



## COURSE SYLLABUS—Spring 2026



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**Course** ECS 2390 Professional and Technical Communication  
**Section** 015  
**Instructor** Dr. Shivika Mathur  
**Meeting Time/Room** Friday, 1:00 pm-2:15 pm, CB 1.222

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***Welcome to ECS 2390 Professional and Technical Communication!*** This course is more than a requirement—it's an opportunity to grow professionally and learn marketable skills that will serve you throughout your academic and professional life.

### **Instructor's Contact Information**

Office Hours                      Mon: 10:00 am-11:00 am  
    Wed: 10:00 am-11:00 am  
    Fri: 10:00 am-11:00 am  
Please feel free to drop in or to set up an appointment by contacting me. If these hours don't work for you, please let me know and we can setup virtual appointment. When corresponding with me through email, please include your section number in the subject line.

Email Address                      [shivika.mathur@utdallas.edu](mailto:shivika.mathur@utdallas.edu)

Office Location                      ATC 2.513

### Course Modality and Expectations

Course Mode: Hybrid	We will meet in-person face to face in assigned classroom on the scheduled class time. Outside of class meetings, students will use eLearning to submit their work on the course. There is no online class.
Expectations	Review and follow the course standards given in this syllabus as well as in the UTD policies and guidelines.

**Required Textbook:** *Business and Technical Communication: A Guide to Writing Professionally, Fourth Edition* by Maribeth Schlobohm and Christopher Ryan. Copyright 2023.

This is an online book that can be purchased at the following site:

<https://he.kendallhunt.com/product/business-and-technical-communication-guide-writing-professionally-0>

Please note that earlier editions of the textbook may not be used for the course, as the current edition has a number of changes from previous editions.

### General Core Area 010 Communication

**Description:** Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

### Core Objectives:

Critical Thinking (CT)	Communication (COM)	Teamwork (TW)	Personal Responsibility (PR)
Creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.	Building skills of effective argument, interpretation, and expression of ideas through verbal, aural, written, and visual literacy for communication appropriate to the subject, occasion, and audience.	Ability to consider different points of view and to work effectively with others towards a shared purpose or goal.	Ability to connect choices, actions, and consequences towards ethical and purposeful decision-making.

**ABET Student Outcomes**

**For the BE, CE, EE, ME, SE and TE programs (Engineering Accreditation Commission)**

- a) An understanding of professional and ethical responsibility.
- b) An ability to communicate effectively.

**For the CS program (Computing Accreditation Commission)**

- a) An understanding of professional, ethical, legal, security, and social issues and responsibilities.
- b) An ability to communicate effectively with a range of audiences.

**ECS 2390 Course Information**

<b>Pre-requisites/ Co-requisites, &amp; other restrictions</b>	RHET 1302
<b>Course Description</b>	ECS 2390 aims at building and expanding students' professional communication skills in business and technical contexts by focusing on writing, speaking, presenting and team management skills.
<b>Required Text</b>	<p><u><i>Business and Technical Communication: A Guide to Writing Professionally, Fourth Edition</i></u> by Maribeth Schlobohm and Christopher Ryan. Copyright 2023. This is an online book that can be purchased at the following site:</p> <p><a href="https://he.kendallhunt.com/product/business-and-technical-communication-guide-writing-professionally-0">https://he.kendallhunt.com/product/business-and-technical-communication-guide-writing-professionally-0</a></p> <p>Please note that earlier editions of the textbook may not be used for the course, as the current edition has a number of changes from previous editions. <b>The online textbook is required for completion of quizzes that form a significant part of the total grade.</b></p>
<b>eLearning</b>	<p>This course uses eLearning for access to syllabus, assignment submissions, grades, discussion board activities, course related announcements and to document student participation in the course.</p> <p>Reliable internet connectivity is necessary for submission of assignments and discussion board</p>

	participation. All assignments are to be submitted through eLearning for credit.
<b>ECS 2390 Course Learning Outcome</b>	
1. Students will be able to write persuasively with credibility using different genres of communication that adhere to professional and ethical norms. (CT, COM)	
2. Students will be able to adapt their writing to different purposes, and audiences in a professional context. (CT, COM, PR)	
3. Students will be able to develop arguments with claims and appropriate evidence. (CT, COM)	
4. Students will be able to integrate research from primary and secondary sources, use visual rhetoric to enhance message effectiveness. (CT, COM, TW, PR)	
5. Students will be able to collaborate in team to research, plan, and present information. (TW)	
6. Students will be able to prepare organized speeches and present them with appropriate verbal and nonverbal conventions. (CT, COM, TW, PR)	

**To succeed in ECS 2390:**

1. Read the assigned chapters and complete quizzes in the required online textbook before class. Participate in low-impact writing tasks assigned in every class meeting.
2. Keep the syllabus handy to stay informed of course schedule and deadlines.
3. Check the course-related announcements/ after-class reminders regularly on elearning.
4. Attend class meetings and participate in class discussions.
5. Communicate with the instructor if you have any questions or concerns about the course. I do my best to answer student emails within two business days.

## COURSE CALENDAR

The schedule for class topics, readings, and assignments (aside from homework) is as follows. Chapter readings and chapter quizzes are due before each class.

Jan 23	<p><b>In-class topics:</b></p> <ul style="list-style-type: none"><li>• Introduction to Professional and Technical Communication</li><li>• Syllabus Reconnaissance/Reciprocal Interview</li><li>• Discussion of Course expectations/individual goals</li></ul> <p><b>Readings:</b> Chapter 1</p> <p><b>Online Submissions:</b></p> <ul style="list-style-type: none"><li>• Quiz: Chapter 1 through e-textbook due by 11:59 pm tonight.</li><li>• Email the signed syllabus acknowledgment page to the instructor</li></ul> <hr/>
Jan 30	<p><b>In-class topics:</b></p> <ul style="list-style-type: none"><li>• Role of Audience in Professional communication</li><li>• Considering Cross-cultural audiences</li><li>• Memo Format</li><li>• Introduction to Cross-Cultural Memo Assignment</li></ul> <p><b>Readings:</b> Chapter 2 and “Memo” from Chapter 7</p> <p><b>Online Submissions:</b></p> <ul style="list-style-type: none"><li>• Chapter 2 Quiz through e-textbook.</li></ul>
Feb 6	<p><b>In-class topics:</b></p> <ul style="list-style-type: none"><li>• Modes of Correspondence in Professional &amp; Technical writing (Block letter, Memo, Email)</li><li>• Peer Review of Cross-Cultural memo drafts</li></ul> <p><b>Readings:</b> Chapter 7</p>

Feb 13

**Online Submissions:**

- Chapter 7 Quiz through e-textbook
  - **Submit Cross-Cultural Memo Assignment by 11:59 pm tonight on elearning.**
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**In-class topics:**

- Ethics
- Professional Communication in Pursuit of Employment
- Discussion of Team related assignments/Assign student teams

**Readings: Chapter 3**

**Online Submissions:**

- Chapter 3 Quiz through e-textbook
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Feb 20

**In-class topics:**

- Learning skills of Teamwork : working and writing collaboratively
- Team writing practice/Focus on writing Team Contract
- **Understanding Sources of Research**

**Readings: Chapter 5**

**Online Submissions:**

- Chapter 5 Quiz through e-textbook
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Feb 27

**In-class topics:**

- Reports, Proposals and White papers
- Focus on Writing Team Report Proposals

**Readings: Chapter 8**

**Online Submissions:**

Chapter 8 Quiz through e-textbook

**Submit Team Contract by 11:59 pm tonight on elearning- 1 submission per team.**

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March 6

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**In-class topics:**

- Stand-alone or Supplemental documents/Instructive Communication (Process descriptions, Technical Descriptions/Manuals/Glossary)

**Readings:** Chapter 9

**Online Submissions:** Chapter 9 Quiz through e-textbook

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March 13

**In-class topics:**

- Review of Sources of Research

**Readings:** Chapter 10

**Online Submissions:**

- Chapter 10 Quiz through e-textbook
  - **Submit Team Project Proposal by email to team and to the instructor by 11:59 pm. Individual submission by each student in the team.**
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**Spring Break/No class: March 16-March 22**

March 27

**In-class topics:**

- Review and decision on Team Project proposals
- Research for team projects
- Skills of Presentation

**Reading:** Chapter 10

**Online Submissions:** Chapter 10 Quiz through e-textbook

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April 3

**In-class topics:**

- Status check on the Team Report
  - Reviewing Sources of research
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April 10

**In-class topics:**

- Team Performance Evaluation

**Online Submissions:**

- **Submit Individual Status Report on Team Project by 11:59 pm tonight on eLearning.**
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April 17

**In-class topics:**

- Skills of Designing Presentation in professional communication

Reading: Chapter 6

**Online Submission:** Quiz for chapter 6 through e-textbook.

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April 24

**In-class topics:**

- Social Media and Intellectual Property
- Review of Team Reports

Reading: **Chapter 4**

**Online Submissions:**

- Chapter 4 Quiz through e-textbook.
  - **Submit Team Project by 11:59 pm tonight on eLearning. 1 submission per team.**
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May 1

**In class topics: Interview Preparation**

**Online Submissions:**

- **Submit Team Presentation by 11:59 pm tonight on eLearning. Post link to videos along with slides on elearning.**
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May 8

**Course wrap up**

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*

**Assignment and Grade Values**

Grading is based on the UTD Undergraduate Catalog and a 1000-point cumulative scale for points earned from assignments. Grades are awarded according to the following grids.

<b>Grade</b>	<b>Cumulative Credit Points</b>
A+	970-1000
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

Credit points are awarded based upon the following maximum values per assignment or competency:

<b>ASSIGNMENT</b>	<b>VALUE</b>
1. Cross-cultural Memo	100
2. Team Project Proposal	100
3. Team Contract	100
4. Status/ Progress Report on team Project	100
5. Team Project	200
6. Team Presentation	100
7. Communication Competency (attendance, punctuality, class participation)	100

8. Homework/ Low impact writing	100
9. Online Textbook Quizzes	100
<b>TOTAL POINTS</b>	<b>1000</b>

**Note:** Students must submit major assignments and all elements of the Team Project to pass the course.

**Assignment Descriptions: Keep separate rough drafts for all your major assignments.**

**Cross-Cultural Memo:** Submitted individually. The purpose of this assignment is to acquire skills of cultural competence. Writing this assignment requires research through credible sources and use of Memo format.

**Team Project:** Team can choose to write either a feasibility study report for an idea that can benefit UTD community and recommend its feasibility status, or write a comparative study of two ideas that can benefit UTD/community and conclude with a recommendation for one idea. In this context, *idea* refers to products, processes, solutions, methods, approaches towards problems, that can benefit UTD community.

**Team Contract:** Submitted one per team. This is a 1.5- 2 page document in which team members mutually decide and document team rules, team values, team writing methods, team schedule/ communication strategies and conflict resolution methods that they will abide by to be able to work on their team project.

**Team Project Proposal:** Submitted individually. This is submitted by each student to their teammates. This proposal should specify the type of report and a proposal of an idea/topic the team can pursue for the team project. Team members can then decide from the proposals which topic they will pursue for the team project. The proposal is to be submitted to the team as well as to the instructor for grading. This assignment reinforces skills of Proposal writing.

**Team Progress/Status Report:** Submitted individually. This is a short 1.5-2 page document in which each student describes the nature and status of their own individual contribution towards the team project.

**Team presentation:** Team members get together to present their report using slides. The team makes a video recording of their presentation and submits the link for grading.

**Homework:** Completed weekly. Submitted individually or in groups. Includes low impact writing activities assigned during class time or to be completed via discussion board/ email. These low impact writings are geared towards exploring different genres and formats of professional and technical writing.

**Quizzes:** Completed individually. Quizzes are mandatory and must be completed before the class for the chapter assigned for that class meeting. Quizzes are part of summative assessment to test students' understanding of knowledge and encourage class discussion on the topic.

## **Course Policies:**

### **Class Attendance**

Attendance with punctuality is pre-requisite to learning. If you have extenuating circumstances, please inform me so we can find a way to engage with the learning material. Failure to attend class meetings regularly will result in missing out on low impact writing activities and invite scholastic difficulty. Students are allowed to miss up to two classes without penalty. More than two absences weigh into the participation grade.

### **Class Participation**

We follow a combination of direct instruction and active learning. A portion of the grade is tied to your participation in this class. Successful participation is defined as meaningful verbal/written contribution to class discussions, participation in low-impact activities and adherence to the University requirements, as presented in this syllabus. Failure to comply with the University requirements is a violation of the Student Code of Conduct.

### **Class recordings**

Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### **Original Work**

Our course has a no-tolerance policy for plagiarism (including self-plagiarism), use of AI content generators, copyright infringement, and missing citations. If you do not cite your sources with in-text and end-of-text citations in the format required by the assignment's style guide (IEEE/MLA), if you include direct quotes without quotation marks, or if you publish someone else's work without permission, your work will be referred to UTD's Office of Community Standards and Conduct for investigation. Abide by UTD's Student Code of Conduct. Be sure to review: UTD's Standards for Academic Integrity, UTD's Student Policies, UTD's Examples of Academic Dishonesty, and the UTD Student Code of Conduct for information and examples.

**AI usage:** As an instructor, I am aware of the developing AI technology but know that technology is not neutral. You are here to develop your communication skills; therefore do not use AI to generate the assignment content or revise the assignment for you. The submission of AI-generated content as your own will be considered a violation of the university's academic integrity policy and placed in the institutional process for plagiarism. **If your assignment flags AI usage, you will**

**be asked to submit rough drafts of your assignment and log of your interaction with AI.**  
 Instances of assignments with an AI % detection will be sent to OCSC for review.

**Study Resources:** Following resources are available for additional assistance in this course.

UTD Writing Center: <https://studentsuccess.utdallas.edu/programs/writing-center/>

UTD Career Center: <https://career.utdallas.edu/>

<b>Make-up Exams</b>	No exams will be given, so no make-ups are necessary. Quizzes will be given for chapter readings and should be completed electronically before the class.
<b>Late Work/Deadlines</b>	All assignments are due on the assigned date. If the date for your presentation or any deliverable is a problem, you must notify me as soon as possible so that we can address the situation and consider any alternatives. Late submissions for written work will receive a 33% deduction if submitted within 24 hours of the deadline. Another 33% (for a total of 66%) deduction will be applied if submitted between 24 hours and 48 hours after the deadline. After 48 hours, no credit will be given for the assignment. The time posted in eLearning will serve as the official time of submission. Incorrect attachments will be evaluated as final submissions, unless alternative submissions are made to the instructor or grader via UTD email prior to the assignment's deadline. If class is canceled for any reason, including inclement weather, the posted assignment due date is still the deadline for the assignment.
<b>Personal Circumstances</b>	If personal circumstances impact your performance or attendance, please address the circumstances with me as soon as possible. It is possible that we will be able to work around your situation if we can address the circumstances when they arise. Initiating the conversation late in the semester or well after the situation has arisen will limit the likelihood of us finding alternatives or any opportunity to work around your personal circumstances.
<b>Classroom Citizenship</b>	Students are expected to behave with their peers & instructor in a civil and professional way. Late entries and early exits (unless due to situations conveyed in advance to the instructor) will impact your grade for classroom participation.
<b>UT Dallas Syllabus Policies and Procedures</b>	<i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.</i>  <i>Please go to <a href="http://go.utdallas.edu/syllabus-policies">http://go.utdallas.edu/syllabus-policies</a> for these policies.</i>
<b>AccessAbility</b>	The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the Office of Student

	AccessAbility, located in the Administration Building, Suite 2.224. Their phone number is 972-883-2098, email: <a href="mailto:studentaccess@utdallas.edu">studentaccess@utdallas.edu</a> and website is <a href="https://studentaccess.utdallas.edu">https://studentaccess.utdallas.edu</a> . To receive academic accommodations for this class, please obtain the proper Office of Student AccessAbility letter of accommodation and meet with me at the beginning of the semester.
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**Acknowledgement of Syllabus & consent for use of student work for teaching purpose.**

I have received and reviewed this syllabus.

I consent / do not consent to instructor's use of my work for teaching purposes.

Signed:

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Student's Printed Name: \_\_\_\_\_

Date: