What Other Students Say About This Course:
“I liked the incorporation of a fictional story, kept things interesting.”

“Made an otherwise boring course enjoyable.”

“This course was definitely much more fun and more interesting than it could have been. I loved that we used the novels as a theme for everything we did, and how we were able to incorporate it with what we were learning.”

“This was a very fun and creative course. There was very good discussion in class. Various activities kept the class interesting. It was never boring. Given plenty of time to do projects much like real world technical writing. We formed a proposal and research project much like you would do for a job.”

My contact: Kathleen Nalley
snalley@clemson.edu
511 Strode
Office Hours: 8-9:25 a.m., T/Th, and by appointment. I’m also always in 316 ACS between classes at 10:45-11:00 and 1:45-2:00, T/Th.
Class Location/Time: Section 019: 11:00-12:15/316 ASC
Section 020: 12:30-1:45/316 ASC

COURSE DESCRIPTION
In this class, you will learn to evaluate audience, purpose, context, and constraints of various technical communication practices and write and design technical communication projects. This particular class will be quite different from other tech writing courses in that we will be 1) focused on strengthening critical thinking skills in every aspect of our course, and 2) we will be using dystopian/speculative fiction as the conceptual framework for a tech writing project incorporating Adobe Spark technology.
Emphasis is placed on teamwork, evaluation, reflection, and communication problem-solving strategies. Planning, working in groups, and evaluating rhetorical situations will feature prominently, and you will be able to take advantage of in-class workshops to get feedback on your projects. Additionally, you will spend considerable time presenting your work to the class.

Additionally, this class is participating in Clemson’s “CT2” campus-wide Quality Enhancement Plan to target undergraduate critical thinking, an invaluable skill for you to develop during your college career (employers highly value this skill!). We will focus on consciously practicing critical thinking skills throughout the semester: in our discussions, assignments, reviews, and reflections. You will complete two versions of the California Critical Thinking Skills Test (CCTST) and submit an artifact of your progress in critical thinking at the end of the semester.

LEARNING OUTCOMES
(INCLUSIVE OF CRITICAL THINKING SKILLS):

1. You will explore complex challenges and analyze multidimensional problems: you will analyze and evaluate diverse audiences, purposes, contexts, and constraints, and write and design technical documents that provide content specific to an audience’s needs.
2. You will extrapolate from one conceptual context to others: you will explore and use appropriate technologies to facilitate communication goals. You will be using themes and issues explored in dystopian fiction as a conceptual framework for projects.
3. You will synthesize alternative solutions to multidimensional challenges: you will collaborate with peers to evaluate one another’s work and articulate the projects’ strengths and weaknesses in an effort to appropriately and effectively revise.
4. You will communicate complex ideas effectively: you will present and defend your approaches to subject matter in regards to audience, purpose, context, and constraints. You will effectively communicate complex ideas in technical communications genres.

COURSE CONTENT

We will use the online learning management system, Canvas, for our course. Grades and feedback will be reported in Canvas. Additionally, lessons and content will be posted in Canvas. It is expected that you will review this content as the course progresses.
1. **Recommended and Required Text Reading:** It’s highly recommended that you purchase and read *Practical Strategies for Technical Communication*, second edition, by Mike Markel, as a supplement to your classroom lessons and learning.

Additionally, you will work in small groups to write and design an Adobe Spark web site and presentation. Each group will read one work of dystopian/speculative fiction that will serve as an inspiration and conceptual framework for the project. You will be grouped according to the book that “speaks” most to you from the following books:

2. **Individual Assignments:** You will complete two individual assignments. Additionally, you will complete reflections upon the work completed, specifically explaining decisions made while completing your work and focusing on ideas for further development and how what we learned can be applied in other disciplines.

3. **Spark Project:** You will complete a substantial group project that centers around using Abode Spark technology. These projects will be conceptually based off the book(s) above. Your group will do a formal presentation of this project to the class.

4. **In-class Work Labs:** You will participate in in-class work labs, wherein you will work within groups to brainstorm, research, write, design, review, edit, and present your work. Of course, all work cannot be completed in class, so, when appropriate, meeting as a group outside of class will be critical to success.

5. **Proposal Project and Presentation:** You will work in small groups to brainstorm and write a formal proposal. Your team will then pitch the fundamentals of this proposal via an in-class presentation. Each member must participate in the presentation. Note: Failure to come to class on presentation days will result in a zero for your project grade, regardless of the effort you put into the project.
6. **Class Participation:** As this class is participatory by nature—meaning each class will involve class discussion and active participation—you are expected to actively participate by speaking, doing class work, and working collaboratively. **Simply showing up and being present will earn a C.** As a matter of fact, every student will begin the semester with a C for this grading category. It is totally up to each individual to move their grade beyond this.

- **An A grade** reflects active participation, contributing to the class conversation almost every class session, being present, and actively participating.
- **A B grade** is to be expected if you semi-regularly contribute to discussions and/or actively participate.
- **If you show up but do not talk/actively participate, you will remain at a C for class participation.**
- **I will adjust your grade as warranted at mid-term.** At that point, it is completely up to you and the amount you’re comfortable participating where your grade ends up at the end of the semester.

**Behaviors that affect participation grades:**

- Excessive absences
- Excessive tardies
- Leaving the classroom
- PHONES/Social Media/Texting
- Doing other class work in this class
- Being disrespectful to me or to peers

**GRADES AND FEEDBACK**

Grades and feedback are provided generally one to two weeks after the assignment is turned in. Unless otherwise stated, grades and feedback will be available on Canvas. If ever you need to discuss your grade with me, send me an email to set up a time to talk or come see me during office hours. **Do not wait until the end of the semester to express concern over your grade.**

**GRADING POLICY:**

Final semester grades will be determined based upon the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Audience/Purpose Essay:</td>
<td>15%</td>
</tr>
<tr>
<td>Infographic (including reflection)</td>
<td>15%</td>
</tr>
<tr>
<td>Spark Project (including reflection):</td>
<td>15%</td>
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<tr>
<td>Spark Presentation:</td>
<td>8%</td>
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<tr>
<td>Proposal Project:</td>
<td>15%</td>
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<tr>
<td>Proposal Presentation:</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation:</td>
<td>15%</td>
</tr>
<tr>
<td>CT2 Test Completion</td>
<td>2%</td>
</tr>
</tbody>
</table>

**TOTAL = 100%**
*NOTE* I will not round up to the next point bracket. I will not add additional points to your grade for any reason. Grades must be earned.

**CLASS POLICIES**

**Absences/Tardies:** You are allowed a maximum of four absences. **Note:** three tardies equals one absence! I do not distinguish between excused and unexcused. For every absence over the maximum, your final grade will be reduced by one letter grade per absence (i.e., You have 6 absences, so the highest possible grade you could make in the class is a C.). There are several compelling reasons for your attendance. One, **this class is participatory by nature; absences affect the wellbeing of the entire class.** Two, assignments will be explained in class. Three, missing class sessions is likely to put you very far behind, not only in your comprehension of the texts, but also in your grades. And, four, this class will be fun, and you will be totally missing out. With that said, please note: I WILL NOT drop any quiz, assignment or writing grades. If you miss a class, it is your responsibility to get class notes, etc., from a fellow classmate. **Do NOT email me asking what you missed in class; rather, contact a classmate.** Further, absences will affect your class participation grade, as if you are not in class, you cannot participate. **Missed in-class writing exercises, activities, and assignments cannot be made up, so be mindful of attendance.** If you know you will miss more than this maximum amount off the bat, this class may not be for you.

Additionally, to be present in class mandates that you are actually in class the entire class session. Bathroom breaks should happen between classes, not during class. If you are expecting a call from your significant other, your mother or a potential employer, the call can wait until after class.

**Weather Cancellations:** Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

**Electronic Devices:** Laptops, iPads, Kindles, etc., are allowed in class, as your textbook readings, assignments, etc., are available online. On work lab days, you **must have your laptop.** These devices should **only be used for our coursework.** Cell phones should be turned off and put away.
While in class. If you choose to use any device for texting, Twitter, Facebook, Pinterest, or any other online activity during class, your ultimate class participation grade will reflect this without warning. If I have to tell you to put up a cell phone, you can trust that this will be reflected in your grade. Further, if you decide our class time could be devoted to other classwork, you will be counted absent for the day, often without verbal warning from me. In other words, don't do it!

Collaborative Work: Collaborative work is a required component of this course. Students are expected to work collaboratively by participating vigorously in discussions to contribute to the intellectual climate of the classroom. You are expected to talk a lot in this class. Failure to do so will be reflected in your class participation grade. Further, students will participate in several small group projects, and each person’s ability to collaborate within the group is vital.

Late Work: Assignments must be ready, proofed, revised, and turned in on their due dates. If you elect to turn in an assignment late, it will be marked down one grade per day late, up to four days. After four days, the grade will be recorded as zero. Missed in-class quizzes, writing exercises, activities, and assignments cannot be made up, so be mindful of attendance.

Waiting: If I am not in class 10 minutes after our start time, you may leave.

ADDITIONAL POLICIES
In addition to the policies as stated above, this class will adhere to the following:

- All assignments are due at the beginning of class or by their due date on Canvas. Hand in all assignments to the instructor, and/or upload to Canvas as indicated. Do NOT leave an assignment on your desk, under my door, in my box, etc.
- Consistent attendance, punctuality and participation are expected. If you have a serious and compelling reason for absences, please speak with me in private. In-class activities may not be made up. DO NOT ASK.
- If you have any issues or questions about your grade, these must be discussed within a week of receiving said grade. Do NOT wait until the end of the semester to do so.

UNIVERSITY POLICIES
To view a list of all University student policies, please see http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html.

PLAGIARISM AND ACADEMIC INTEGRITY:
As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, the instructor shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. If you have any questions whatsoever about what constitutes plagiarism, see me before
you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course.

ACCESSIBILITY STATEMENT: Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, and technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this course should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campus-services/sds/.

CLEMSON UNIVERSITY TITLE IX (SEXUAL HARASSMENT): Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Ms. Alesia Smith is the Clemson University Title IX Coordinator and Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

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SCHEDULE

*NOTE* Have novel read and be ready to discuss by February 20!

Week 1 (1/11): Welcome to Technical Writing
  • Th: Syllabus/Class Overview/CT Test #1

Week 2 (1/16-1/18): Fundamentals
  • T: Technical Communications Overview
  • Th: Technical Communications Analysis
Week 3 (1/23-1/25): Audience and Purpose
  • T: Analyzing Audience and Purpose
  • Th: Analyzing Audience and Purpose

Week 4 (1/30-2/1): Writing with Clarity
  • T: Writing with Clarity
  • Th: Writing with Clarity (Audience and Purpose Essay Due!)

Week 5 (2/6-2/8): Visual Communications
  • T: Graphics and Infographics
  • Th: CLASS CANCELLED

Week 6 (2/13-2/15): Visual Communications
  • T: Graphics and Infographics
  • Th: Graphics and Infographics

Week 7 (2/20-2/22): Proposal Writing
  • T: Proposal Writing
  • Th: Proposal Writing/(Infographic and Reflection Essay Due!)

Week 8 (2/27-3/1): Proposal Writing
  • T: Proposal Writing
  • Th: Proposal Writing

Week 9 (3/6-3/8): Proposal Presentations
  • T: Proposal Group Final
  • Th: Proposal Presentations

  • T: Proposal Presentations
  • Th: Proposal Presentations

Week 11 (3/20-3/22): SPRING BREAK
  • T: SPRING BREAK
  • Th: SPRING BREAK/(Book must be read by next class period!)

  • T: Intro to Spark and Adobe Technologies
  • Th: Spark Group Work

Week 13 (4/3-4/5): Spark Group Work
  • T: Spark
  • Th: Spark

Week 14 (4/10-4/12): Spark Group Work
  • T: Spark
  • Th: Spark
- T: Presentations
- Th: Presentations

Week 16 (4/24-4/26): Spark Presentations
- T: Presentations
- Th: Presentations/Student Evals/CT2 Test #2 DUE

There is no final exam for this class.

* The instructor maintains the right to change policies, readings, assignments, and schedules as deemed necessary.