



Texas A&M University-Central Texas
English 3309: Technical Writing and Document Design
Syllabus Fall Semester 2017—Writing Intensive Course
p.wheeler1@tamuct.edu

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Phyllis Wheeler
Email: pwheeler1@tamuct.edu
Phone: 254-526-6455

Office Hours

By appointment before or after class. You may also contact me on Blackboard, call me at home or text me.

Mode of Instruction and Course Access

This course is face-to-face, with journal entries based on each textbook chapter to be posted on Canvas.

Student-instructor Interaction

I try to return graded assignments within two class periods. I check e-mail several times a day, even on weekends. If you have questions, please e-mail me either on Blackboard or the regular Texas A&M University-Central Texas e-mail.

I expect you to come to class prepared to work and work hard. Expectations are high, the class is fast paced, and I will give you the opportunity to learn the communications that the world of work expects. I want you to be successful and will work with you to ensure that you are.

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description

This course considers the process of developing technical information, including researching, drafting, editing, revising, and designing technical reports, proposals, job application documents and professional correspondence for specific audiences, using word processing and graphic applications. At the end of this course you will have a working knowledge of the documents required by the business world.

Course Objectives

The students will create professional documents that will allow them to be successful in the workplace.

By the end of the semester, successful students will be able to produce professional documents that match document design and document purposes. They will

- merge text and image
- focus on the readers' needs
- result in action
- analyze existing documents for appropriate audiences
- explore the computer as a writing tool
- demonstrate the ability to work with the community
- demonstrate mastery of the written rules of the English language

Student Learning Outcomes

Course Objectives

The student will produce a professional document that matches document design and document purposes; demonstrate the ability to work with a business or company in the area.

The student will explore the computer as a writing tool; merge text and image.

The student will analyze existing documents for appropriate audiences.

The student will produce professional documents that result in action.

The student will produce professional documents that demonstrate mastery of the rules of punctuation and grammar.

The student will match document design and purposes.

Unit Objectives

The student will create a memo format and a logo for the client you have chosen to work with this semester; get permission from a local business or company to use it as a client this semester.

The student will produce a résumé and job application letter for possible employment with your local client.

The student will analyze a website for effectiveness and ineffectiveness.

The student will create a website for his/her/their client.

The student will analyze a memo in the textbook that has been submitted to an employer.

The student will write an unsolicited recommendation to his/her/their client.

The student will revise existing writing projects one last time for content, punctuation, and grammar.

The student will create a preliminary proposal for his/her/their client.

The student will analyze the layout effectiveness and ineffectiveness of a graphics in publications and websites.

The student will design a brochure, flyer, and business for his/her/their client.

The student will create a formal proposal for his/her/their client.

Required Textbooks and Supplies

Anderson, Paul V. *Technical Communication: A Reader-Centered Approach, 8th edition*, Thomson/Wadsworth, 2013 ISBN: 978-1-133-30981-9

Memory stick (Flash drive) or alternative way to store your projects for printing

3- ring binder and dividers for 10 entries in a portfolio

Access to a color printer (if not, color copies for portfolio may cost approx. \$30)

Colored markers

COURSE REQUIREMENTS

Non-Gradable Requirements

[Regular Attendance](#)

Regular attendance is essential for students to be able to complete assignments with the rigor or insight expected. Students should, therefore, attend every class. An absence does not excuse you from any aspect of the course. Leaving class early makes you absent for that class.

[Regular Reading](#)

The assigned readings directly impact your ability to master the material of this course or complete the assignments. You should read every page of every chapter assigned. Failure to read an assigned portion of the text does not excuse you from adopting the concepts introduced in that section.

[Regular Participation](#)

Your participation in class discussions and your work directly affect your ability to master the material or to complete assignments satisfactorily. You should enter discussions and in-class work sessions fully committed to the critical thinking and careful scrutiny this class demands.

Gradable Requirements

[Writing Projects](#)

One of four gradable components of the course, the **writing projects** provide students the opportunity to master the principles and practices introduced and negotiated in class. Projects should be completed with the purpose and appropriate principles clearly in mind and readably apparent. Failure to complete writing projects on time or in the manner discussed in class will result in low or failing grades.

[Canvas Components](#)

The second gradable component is an **electronic journal** based on the assigned chapters in your textbook. By midnight of the day before class, you are to send me an entry in your electronic journal in Canvas based on the chapter that is due to be read the next day for class. Choose five (5) writing strategies that you learned from the assigned chapter. Tell me why you chose them and how you feel they will impact your writing in this course, subsequent courses (if applicable), and your writing in general. Each entry is to be at least 350 words. I will read these entries, give you credit, and use them as a completion grade at the end of the semester. If you turn in all entries, you will receive the full 25 points; if not, the grade will be adjusted accordingly. You will not receive credit for a journal entry that is late.

[Reflection](#)

At the end of the semester, you will submit to a **one-page reflection** to include what you've learned in this class about technical writing, how you've grown or changed as a writer, and what you're proudest of. Also incorporate statements about what it was like to work with a business in our community. What positive feedback did you get from the owner or employee? What, if anything, will be used in his/her business that you created in this course? You may also add any thoughts of your own. Submit this under the journal tab in Canvas.

[Portfolio](#)

The third gradable component of the course is a **portfolio** to be turned in at the end of the semester. This will give you the real-world experience of collecting your best work and submitting it to a future employer. As you receive the final grade on a project, make one last final draft, copy it in color, if applicable, and include it in a portfolio. You will need a 3-ring binder. In your portfolio include a title page, table of contents, and your projects in order of completion. Use some kind of divider pages for ease of use in finding each project. Be as creative and colorful as possible to make a really impressive portfolio. Remember you are selling yourself to an employer for a position in the company you've been working with all semester, so WOW that potential employer. Remove the footers with your project # and name from each project.

Grading Criteria

Writing Project 1:	Memo Template with Logo	5 points	___
Writing Project 2:	Résumé and Application Letter	20 points	___
Writing Project 3:	Web-page Memo	10 points	___
Writing Project 4:	Informational Website	20 points	___
Writing Project 5:	Houck Analysis Memo	10 points	___

Writing Project 6:	Unsolicited Recommendation	10 points	___
Writing Project 7:	Preliminary Proposal	20 points	___
Writing Project 8:	Graphics Memo	10 points	___
Writing Project 9:	Brochure, Flyer, and Business Card	30 points	___
Writing Project 10:	Formal Proposal	50 points	___
Writing Project 11:	Portfolio	30 points	___
Writing Project 12:	Reflection	10 points	___
Writing Project 13:	Electronic Journal Entries	25 points	___
TOTAL		250 points	___

These writing projects combine to offer a point total from which final grades are assigned. The distribution of final grades is as follows:

225-250 cumulative points earns an	A
200-224 cumulative points earns a	B
175-199 cumulative points earns a	C
150-174 cumulative points earns a	D
0-149 cumulative points equals an	F

A point system of this sort does not yield “borderline” grades. By taking every reading and writing assignment seriously, students assure themselves of getting the highest grade possible and avoiding the frustration of “just missing” a desired grade.

Grading Criteria Rubric and Conversion

Simply completing an assignment does not usually guarantee the grade desired. Even hard work can result in less than satisfactory grades when that work is misguided or completed without attention to the principles governing a particular assignment. What follows are the most recognizable characteristics of a writing project for each letter grade (with the understanding that no one document will fit neatly into only one category):

Writing Projects earning a high “A” (10/20 points)

Meet the objectives of the assignment with **superior** critical, rhetorical, **and** logical sophistication. The argument/purpose of the document is clear and effective. Supporting statements are compelling. A strong organizing principle motivates arrangement of the document and the sections in it. The style creates an easily accessible document.

Writing Projects earning a lower “A” (9/18 points)

Meet the objectives of the assignment with some critical, rhetorical, or logical sophistication. The argument/purpose of the document is clear and effective. Supporting statements are convincing. A strong organizing principle motivates arrangement of the document and the sections in it. The style creates an easily accessible document.

Writing Projects earning a “B” (8/16 points)

Meet the objectives of the assignments and the minimal expectations of academic writing. The argument/purpose of the document is clear. Support statements accomplish their purpose. Some

organizing principle for both the document and individual sections guides the reader. The style is clear and free of major errors.

Writing Projects earning a “C” (7/14 points)

Approximate the objectives of the assignment by making a clear attempt to meet the objectives of the assignment. The document has an argument or objective, but not one that falls within the scope of the assignment or situation motivating the assignment. Support statements are present but generally disconnected from the arguments they mean to aid. A relatively ineffectual organizing principle is employed. The style is cumbersome.

Writing Projects earning an “D” (6/12 points or fewer)

Writing projects earning an F fail in one or more of the following ways: fail to accomplish the assigned task; fail to apply principles introduced and negotiated in class or reading; fail to write coherent sentences with the expected consistency; offer inaccurate information.

As stated in the introduction to this section, the above paragraphs offer a general assessment of the characteristics for each letter grade. In the customary occasion where a paper fits into two different categories, the paper will almost always earn the lower of the two grades. This is not simply an idiosyncrasy of this course, but in keeping with the ways in which workplace documents are evaluated.

Posting of Grades

Revisions

In order to allow students the greatest opportunity to master the learning objectives of this course, the course makes space for revisions of the projects during the process of the writing opportunities. Unless indicated differently, each project is eligible for revisions until the revision workshops indicated on your calendar. These revisions are opportunities to improve documents by working more intentionally to incorporate more of what one has learned into the text. This process gives students opportunities to learn the process of writing and revising before submitting a writing opportunity for a grade.

Produce a finished document the first time

Students who treat the first assignment as a first attempt rarely reach a meaningful place no matter how many versions they produce. The more one works to produce an effective document on the original due date, the more objectives that student is likely to master, and the more direction I can give in my comments.

COURSE OUTLINE AND CALENDAR

A Complete Course Calendar is attached in a separate document.

Import University Dates

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
October 30, Last day to drop 2nd 8-week classes with no record
November 10, Veteran's Day
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
November 23-24, Thanksgiving, CAMPUS CLOSED
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 15, Last day to file for Degree Conferral (Registrar's Office)
December 15, Commencement
December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

You will need to post your journal entries for each chapter in Canvas where you will find the instructions in the Syllabus tab.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must a [Drop Request Form](#) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Plagiarism

Plagiarism is using the writings, thoughts, or inventions of someone else as your own. You need to cite those sources and give proper credit for their use. If I find one of my students is guilty of plagiarism, the student will receive an F in the course, and I will report the incident(s) to the head of the department and to the dean of arts and sciences.

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Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact

the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Assessment

To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for Engl 3309 this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Ms. Wheeler.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES

Late Work/Make-up Work

Assignments are due at the assigned time. **I WILL NOT ACCEPT ANY LATE WORK.** If you have an unexpected occurrence, talk to me about an extension. In the event of an extension, there will be no revisions accepted.

Incompletes

Incompletes should be reserved for unexpected, life-altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so will result in an F in the course.



NOTE: This calendar is tentative. Changes may arise, and I will keep you informed.

Course Objective: Produce a professional document that matches document design and document purposes; demonstrate the ability to work with a business or company in the area

Unit Objective: Create a memo format and a logo for the client you have chosen to work with this semester; get permission from a local business or company to use it as a client this semester

WEEK 1

Monday, August 28
(Instructor will be gone)

IN CLASS: Course Overview: Syllabus and Calendar. You can access those on Canvas. Be sure to get your textbook as soon as possible.

Begin locating a company/business in town that you can use as a client for the entire semester. Go in person to the person(s) in charge and ask permission to use his/her company/business for all your technical writing projects. You will be creating a logo and memo format, writing a résumé and application letter, creating a brochure, business card, flyer, website, and various other projects. Even if the client you choose already has one or all of these, you will be creating new ones, but you need to make contact with an employer and keep in contact throughout this course. There is a client letter on Canvas for you to download, fill in the appropriate information, print, sign, and have the client sign.

Read Chapter 1: “Communication, Your Career, and This Book,” pp. 2-19 and complete online journal entry on Canvas. The instructions for you to follow are on Canvas as well as in the syllabus.

Wednesday, August 30
(Instructor will be gone)

IN CLASS: **Begin Writing Project #1: Create a memo template and logo** for your client. There is a sample memo template on Canvas. There are templates on Microsoft Word that may help you, but you might be better served with one you create.

WEEK 2

Monday, September 4

LABOR DAY HOLIDAY

Wednesday, September 6

Course Objective: Produce a professional document that matches document design and document purposes

Unit Objective: Produce a job application letter and résumé for possible employment with your local client

DUE: Memo template with logo due at the beginning of class

Read Chapter 2: "Overview of the Reader-Centered Communication Process: Obtaining a Job," pp. 22-58 and complete online journal entry

IN CLASS: Discuss course and answer questions

Discuss chapters 1 and 2

Begin Writing Project #2: Job Application Letter and Résumé. Use the format for the experiential résumé on p. 31 of your text. See also p. 618. There is a sample résumé template on Canvas. The job application letter should all be left justified.

WEEK 3

Monday, September 11

DUE: Permission Letter from client due at the beginning of class

IN CLASS: Continue Job application letter and résumé and turn in.

Wednesday, September 13

Course Objective: Focus on readers' needs

Unit Objective: Analyze a website for effectiveness and ineffectiveness

DUE: **Read Chapter 3:** "Defining Your Communication's Objectives," pp. 60-85 and complete online journal entry
Read Chapter 22: "Creating Reader-Centered Websites," pp. 448-468 and complete online journal entry

IN CLASS: Discuss Chapters 3 and 22

Begin Writing Project #3: Web-page Memo, p. 468. Your project is the "Expertise" assignment. Find a website that is a competitor to your company. Write a memo to your instructor, discussing the **strengths and weaknesses** of this website. You will be creating a website of your own later, so this gives you a chance to really look at the strengths and weaknesses of a related website. Using the guidelines as your guide, write at least one paragraph about the strengths and one paragraph about the weaknesses. Give reasons for both. Begin with a short introduction that includes the name and actual website address and the type of business. In the body of the memo, use the headings **Strengths** and **Weaknesses** and bold them. Include a short one to two sentence conclusion.

Subject: Web-page Memo

WEEK4

Monday, September 18

Course Objective: Explore the computer as a writing tool; merge text and image

Unit Objective: Create a website or PowerPoint for your client

DUE: Web-page Memo due at the beginning of class

IN CLASS: **Begin Writing Project #4: Informational Website**, p. 619. There are directions on this page. There is also a tutorial section on building websites in your textbook. Remember to use your company as the focus for this website. Follow the directions on pp. 619-620. You may create PowerPoint slides if you prefer.
Send me a copy of your project to my school email.
pwheeler1@tamuct.edu.

Wednesday, September 20 IN CLASS: Continue Informational Website

WEEK 5

Monday, September 25 IN CLASS: Continue Informational Website

Wednesday, September 27 IN CLASS: Continue **Informational Website and turn in.** **Send me a copy of your project to my school email.** pwheeler1@tamuct.edu.

WEEK 6

Monday, October 2

Course Objective: Analyze existing documents for appropriate audiences
Unit Objective: Analyze a memo in the textbook that has been submitted to an employer

DUE: **Read Chapter 5:** “Planning Your Persuasive Strategies,” pp. 104-129 and complete online journal entry

IN CLASS: Discuss Chapter 5
Begin Writing Project #5: Scott Houck Memo, pp. 128-129. Read all the information on p. 127, “Collaborate with Your Classmates,” and then read the memo on pp. 128-129. Read with the purpose of identifying strengths and weaknesses of the memo. Then write a memo to me, explaining those strengths and weaknesses. At least one page in length—**no bullets.**
Subject: Scott Houck Memo

Wednesday, October 4

Course Objective: Produce professional documents that result in action
Unit Objective: Write an unsolicited recommendation to your client

DUE: **Scott Houck Memo due at the beginning of class.**

IN CLASS: **Begin Project #6: Unsolicited Recommendation,** pp. 620-621. Read the instructions carefully, and write a memo with a recommendation for your company with something that you think needs changing or improving. Use your created memo format with the logo, address the memo to the head/manager of your company, and use the information you learned from analyzing the Houck memo to discuss the strengths and weaknesses of his recommendation. (400-800 words, or 2-3 pages). **This is a memo, not a letter, so don't use Dear___ or Sincerely.**

(About 300 words/page)

Subject: Unsolicited Recommendation

WEEK 7

Monday, October 9

IN CLASS: Continue **Unsolicited Recommendation and turn in.**

Wednesday, October 11

Course Objective: Produce professional documents that demonstrate mastery of the rules of punctuation and grammar

Unit Objective: Revise existing writing projects one last time for content, punctuation and grammar

IN CLASS: **Revision Workshop: Bring everything you need to revise your previous writing projects (1-5). All revisions will be due at the end of class.**

NOTE: AFTER THE REVISION WORKSHOP, NO REVISIONS ON PREVIOUS WORK WILL BE ACCEPTED.

WEEK 8

Monday, October 16

Course Objective: Produce professional documents that result in action

Unit Objective: Create a preliminary proposal for your client's approval

DUE: Read **Chapter 24:** "Writing Reader-Centered Proposals," pp. 483-503 and complete online journal entry

IN CLASS: Discuss Chapter 24.

(About 300 wds./page)

Begin Writing Project #7: Preliminary Proposal. (This is the beginning of your formal proposal for the end of semester). You are submitting a proposal to your client. There is a sample proposal on pp. 491-503 for you to use for both the preliminary and the formal one. **For this assignment, include the first five headings: Introduction, Present System, Problems with Present System, Objectives, and Proposed Solution.** This one is to be 1000-1200 words or 3-5 pages. (Instructor will have a lesson on organization.) When drafting this proposal, the problems, objectives, and solutions should match. The objectives should reflect the problems you've discussed and indicate what you want to accomplish at the end of this project (use bullets), and the solutions should mirror these objectives and explain how you plan to accomplish these objectives. Double space your project.

Subject: Preliminary Proposal

Wednesday, October 18

IN CLASS: Continue Preliminary Proposal

Bring colored markers/pens to class.

WEEK 9

Monday, October 23

IN CLASS: Continue Preliminary Proposal and turn in.

Wednesday, October 25

Course Objective: Analyze existing documents for appropriate audiences

Unit Objective: Analyze the layout effectiveness and ineffectiveness of graphics in publications and websites

DUE: Read **Chapter 14:** "Creating Reader-Centered Graphics," pp. 292-313 and complete online journal entry

IN CLASS: Discuss Chapter 14

Begin Writing Project #8: Graphics Memo. Choose a website and another source with graphics like a magazine, journal, textbook, etc. Write a memo to your instructor, telling about the strengths and weaknesses of this website. You will be creating graphics of your own later, so this gives you a chance to really look at the graphics of two unrelated media. Using the guidelines as your guide, write at least one paragraph about the strengths and one paragraph about the weaknesses of each source. **This should be at least four body paragraphs.** Give reasons for both. Use the headings **Strengths** and **Weaknesses**. You will also need a short introduction with the names of your media and a conclusion that tells which one you think is the most successful one.

Subject: Graphics Memo

WEEK 10

Monday, October 30

Course Objective: Match document design and purposes; merge text and image; explore the computer as a writing tool

Unit Objective: Design a brochure, flyer, and business card for your client

DUE: Graphics Memo due at the beginning of class.

IN CLASS: Read Chapter 16: “Designing Reader-Centered Pages and Documents,” pp. 334-358 and complete online journal entry
Discuss Chapter 16

Begin Writing Project #9: Brochure, p. 622, plus a flyer and business card. On p. 622 are instructions for a brochure. This assignment encompasses a brochure, a flyer, and a business card for the company you are using this semester. Use an 8-1/2x11” regular sheet of paper and fold it in thirds (landscape) for your brochure. That will give you six panels to work with; run on front and back. The flyer is a one-page advertisement for your company and can contain some of the points from your brochure. The business card needs the logo you designed, client’s contact information, as well as the company name and address.

Wednesday, November 1

IN CLASS: Continue brochure, flyer, and business card

WEEK 11

Monday, November 6

IN CLASS: Continue brochure, flyer, and business card

Wednesday, November 8

IN CLASS: Continue brochure, flyer, and business card and turn in.

WEEK 12

Monday, November 13

Course Objective: Produce professional documents that result in action

Unit Objective: Create a formal proposal for your client’s action

DUE: Read Chapter 13: “Writing Reader-Centered Front and Back Matter,” pp. 275-290 and complete online journal entry

IN CLASS: Discuss Chapter 13
Begin Writing Project #10: Formal Proposal Workshop. This is a formal proposal for the client you have been working with all semester. See pp. 281-290 for your front and back pages and pp. 491-503 for the body. Use your preliminary proposal for the first five parts. Add a Cost Analysis section after Resources Needed section in the body. The body should be 8-10 pages.

Use the handout, “Format for Formal Proposal,” for guidelines and items you should include in your proposal.

“Checkpoints for Formal Proposal” handout will be used for proposal deadlines. I will check off on the due dates.

Wednesday, November 15

IN CLASS: Continue Working on Formal Proposal (8-10 pages)

WEEK13

Monday, November 20

IN CLASS: Continue Working on Formal Proposal (8-10 pages)
Show Method and Resources to Instructor

Wednesday, November 22 IN CLASS: Continue Working on Formal Proposal (8-10 pages)

WEEK 14

Monday, November 27 IN CLASS: Continue Working on Formal Proposal (8-10 pages)
Show Cost Analysis and Schedule to Instructor

Wednesday, November 29 IN CLASS: Continue working on Formal Proposal (8-10 pages)

WEEK 15

Monday, December 4 IN CLASS: Continue working on Formal Proposal (8-10 pages)
Show Qualifications, Management and Conclusion to Instructor

Wednesday, December 6 IN CLASS: Continue working on Formal Proposal and turn in. Print a second copy to include in your portfolio.

WEEK 16

Monday, December 11 **Course Objective:** Produce professional documents that demonstrate mastery of the rules of punctuation and grammar
Unit Objective: Create a professional portfolio to share with peers
Revise existing writing projects one last time for content, punctuation and grammar

Wednesday, December 13 DUE: **Writing Project #11: Portfolio** You will need a 3-ring binder. In your portfolio include a title page, table of contents, and your projects in order of completion. Use some kind of divider pages for ease of use in finding each project. Be as creative and colorful as possible to make a really impressive portfolio. Remember you are selling yourself to an employer for a position in the company you've been working with all semester, so WOW that potential employer.

NOTE: Your formal proposal included in your portfolio will be the unrevised version. You will not have time in class to do the revisions and include them in your portfolio.

IN CLASS: **Revision Workshop: Bring everything you need to revise your previous projects (6-10). All revisions will be due at the end of class.**

Writing Project #12: Reflection is due. Go to Journals section in Canvas and title your submission Reflection. It is due by 5:00 p.m. tonight.

Include what you've learned in this class about technical writing, how you've grown or changed as a writer, and what you're proudest of. Also incorporate statements about what it was like to work with a business in our community. What positive feedback did you get from the owner or employer, what, if anything, will be used in his/her business that you created in this course. You may also add any thoughts of your own. (One page in length, double spaced)

Due Dates for Electronic Journal Entries—(20 points: Ch. 1=2.4; all others 2.2 each).

This grade becomes Writing Project #13

Sunday, August 27	Chapter 1	_____
Tuesday, September 5	Chapter 2	_____
Tuesday, September 12	Chapter 3	_____
Tuesday, September 12	Chapter 22	_____
Sunday, October 1	Chapter 5	_____
Sunday, October 15	Chapter 24	_____
Tuesday, October 24	Chapter 14	_____
Sunday, October 29	Chapter 16	_____
Sunday, November 12	Chapter 13	_____

<p>Checkpoints for Formal Proposal: _____Monday, November 22: Method and Resources _____Monday, November 27: Cost Analysis and Schedule _____Monday, December 4: Qualifications, Management, and Conclusion</p>

Grading Criteria:

Writing Project 1:	Memo Template with Logo	5 points	_____
Writing Project 2:	Job Application Letter and Résumé	20 points	_____
Writing Project 3:	Web-page Memo	10 points	_____
Writing Project 4:	Informational Website	20 points	_____
Writing Project 5:	Houck Analysis Memo	10 points	_____

Writing Project 6:	Unsolicited Recommendation	10 points	_____
Writing Project 7:	Preliminary Proposal	20 points	_____
Writing Project 8:	Graphics Memo	10 points	_____
Writing Project 9:	Brochure, Flyer, and Business Card	30 points	_____
Writing Project 10:	Formal Proposal	50 points	_____

Writing Project 11:	Portfolio	30 points	_____
Writing Project 12:	Reflection	10 points	_____
Writing Project 13:	Electronic Journal	25 Points	_____

TOTAL **250 points** _____

These writing projects combine to offer a point total from which final grades are assigned. The distribution of final grades is as follows:

- 225-250 = A
- 200-224 = B
- 175-199 = C
- 150-174 = D
- 0-149 = F