.2): Students reference and format primary and secondary sources using any one style manual consistently.

Engagement (Objective 4.1): Students are aware of a cultural context for their own values and those of their sources.

Course learning outcomes and measurements:  
Upon completion of this course, students will be able to:

- Analyze communication contexts rhetorically by understanding audiences, purposes, and situations. Measurement: Completion of course reading assignments, and successful completion of individual assignments and collaborative projects.

- Analyze and apply the ethical responsibilities involved in technical communication. Measurement: Completion of course reading assignments, observation and evaluation of face-to-face and online asynchronous discussions, and successful completion of individual assignments and collaborative projects.

- Write effective, meaningful technical prose. Measurement: Successful completion of individual assignments and collaborative projects.
• Apply concepts of information design to create convincing and usable documents. Measurement: Successful completion of individual assignments and collaborative projects.

• Create technical documents that solve problems and improve situations through communication. Measurement: Successful completion of individual assignments and collaborative projects.

• Communicate effectively with a diverse audience. Measurement: Observation and evaluation of face-to-face and online asynchronous discussions, completion of proposal presentation, and successful completion of individual and collaborative projects.

English majors seeking a BA in English with Secondary Certification in ELAR (8-12)

Please let me know if you are an English major seeking secondary certification in English Language Arts and Reading (grades 8-12). I will modify the Instructions assessment to address the following NCTE/NCATE standard: 3.0 Knowledge of English Language Arts (3.1, 3.2, 3.4, 3.6).

Grading system

100 - 90% — A  
89 - 80% — B  
79 - 70% — C  
69 - 60% — D  
< 60% — F

Graded assignments submitted after their due dates will be penalized in the following ways:

The grade for the assignment will drop 10% for each scheduled class meeting that it is late.

Students will not be allowed to turn in future assignments until late work has been submitted. These assignments also will be penalized for late submission.

<table>
<thead>
<tr>
<th>Graded course assignments</th>
<th>Description</th>
<th>Points</th>
<th>Weight</th>
<th>Totals</th>
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<tbody>
<tr>
<td>Team participation</td>
<td>Group/team member evaluations</td>
<td>5</td>
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<tr>
<td>Individual assignments</td>
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<td>Job app. materials</td>
<td>10</td>
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<tr>
<td></td>
<td>Research report</td>
<td>25</td>
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<td>Editing exam</td>
<td>10</td>
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<td>Instructions</td>
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<td>50</td>
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<tr>
<td>Collaborative assignments</td>
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<td></td>
<td>Proposal</td>
<td>10</td>
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<td></td>
<td>Proposal presentation (slides)</td>
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• Completion/recommendation report 20
• Team web site 5
• Final presentation (poster) 5

45

Negative points

Negative points are scored for absences or tardies (i.e., arriving late to class or leaving class early):

-1 points for two absentees
-3 points for three absentees
-4 points for four absentees

Two tardies are counted as one absence. Arriving 15 minutes late or leaving 15 minutes before class ends counts as an absence.

Five absences or tardies: student is subject to being dropped from the course.

Maximum possible points 100

Academic dishonesty

All students are expected to adhere to the Midwestern State University Student Honor Creed when completing any work for this course. When using the content or ideas of others, both published and unpublished sources, students must use accepted documentation conventions (e.g., APA or MLA). See the MSU Student Handbook (attached to course website) to read the Student Honor Creed (4) and the university’s policy on academic dishonesty (71).

Professionalism

Members of this class are expected to treat one another with courtesy, professionalism, and respect. Repeated unprofessional, rude, or inappropriate behavior can result in 50-100 points being deducted from a student’s final grade for the course per instance of such behavior.

Americans with Disabilities Act

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disabilities.

This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity."

To obtain disability support services, students must

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• be accepted for admission to Midwestern State University,
• complete a request for services form available through the Office of Disability Services, and
• provide current documentation from a qualified professional (such as a licensed physician, psychologist, audiologist, etc.) diagnosing the disability, as defined by the Americans with Disabilities Act.

For information on Disability Services at Midwestern State University see the following: http://students.mwsu.edu/disability/

If the instructor does not have proper notification, she will expect the same performance from each student enrolled in the course.

Course materials

Write-on/removal self-stick tabs (e.g., Avery)

Schedule of readings and assignment due dates

| Week 1     | 8/28, 30 | Ch. 1: Introduction to Technical Communication: BOK
|           |          | Ch. 2: Understanding Ethical and Legal Considerations
|           |          | Ch. 16 and Ch. 19 (review project scope, tabbing)
| Week 2     | 9/4, 6   | Course technologies, software, accounts
|           |          | Team project formation
|           |          | MSU Career Management: Kerri Eichorn
| Week 3     | 9/11, 13 | Ch. 14: Writing Correspondence
|           |          | Ch. 15: Writing Job-Application Materials
|           |          | Job ads due
|           |          | Collaboration and conflict
| Week 4     | 9/18, 20 | Team assignments
|           |          | Ch. 4: Writing Collaboratively
|           |          | Ch. 16: Writing Proposals and Ch. 19 (components)
|           |          | Team project web site
|           |          | **Job Application Materials (I) due R**
| Week 5     | 9/25, 27 | Team proposal draft work sessions
| Week 6     | 10/2, 4  | **Proposal draft (C) due T**
|           |          | Ch 21: Making Oral Presentations
|           |          | Presentation software work session
| Week 7     | 10/9, 11 | **Proposal presentations (C) T, R**
| Week 8     | 10/16, 18| Ch. 12: Creating Graphics (Gantt chart)
|           |          | Ch. 6: Researching your subject
| Monday, Oct. 22 |       | Last date for "W": 4:00 p.m. Drops after this date will

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receive grades of “F.”

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<thead>
<tr>
<th>Week 9</th>
<th>10/23, 25</th>
<th>Ch. 6: Researching your subject</th>
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<td><strong>Proposal (C) due R</strong></td>
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<tr>
<th>Week 10</th>
<th>10/30, 11/1</th>
<th>Ch. 20 Writing Definitions, Descriptions, and Instructions</th>
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<tr>
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<td><strong>Individual Research Report (I) due R</strong></td>
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<th>Week 11</th>
<th>11/6, 8</th>
<th>Team conferences scheduled on T</th>
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<td>Using Styles in Word</td>
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<td><strong>Editing exam (I) R</strong></td>
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<td>Instructions topic due R</td>
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<th>Week 12</th>
<th>11/13, 15</th>
<th>Editing review</th>
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<td>Team work sessions</td>
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<td><strong>Instructions (I) due R</strong></td>
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<tr>
<th>Week 13</th>
<th>11/20</th>
<th>Completion/recommend. report draft (C) due T</th>
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<td>Thanksgiving holiday on Wed. – Fri.</td>
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<th>Week 14</th>
<th>11/27, 29</th>
<th>Research poster work sessions</th>
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<td><strong>Team Web Site due R</strong></td>
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<tr>
<th>Week 15</th>
<th>12/4, 6</th>
<th>Completion/recommend. report (C) due T</th>
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<td>Research poster work sessions</td>
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<td>8:00 – 10:00 a.m.</td>
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<td><strong>Final Presentations (C)</strong></td>
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<td><strong>Team evaluations (C)</strong></td>
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