



**University of Texas at Dallas**  
The School of Arts, Technology, and Emerging Communication  
ATC 3.105, Main: (972) 883-4376

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**COURSE TITLE:** ECS 3390 - Professional and Technical Communication

**COURSE NUMBER:** ECS 3390.007-87326  
Mondays and Wednesdays, 4:00 PM – 5:15 PM  
August 21, 2017 – December 14, 2017

**INSTRUCTOR'S NAME:** Prof. B. Morgan

**COURSE LOCATION:** ATC 3.101      **OFFICE LOCATION:** ATC 3.102B

**EMAIL ADDRESS:** [Bem160830@utdallas.edu](mailto:Bem160830@utdallas.edu)      **PHONE:** (972) 883-7507

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**Office Hours:**

Fri/Sat/Sun	Monday	Tuesday	Wednesday	Thursday
	<u>Walk In:</u> 5:15 PM – 5:45 PM		<u>Walk In:</u> 5:15 PM – 5:45 PM	By Appointment

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**NOTE:** The instructor reserves the right to change any information contained in this document, when necessary, and with adequate notice given to the student. The student is responsible for obtaining any information missed due to absence, late arrival, emergency, or other situations.

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**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)** – to include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information

**Communication (COM)** – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

**Teamwork (TW)** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Personal Responsibility (PR)** – to include the ability to connect choices, actions, and consequences to ethical decision-making

## General Course Information:

### Pre-requisites, Co-requisites, & other restrictions

RHET 1302 and Junior Standing

### Course Description

Expands students' professional and team communication skills and strategies in technical contexts. Integrates writing, speaking, and group communication by developing and presenting technical information to different audiences. Written assignments focus on creating professional technical documents such as proposals, memos, abstracts, reports, and letters. Presentation assignments emphasize planning, preparing, and delivering dynamic, informative, and persuasive presentations. Attendance at first class is mandatory.

### Required Texts & Materials

Textbook:

Business and Technical Communication: A Guide to Writing Professionally, Second Edition by Maribeth Schlobohm and Christopher Ryan. Copyright 2014 by Kendall Hunt Publishing Company. ISBN: 978-1-4652-7633-9. (Please note that it is important to purchase the second edition of this text.) Alternatively, an electronic version may be purchased at <https://he.kendallhunt.com/product/business-and-technical-communication-guide-writing-professionally>.

### Suggested Texts, Readings, & Materials

Internet connectivity is a requirement for the course. The course uses eLearning, which you should check frequently. Reliable connectivity is necessary for class preparation, submission of assignments, and work on group projects. All assignments that are to be submitted through eLearning must be submitted via eLearning for credit. Email submission of assignments is not acceptable. Assignments should be submitted in MS Word files (not pdf, .odt, and so on) so that grading comments and edits can be tracked.

### Course Learning Outcomes

1. Ability to enhance credibility through communication that adheres to professional and ethical norms;
2. Ability to adapt to different purposes, constraints, and audiences;
3. Ability to develop arguments with front loaded claims and appropriate evidence;
4. Ability to use visual rhetoric to enhance message effectiveness;
5. Ability to collaborate in a team to research, plan, and present information;
6. Ability to research, draft, and edit documents that adhere to technical and professional standards; and
7. Ability to prepare organized speeches and present them with appropriate verbal and nonverbal delivery.

## 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.

**Course Evaluation:** Major Technical Writing Projects=40%  
 Unit Tests, Quizzes, Mid-term, and Other Assessments=15%  
 Technical Writing Assignments and the Technical Journal/Portfolio=20%  
 In-Class Assignments, Homework Assignments, and Writing Reviews=15%  
 Final Exam=10%

**Grading Scale:** Grading is based on the UTD Undergraduate Catalog as follows:

Grade	Cumulative Percentage
A	93% - 100%
A-	90% - 92.9%
B+	87% - 89.9%
B	83% - 86.9%
B-	80% - 82.9%
C+	77% - 79.9%
C	73% - 76.9%
C-	70% - 72.9%
D+	67% - 69.9%
D	63% - 66.9%
D-	60% - 62.9%
F	0% - 59.9%

Please note that your Course Grade will be based entirely on assignments outlined in the above Course Evaluation. There will be no extra credit assignments offered. See “Writing Incentives” for information on quality points. Please note also that there will be no additional “rounding up” whatsoever of final course averages.

**Class Citizenship:** Students are expected to operate in the classroom in a civil and professional way. Similarly, when working with classmates on projects outside the classroom, students are expected to work with each other in a cooperative manner.

**Attendance:** You are expected to attend class regularly and to arrive on time. If you do not plan to attend regularly and arrive on time, then it is possible that you may not do well in this course. If you must miss a quiz or other in-class work as a result of an absence or late arrival, no credit (0) will be given for the missed assignment.

**Late Work:** It will be in your best interest to be in class when in-class assignments are done and to submit out-of-class assignments when they are due. Missed, short quizzes or assignments at the beginning or end of class cannot be made up.

An assignment is late if it is not turned in by its assigned, due date and time and in its correct location. With the exception of in-class work, assignments will be

submitted through the Blackboard environment and will no longer be accessible once the deadline has passed. Assignments may be turned in early but never late. No late assignments will be accepted. It is suggested that assignments be submitted through the Blackboard environment a minimum of two hours before the final deadline to avoid technical difficulties. Any assignment that is submitted in an incorrect location in Blackboard will receive no credit (0) irrespective of whether or not the assignment were submitted by the due date and time. Blackboard provides a confirmation for every submission. Ensure that special attention is paid to the submission location and submission confirmation. Please communicate with the instructor in advance regarding extenuating circumstances. *Consult due dates on the syllabus and also on Blackboard to ensure prompt submission of assignments.*

**A score of zero (0) will be assigned to any work that is not submitted by the deadline.**

**Presentations:**

For any assignment which includes a required, presentation element, all students must be present and prepared to deliver information on the presentation, due date. Students are encouraged to save digital information and documents in more than one location and to have the ability to access such information using more than one method. Technical difficulties, lost files, and/or corrupt documents are not viable reasons for not presenting on the specified, due date. If students are absent, irrespective of the reason, or unprepared to present on the due date or initial, presentation date, those individuals may potentially present on the next class date immediately following the initial, due date—only if regular presentations overflow to the next class period. Please be advised that this is a courtesy extended to students—not a right—and should be treated as such since each class is designed for covering precise information during a definitive, time frame. Students who fall into this category will receive an automatic, score reduction of 25% of the full assignment. This reduction will be subsequently taken after the final scores for the assignment are available. Students who are absent again on the potential, “make up” class date or who are still not prepared to present will receive a score of zero (0) for the assignment. If all presentations are completed on the due date, this “make-up” option will not be available, and no credit (0) will be assigned. This information only applies to the presentation portion of an assignment.

**Course Handouts:**

I distribute course handouts of any type one time only. I do not bring to class handouts from previous classes. If you are absent and do not receive the handouts and/or assignment sheets for that class period, it is your responsibility to obtain the handouts/assignment sheets you missed by copying a colleague’s handouts or by accessing available information from the Blackboard environment. The majority of course documents and handouts will be available on Blackboard.

**Plagiarism:**

Students are responsible for consulting the UT Dallas website at <https://www.utdallas.edu/library/plagiarism/> as well as the MLA website and other necessary resources for proper documentation. Ignorance of documentation formats is not accepted as an excuse for plagiarism. Assignments containing plagiarized work will not be graded and will receive no credit (0). Students who incorporate plagiarized work into an assignment may fail the course for the

semester irrespective of the previous grade/average prior to submission of the alleged, inauthentic work.

**Portfolio/Journal:** Students are responsible for maintaining a Technical Journal/Portfolio which corresponds to the technical writing prompts, reading assignments, and additional course readings. The requirements for journal entries are as follows: 1 page minimum in length, typed, double-spaced, MLA format, Times New Roman, 1" margins, size 12.

**Writing Assistance:** The Writing Center is located in McDermott Library, MC 1.312, where students can receive free tutoring by appointment or on a walk-in basis. The phone number is (972) 883-6736. Students may schedule appointments or take advantage of walk-in visits. Since the walk-in visits are subject to staff availability, appointments are encouraged. Students may schedule visits online to ensure access. More information is available about the campus Writing Center at <http://www.utdallas.edu/studentsuccess/writing/>.

**Writing Incentives:** Students have the opportunity to increase their project and assignment scores by taking advantage of writing assistance offered through the Writing Center.

Students may earn quality points toward projects and assignments by adhering to the following guidelines:

- A) Students must arrive with a full draft, the assignment guidelines, and substantial evidence of having followed the guidelines. The requirements for all drafts and subsequent submissions are as follows: At least the minimum number of pages for the assignment, typed, double-spaced, MLA format, Times New Roman, 1" margins, size 12.
- B) Students must demonstrate substantial adherence to suggestions and must incorporate significant improvements from one draft to the next. Making "minor" revisions will not result in obtaining quality points.
- C) All proof of assistance must be received and document uploads must be submitted before the assignment's due date to receive the quality points.
- D) Quality points may be assigned per project or assignment as follows:
  - a. First visit to the Writing Center with full draft and considerable evidence of following all guidelines: +10
  - b. Second visit to the Writing Center with substantial incorporation of suggestions and additions: +10
  - c. Third visit to the Writing Center with significant improvements and personal enhancements: +10
  - d. Fourth visit to the Writing Center with considerable development, correction, and revision: +15
- E) Students must bring previously reviewed drafts to each visit in order to obtain subsequent quality points.
- F) The instructor reserves the right to assign or to decline the assignment of quality points.
- G) Students must present confirmation of visits to receive the aforementioned, quality points.

**Note on Confirmation of Visits:** The Writing Center, at your request, will open an electronic form for you to complete that will send an email to your professor. Ensure that you have your instructor's correct email address. Likewise, ensure that the assignment title and the length of the tutoring session (25 minutes or 50 minutes) are included in the form; if the session length is not included, students will receive default credit for only 25 minutes of tutoring. If you have a 25-minute appointment, you must actively engage in the tutoring session for at least 20 minutes before the form is completed. If you have a 50-minute appointment, you must participate in the session for at least 40 minutes to receive confirmation of a visit. Quality points noted above are allotted for every 25-minutes of tutoring.

**Grade-saver Option:** I do not accept late work. Since unforeseen circumstances do emerge, students will have a one-time, opportunity to exercise the Grade-saver Option. In essence, a student will have the opportunity to rescue or "save" a grade from a Technical Writing Project or Technical Writing Assignment. If the student misses the deadline or window to turn in the assignment, that individual will have an opportunity to submit the assignment at a future, designated date. The student, however, must receive and submit confirmation of having visited the Writing Center four times (or 100 minutes of assistance) for the assignment. The four, Writing Center visits are required in order to exercise this option. None of the subsequent visits may occur within the same, 24-hour period. The incentive guidelines listed above for obtaining "quality points" are not in effect for the Grade-saver option. The student will not receive the corresponding, quality points. Instead, that student receives the opportunity to rescue a grade.

Similarly, if a student has submitted all assignments but wishes to increase a score on a previous, Technical Writing Project or Technical Writing Assignment, that individual will also have a one-time, opportunity to exercise the Grade-saver Option. This student is required to visit the Writing Center three times (or 75 minutes of assistance) for the assignment. Again, none of the subsequent visits may occur within the same, 24-hour period.

All Grade-saver Option visits to the Writing Center must be completed three (3) business days before the Grade-saver Option is due. Writing Center visits that occur after this time frame cannot be utilized toward the Grade-saver Option.

More information about the Grade-saver Option will be disseminated during class.

**Classroom Etiquette:** Please show the necessary maturity and respect for your colleagues, your instructor, and yourselves by always adhering to the following Classroom Environment Guidelines:

1. Class will begin promptly at the scheduled time.
2. Please be courteous and pay attention when another student is speaking or when I am speaking to the class. Please refrain from carrying on outside conversations—spoken, written, or by text—during class.
3. Please focus on the task at hand during in-class assignments and activities. Please avoid working on assignments for other classes during this class.
4. Please do not bring any food or drink into the classroom—except for water in a sealed container—if you cannot clean up after yourself. Food or drink in the computer lab is not permitted.
5. Please **silence and put away** your phones. Please do not leave class to make or receive calls and/or texts during exams. Texting is not acceptable during class.

6. Please **turn off and put away** electronic devices, including walkman-type devices. Laptop computers, iPads, tablets, and internet-accessible devices for research and course work are permissible.
7. Please do not sleep during class. If you are unable to keep your head up and eyes open during class, then please feel free to quietly excuse yourself for a stretch break.
8. Please do not anticipate the end of class by prematurely packing up books or by starting conversations. Such behavior is discourteous and may cause you or your colleagues to miss important assignments or information addressed at the end of class.
9. In general, please avoid any behaviors in class that will be distracting to your colleagues or to your instructor.

### Special Notes:

1. You will need access to word processing software for assignments for this class. I do not accept handwritten papers, assignments, or projects. (There are places on campus where you can access computers with word processing capabilities.) The only exception is for in-class, writing assignments; however, computer accessibility during class curtails hand-written submissions.
2. When you submit a Technical Writing Project, you will be required to submit accompanying documents such as peer critiques and drafts if applicable. *Unless otherwise instructed, all final assignments will be submitted in Blackboard by the appropriate due dates and times.*
3. Technical Writing Assignment papers and Technical Writing Journal Entries will also be submitted in the Blackboard environment. Assignments that are not submitted by the due date and time are considered late. All papers, including major projects, must be: typed, double-spaced, MLA format, Times New Roman, 1" margins, size 12.
4. Students are encouraged to access the Writing Center for assistance with all assignments.
5. All assignments, including reading assignments, are due on the date under which they are written on the Schedule of Assignments. Students must come to class already prepared for and already having read the assignment listed for that day.
6. The documentation style, MLA format, is referenced throughout this document; however, students may opt to correctly utilize other formats such as APA or Chicago. Proper documentation is required for all assignments and projects, and only one documentation style should be utilized per assignment. Mixing of documentation styles in a single assignment is disallowed.
7. As a reminder, please do not send any inquiries about specific grades or scores by email. FERPA guidelines disallow this practice. Please make an appointment with me, or visit during my office hours if you wish to discuss scores, grades, or any other concerns. Email is not the environment for specific concerns. Feel free to review information on FERPA guidelines using the following link: <https://policy.utdallas.edu/utdsp5010>.
8. **\*Note: The instructor reserves the right to change any information contained in this document, when necessary, and with adequate notice given to the student.**

## Schedule of Assignments

Unless otherwise noted, all assignment submissions are due in the Blackboard environment by 11:59 PM on the due date. Exceptions include assignments which are due before the beginning of class. Those assignments will have a designated, time deadline of 12:00 PM on the due date. All Technical Writing Project (TWP) submissions and Technical Writing Assignments (TWA) submissions are due before the beginning of class. Students are encouraged to work ahead and to submit assignments early into the Blackboard environment. On a weekly basis, students are also expected to watch tutorial videos, complete reference assignments, and read handouts and other reference materials in the Blackboard, class folders prior to the beginning of class.

### Monday, 8/21

(Week 1)

Foci: Overview of Course - Course Introduction; Brief Review of Course Syllabus; Clarification and Review of Course Handouts and Blackboard Content; In-class Activity; Overview of Technical Writing; (Review for Technical Writing Project #1); Trial Submission for Blackboard Overview: Diagnostic Technical Writing Sample (*BTC*, 17-19 ); Review of Technical Writing Elements and Style.

#### **Reading assignments:**

*Business and Technical Communication (BTC)* – Chapter 1 (Principles of Technical Communication)

*BTC* – Chapter 4 (Working and Writing Collaboratively)

Blackboard – Technical Writing Introductions, Week 1 Folder

Assignment Links from Welcome Email

To Do:

- ✓ Team Mini-Workshops (Ch. 4) – Selections
- ✓ Technical Writing Project #1 – Review

### Wednesday, 8/23

Foci: Team Collaboration; Working and Writing Collaboratively; Team Collaboration and Building; Team Assessments; Principles of Professional and Technical Communication. Technical Writing Project #1: In-class review and preparation.

**Team Mini-Workshops (Ch. 4) due.** (In-class Presentations)

**\* Blackboard Trial Submission due.**

#### **Reading assignments:**

*Business and Technical Communication (BTC)* – Chapter 1 (Principles of Technical Communication) – (Continued)

*BTC* – Chapter 4 (Working and Writing Collaboratively) - (Continued)

To Do:

- ✓ Team Mini-Workshops (Ch. 1) – Review; Preparation

### Monday, 8/28

(Week 2)

Foci: Professional and Technical Communication Principles; Style; Structure; Editing; Etiquette; Ethics. In-class Workshop for Technical Writing Project #1: Brainstorming and Designing. Team Collaboration. **Technical Writing Review I due.**

#### **Reading assignments:**

Blackboard – Article, “Digital Natives, Digital Immigrants” (Prensky)

To Do:

- ✓ Final Review/Clarification of Guidelines and Expectations for Technical Writing Project (TWP) #1.



Wednesday, 8/30

Foci: Management and Work Styles; Team Vision; Timelines; Maximizing Talents; Team Writing.

\* **Technical Writing Project (TWP) #1a - #1c and #1w due.** Review of Team Projects.

**Reading assignments:**

Blackboard – Article, “Become a Better Writer” (Bly)

To Do:

- ✓ Team Mini-Workshops (Ch. 1 and 9) – Selections
- ✓ Team Mini-Workshops (Ch. 2) – Selections
- ✓ Review Guidelines and Expectations for Technical Writing Assignment (TWA) #1.

Monday, 9/4

(Week 3)

(Campus Holiday)

**Reading assignments:**

*BTC* – Chapter 9 (Gaining, Retaining, and Advancing Employment)

Wednesday, 9/6

Foci: Employment; Resume Writing; Cover Letters; Overview of Resume Writing and Cover Letters. Job Search Process; Important Considerations; Background Checks; Ethics; Interviewing; In-class Activity (Resumes and Interviewing). Overview for Technical Writing Journal Entry A. Overview of Technical Writing Project #2a - #2c, #2w.

\* **Technical Writing Assignment (TWA) #1 due.**

**Team Mini-Workshops (Ch. 1 and 9) due.**

**Technical Writing Review II due.**

**Reading assignments:**

Blackboard – Article, “Empowering Engineering Students through Employability Skills” (Kaushal)

To Do:

- ✓ Team Mini-Workshops (Ch. 2) – Selections

Friday, 9/8

**ECS Intern Fair, 12:00 PM – 4:00 PM**

Monday, 9/11

(Week 4)

Foci: Audience; Purpose; Informing; Persuading; Types of Audiences. Inquiries and Clarification for Review of Technical Writing Project #2a - #2c, #2w.

**Team Mini-Workshops (Ch. 2) due.**

\* **Technical Writing Journal Entry A due.** Page 33 of the course text, *BTC*. See Blackboard.

**Reading assignments:**

*BTC* – Chapter 2 (Audience)

To Do:

- ✓ Team Mini-Workshops (Ch. 5) – Selections

Wednesday, 9/13

Foci: Overcoming Communication Barriers; Cultural Obstacles; Cross-Cultural Communication; Gender Neutrality. Persuading (continued).

\* **Technical Writing Project #2a - #2c and #2w due.** Project Reviews and Presentations; Assessment.

**Reading assignments:**

Blackboard – Article, “Study Underscores Bias Obstacles for Women, Minorities in Engineering” (Morris)

To Do:

- ✓ Overview of Technical Writing Assignment #2

Monday, 9/18

(Week 5)

Foci: Internal vs. External Communication; Informal vs. Formal Communication; Choose the Best Platform; Email (Comparison to Letters and Memos).

**Team Mini-Workshops (Ch. 5) due.**

\* **Technical Writing Journal Entry B due.** See Blackboard for details.

**Reading assignments:**

*BTC* – Chapter 5 (Telephone, text Messaging, Email, Letters, and Memos)

To Do:

- ✓ Team Mini-Workshops (Ch. 8) – Selections

Wednesday, 9/20

Foci: Letters; Memos; Email; Etiquette; Professional vs. Personal Formats. Counter-offers. Limitations of Written Communication; Texting; Telephone; Formats. In-class Activity: Counter-offer Letters.

\* **Technical Writing Assignment #2 due.**

**Reading assignments:**

Blackboard – Article, “Women Don’t Ask” (Babcock and Laschever)

To Do:

- ✓ Overview of Technical Writing Project #3a - #3c

Friday, 9/22

**Career Expo (for undergraduate STEM majors) 11:00 AM – 4:00 PM in Activity Center**

Monday, 9/25

(Week 6)

Foci: Live vs. Electronic Media; Audience Needs; Informative Presentations; Poster Presentations; Persuasive Presentations. Review of Technical Writing Project #3a - #3c.

**Team Mini-Workshops (Ch. 8) due.**

**Technical Writing Review III due.**

**Reading assignments:**

*BTC* – Chapter 8 (Presentations)

To Do:

- ✓ Overview of Technical Writing Project #3w (Reflection) and Technical Writing Project #3g

Wednesday, 9/27

Foci: Speaker's Professional Presence; Good Preparation; Topic Knowledge; Eye Contact; Voice Inflection; Tone; Emphasis; Good Grammar.

**Technical Writing Project #3a - #3c due.** Project Reviews and Presentations; Assessment.

**Reading assignments:**

*BTC* – Chapter 8 (Presentations); Continued.

To Do:

- ✓ Review of Technical Writing Project #3w (Reflection)

Monday, 10/2

(Week 7)

Foci: Advanced, Group Presentation; Appropriate Attire; Body Movement; Pronunciation.

**\* Technical Writing Project #3w (Reflection) due.**

**Technical Writing Project #3g due.** Project Reviews and Presentations; Assessment.

**Reading assignments:**

*BTC* – Chapter 8 (Presentations); Continued.

To Do:

- ✓ Team Mini-Workshops (Ch. 3) – Selections

Wednesday, 10/4

Foci: Review Chapter 2 and Chapter 4. Overview of Technical Writing Project #4a - #4c, #4w. In-class Activity: Ideas Assessment and Brainstorming.

**Technical Quiz I due.** (Chapter 2 and Chapter 4)

**Reading assignments:**

*BTC* – Chapter 8 (Presentations); Continued.

Monday, 10/9

(Week 8)

Foci: Document, Poster, and Presentation Design; Written Document Design; Graphics; Visual Composition; Basic Design Elements; Written Document Design; Headings; Font Size and Type; Spacing; Illustrations; Charts. Slide Presentation Design. Mid-term Review. Class Review of Chapters 1, 4, 9, 2, and 5 for Mid-term Assessment. Overview for Technical Writing Project #4a - #4c, #4w.

**Team Mini-Workshops (Ch. 3) due.**

**Technical Writing Review IV due.**

**Reading assignments:**

*BTC* – Chapter 3 (Document and Presentation Design)

*BTC* – Review Chapters 1, 4, 9, 2, and 5 for Mid-term Assessment

To Do:

- ✓ Team Mini-Workshops (Ch. 6) – Selections

Wednesday, 10/11

Foci: Review *BTC* Chapters 1, 4, 9, 2, and 5. Review of Technical Writing Project #4a - #4c, #4w.

**Mid-term Assessment** – Information based on *BTC* Chapters 1, 4, 9, 2, and 5.

**Reading assignments:**

Review *BTC* Chapters 1, 4, 9, 2, and 5

Monday, 10/16

(Week 9)

Foci: Reports, Proposals, and White Papers; Front Matter; Back Matter.

**Team Mini-Workshops (Ch. 6) due.**

**Technical Writing Review V due.**

**Reading assignments:**

*BTC* – Chapter 6 (Reports, Proposals, and White Papers)

To Do:

✓ Team Mini-Workshops (Ch. 10) – Selections

Wednesday, 10/18

Foci: Formal Proposals; Formatting of Proposals.

**\*Technical Writing Project #4a - #4c and #4w due.** Project Reviews and Presentations; Assessment.

**Reading assignments:**

Blackboard – Article, “Work Harder on Yourself than You do on Your Job” (Bower et. al)

Monday, 10/23

(Week 10)

Foci: Social Network; Screen Reading; Creating, Monitoring, and Sanitizing Personal Social Media Usage; Social Media Use and/in Employment; Blogging and Tweeting Guidelines. Overview of Technical Writing Project #5a - #5c.

**Team Mini-Workshops (Ch. 10) due.**

**\* Technical Writing Journal Entry C due.** See Blackboard for details.

**Reading assignments:**

*BTC* – Chapter 10 (Social Media and Intellectual Property)

To Do:

✓ Team Mini-Workshops (Ch. 7) – Selections

Wednesday, 10/25

Foci: Corporate Uses of Social Media; Newsworthy Uses of Social Media. Review of Technical Writing Project #5a - #5c. In-class Activity: Generation of Ideas; Brainstorming.

**Technical Quiz II due.** (Chapters 1, 5, 8, and 9)

**Reading assignments:**

*BTC* – Chapter 7 (Stand Alone and Supplemental Documents)

Monday, 10/30

(Week 11)

Foci: Stand Alone Documents; Supplemental Documents; Definitions; Glossaries; Instructions; Specifications; Statement of Work; Policies; Procedures. In-class Preparation for Technical Writing Project #5a - #5c, #5w.

**Team Mini-Workshops (Ch. 7) due.**

**\* Technical Writing Journal Entry D due.** See Blackboard for details.

**Reading assignments:**

*BTC* – Chapter 7 (Stand Alone and Supplemental Documents); Continued

To Do:

- ✓ Review for Technical Quiz III (Chapter 3 and Chapter 10)

Wednesday, 11/1

Foci: Team Collaboration for Technical Writing Project #5a - #5c, #5w. In-class Preparation (Partial).

**Technical Quiz III due.** (Chapter 3 and Chapter 10)

**Reading assignments:**

Blackboard – Article, “People Skills for Engineers” (Naguib)

Monday, 11/6

(Week 12)

Foci: Team Collaboration for Technical Writing Project #5a - #5c, #5w. In-class Preparation (Full).

\* **Technical Writing Journal Entry E due.** See Blackboard for details.

**Reading assignments:**

Blackboard – Article, “Working Effectively in Groups” (Waterloo)

Wednesday, 11/8

Foci: Review Chapter 6 and Chapter 7. Team Collaboration for Technical Writing Project #5a - #5c, #5w. In-class Preparation (Wrap-up). Overview for Technical Writing Project #6a - #6c.

**Technical Quiz IV due.** (Chapter 6 and Chapter 7)

**Reading assignments:**

Blackboard – Article, “Stemming Inequality? Employment and Pay of Female and Minority Scientists and Engineers” (Oh et. al)

Monday, 11/13

(Week 13)

Foci: Team Collaboration; Working Collaboratively; Writing Collaboratively. Overview of Technical Writing Project #6a - #6c, #6w.

\***Technical Writing Project #5a - #5c and #5w due.** Project Reviews and Presentations; Assessment.

**Reading assignments:**

*BTC* – Chapter 6 (Reports, Proposals, and White Papers), Continued

Wednesday, 11/15

Technical Writing Project #5a - #5c and #5w Continued. In-Class Workshop for Technical Writing Project #6a - #6c, #6w.

**Reading assignments:**

Blackboard – Article, “Leadership Skills Development for Engineers” (Farr and Brazil)

Monday, 11/20

(Week 14)

**Fall Break – No Classes**

Wednesday, 11/22

**Fall Break – No Classes**

Monday, 11/27

(Week 15)

**\*Technical Writing Project #6a - #6c and #6p due.** Final Project. Project with Presentations; Digital Elements Required; Presentation Materials due before class begins. Project Reviews and Presentations; Assessment.

**Reading assignments:**

Blackboard – See Reading Assignments and Additional Resources

Wednesday, 11/29

Technical Writing Project #6a - #6c Continued. Project with Presentations; Digital Elements Required. Project Reviews and Presentations; Assessment.

**\* Technical Writing Project #6w due.**

**Grade-saver Option due by 11:59 PM.** (Participating Students Only)

**Reading assignments:**

Blackboard – See Reading Assignments and Additional Resources

Monday, 12/4

(Week 16)

Technical Writing Project #6a - #6c Continued. Project with Presentations; Digital Elements Required. Project Reviews and Presentations; Assessment.

*Note:* Technical Writing Project #6p and #6w will be combined for the Technical Writing Project #6f score. Both assignment #6p and assignment #6w must be submitted in order to obtain a full score for #6f. If one assignment is missing, students will receive scores accordingly. Please see the Guidelines and Rubric for Technical Writing Project #6 for additional information.

**\* Technical Writing Journal Entry F due.** See Blackboard for details.

**Reading assignments:**

Blackboard – See Reading Assignments and Additional Resources

Wednesday, 12/6

Technical Writing Project #6a - #6c Continued. Project with Presentations; Digital Elements Required. Project Reviews and Presentations; Assessment.

Monday, 12/11

(Week 17)

Final Examination: 5:00 PM – 7:45 PM, ATC 3.101

\* Denotes required, (uploaded) Blackboard submission

*It is a pleasure being your instructor. I wish you the best in all of your endeavors.*