



Katalin Beck

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Class: Tuesday, Thursday 11:00-12:15 in Daniel 207

Office Hours: TR 2:00-4:00 & by appt. in Strode 507

Course Overview

This technical writing course will explore the rhetorical practices of technical and workplace communication as we critically analyze and create professional documents to specific audiences in a variety of disciplines. We will reinforce the habit of following the iterative writing process, which emphasizes revision and a user-centered design cycle. While we discover professional writing conventions and experiment with the affordances of writing, design, and communication technologies, we will critically reflect on the ethical, social and cognitive implications of the available choices.

This course is a Clemson Thinks2 (CT2) seminar and, as such, will focus on consciously practicing critical thinking skills through assignments, discussions and reflections. We will use critical inquiry and analysis to reflect on discourse communities' communication practices; solve communication tasks based on our understanding of organizational, political, cultural, and global contexts; and become active and competent participants in professional dialogues. We will complete a California Critical Thinking Skills Tests (CCTST) at the beginning and at the end of the semester.

Objectives

This technical writing course follows the general learning objectives of Clemson University's Advanced Writing Program:

- Master critical reading skills and basic rhetorical concepts as they apply to professional environments and the ethical considerations within them
- Apply effective communication strategies to targeted readers
- Compose effectively in a variety of forms and media appropriate to the discipline

The specific learning outcomes—with focus on critical thinking skills—will be outlined in the Canvas modules and assignment descriptions.



TECHNICAL WRITING

HONORS, Engl 3140-100, Fall 2018



Course Management

Required Materials

[Technical Communication](#), 11th ed. by Mike Markel and Stuart Bedford/St. Martin's, 2015 - print or electronic version.

Laptop - fully charged, with current version of MS Office suite and other necessary software.

Grade Breakdown

The grading scale: A=100-90%, B=89-80%, C=79-70%, D=69-60%, F=59-0%

Participation and Professionalism	10%
Reading Quizzes	10%
Critical Thinking Discussions	20%
Discourse Research	15%
Case Study Projects	25%
Midterm Exam	10%
Final Exam	10%



Letter grades comply with the University's grading system as stated in the Undergraduate Announcements, 2018-2019.

Course Management

We will be using Canvas our course management tool. Assignment will be submitted through the course site unless otherwise noted in the assignment prompt. You will need to follow closely the instructions and submission specifications posted for each assignment (including file naming conventions, feedback mode, etc.). Assignments will have strictly enforced due dates. "Discussion" submissions will not be accepted after the deadline. With other assignments, late work will be accepted, but the grade will be subject to point deductions.

Student-Instructor Communication

I will be available during my office hours and by appointment, and I will reply to emails within 48 hours during weekdays. I expect professionalism in both personal and email communication. Part of professionalism is that you check the course site first to find answers to your questions. If you have any questions concerning a grade, I will be happy to talk to you about it, but only until one week from receiving the grade. I will periodically update Canvas with your grades; if you see a discrepancy, it is your responsibility to let me know within a week from the update.



Course Policies

Attendance Policy

Attendance is expected at all classes and exams. According to the Undergraduate Announcements, 2018-2019 "The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals".

In this course, you are only allowed four (4) absences (excused or unexcused). Each additional absence will result in a 5% reduction per absence from the final grade.

A student with an excessive number of absences may be withdrawn at the discretion of the course instructor. If you are absent, you are responsible for making up for lost work. For instructional materials, check your Canvas course site. For collaborative projects, follow up with your group.

In case of inclement weather, power outages, etc., we will follow the suggestion of the Scholastic Policies Committee: "Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class. 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."

Special Accommodation: If you are a student athlete, let me know at the beginning of the semester, and I will accept the notifications of the Athletic Academic Services about your absences. If you have a medical condition that requires you to be absent often, let me know at the beginning of the semester and provide a medical excuse.

Instructor Late Policy: If I am late, you need to wait 15 minutes before you assume that class is cancelled.

Classroom Technology Policy

You will be required to come to class with a charged and functional laptop. However, the use of electronic devices is allowed only for class-related activities in the classroom. All devices should be silenced, and cell phones should be put away. If there is a serious need to leave your cell phone on, such as a family emergency, you can make arrangements with me to keep it out on vibrate or to leave the classroom to take a call. In any other circumstances, I will reduce the participation and professionalism grade for cell phone use and for any other violations of the classroom technology policy.



Statements

Academic Integrity Statement

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.

Copyright Statement

The materials used in this course are intended for use only by students registered and enrolled in this course and only for instructional activities associated with the course. These materials are provided in compliance with the provisions of the Teach Act, and they may not be retained in any other medium or disseminated further. Refer to the "Use of Copyrighted Materials" and "Fair Use Guidelines" policy on the Clemson website for additional information: <http://libguides.clemson.edu/copyright>.

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, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class 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. 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/>.

Non-discrimination and Title IX Statement

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/>. Alesia Smith serves as Clemson's Title IX Coordinator and may be reached at alesias@clemson.edu or (864) 656-3181.



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Schedule & Reminders

- The scedule is subject to change. See the Canvas course site for details.

	Topic	Readings	Assignments
Week 1 Aug. 23	Introduction to tech writing and critical thinking	Syllabus	
Week 2 Aug. 28, 30	Foundations of tech writing & knowledge management	Ch.1: Intro., Ch.5: Analyzing Audience & Purpose, Swales: The Concept of Discourse Community	Discourse Analysis <i>Aug 28: Last day to register</i>
Week 3 Sept 4,6	Writing process, conventions, styles	Ch. 3: Writing Technical Documents Ch. 20: Definition, Description, and Instructions	Technical Definitions and styleguides <i>Sept 4: Last day to drop without W</i>
Week 4 Sept 11, 13	Research methods and research reports	Ch. 6: Research Ch 7: Organizing Information	Discourse Research
Week 5 Sept 18, 20	Career documents and request messages	Ch. 15: Job Application, Ch.14: Correspondence Hargraves: The Truth About Clichés	CV/Resume Peer Review
Week 6 Sept 25, 27	Power of language and visual design	Ch. 9: Emphasizing, Ch. 10: Writing Correctly and Effectively. Lakoff: Metaphors We Live By	Writing Diagnostics
Week 7 Oct 2, 4	Usability-reviewing, evaluating, testing	Ch. 13: Reviewing, Evaluating, and Testing Goldsmith: Design Thinking	Usability Plan
Week 8 Oct 9, 11	Midterm review and evaluation		Oct. 9: Midterm Exam
Week 9 Oct 16, 18	Rhetoric and ethics	Ch.8: Persuasion, Ch.2: Ethics, Aristotle: On Rhetoric, Plato: Phaedrus, Ong: Orality & Literacy	Ethics Cases
Week 10 Oct 23, 25	Building logical arguments, presentation	Weston: A Rulebook for Arguments	Building Fallacies
Week 11 Oct30, Nov1	Case Study #1 - Team project launch and workshop	Ch.4: Collaboration, Ch 21: Presentation	Case Study Proposal
Week 12 Nov 8	Case Study #1 - Presentations	Case literature	Case Study Presentation
Week 13 Nov 13, 15	Case Study #2- Team project launch and workshop	Case literature	Case Study Description
Week 14 Nov 20	Case Study #2 - Workshop	Case literature	Case Study Presentation
Week 15 Nov 27, 29	Case Study #2 - Presentations and Evaluations	Case literature	Case Study Peer Evaluation
Week 16 Dec 4, 6	Final review and critical thinking reflection		Course Evaluation Dec. 12 (Wed. 3:00-5:30) Final Exam