Instructor: Elizabeth Kelly

E-mail: kellye@cwu.edu (preferred contact)
        lissa.r.kelly@gmail.com (emergency contact only)

Office hours: Email

Course time: Online class—students must log onto Blackboard regularly (two/three times per week) to get full attendance points.

Classroom: Remote

Course Description:

Technical Writing Online (ENG310) is a class designed to help you learn how to communicate effectively in business or professional situations. You will learn to analyze and write for specific audiences and purposes. You will research, write, and edit documents in a variety of genres (e.g. letters, instructions, reports, proposals). As this is a course in writing for organized or formal situations, we will observe professional standards of correctness, clarity, accuracy, and efficacy. We will also study and practice visual forms of communication.

Course Requirements:

You will need access to a computer and high speed Internet. Your papers and assignments need to be submitted on line via Blackboard, and all written work, with the exception of the Discussion Boards, needs to be turned in as a Microsoft Word document. If you do not have MS Word on your computer, you may use the computers on campus to convert your work to MS Word or you can paste your work directly into the text box in Blackboard, but I cannot open attached files that are not Word documents. I highly recommend doing your work offline and then attaching a Word file, or copying and pasting your work into the Blackboard text box: if you work online and lose your connection or power, you will lose your work. You will need to check into Blackboard regularly, at least twice/three times a week, to check assignments, announcements, and submit work.

Course Outcomes:

- to improve your ability to compose professional level communications
- to aid you in recognizing effective communications, as well as judging and analyzing your own work
- to think critically, discuss ideas, separate one’s own ideas from others, and to defend those ideas
- to use appropriate academic/professional style and format conventions

Grading

Your final grade will be calculated according to the number of points you earn on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Discussion Board</td>
<td>250</td>
</tr>
<tr>
<td>Informational Memo</td>
<td>100</td>
</tr>
<tr>
<td>Tech Report with cover memo</td>
<td>200</td>
</tr>
<tr>
<td>Proposal</td>
<td>200</td>
</tr>
<tr>
<td>Progress Report</td>
<td>100</td>
</tr>
<tr>
<td>Feasibility Report</td>
<td>100</td>
</tr>
<tr>
<td>Course Reflection Letter</td>
<td>50</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

Course Expectations:

Each essay/report/assignment submitted for grading must have these features:

- a clear and refined purpose
- development relevant to the purpose
- logical organization
- an appropriate tone
- well-crafted sentences
- consistent use of conventions from standard academic English

Discussion Board and class participation:

As this is an online learning environment, we will periodically participate in class discussions via the discussion board, which will provide you with the opportunity to ask questions about assignments and demonstrate your knowledge and understanding of course materials. The discussion board is an ongoing process. It's where the interactive element of our learning is going to take place: really the only place you will be able to improve your understanding of the material through question & answer. If you have questions about something you've read or want expansion or clarification, discussion is
the place to ask. I am hoping to see evidence of your curiosity about and command of the subject matter demonstrated in your contribution to discussion, just as I would if you were in a classroom.

Writing Program Expectations:
This course is designed around the belief that writing is a process and that writers depend on a community of readers. I thus expect you to participate in your courses in the following ways:

• prewriting to inquire, reflect, focus, generate, and clarify content;
• revising to provide economy, clarity, unity, and balance;
• editing your own work and the work of others;
• writing polished prose that is purposeful, clear, and effective;
• understanding and using criteria to assess your own writing;
• working responsibly, managing time well, ;
• engaging critically and constructively in the exchange of ideas during online discussions
• demonstrating academic integrity in all written projects.

How are these expectations connected to your grade?
• Fifteen percent of your grade is based on your responsible and respectful participation. Students whose fail to participate by logging into the online classroom to engage with me and/or with other students via email and discussion boards will lose points.
• Be sure to start your assignments early. You should take your assignments to the Writing Center BEFORE you submit them. You will not be able to revise a paper once it has been graded.
• Turn in your assignments into the designated Submission Box in Blackboard on time. Late assignments will not be accepted unless arrangements have been made in advance.
• An egregious case of plagiarism will result in a failing grade for the paper and may result in a failing grade for the class. Furthermore, such a violation of the Student Code of Conduct may be reported to Student Affairs. (See the Student Code of Conduct in your CWU Student Handbook if you are uncertain about what behaviors are considered unethical.)

• Papers and assignments need to be copied and pasted into the text box, AND attached as a MSWord Document by the due date for full credit.
• Because this class meets only remotely, it is imperative that you check in via Blackboard often. You will be held responsible for completing any work assigned during an absence.
The Writing Center:
The Writing Consultants offer free, one-on-one sessions to all CWU students, of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. Both in-person and online consultations are available. There are three ways to request a consultation:

- Call: 509-963-1296/1270 for an appointment.
- Drop in online via Skype. The writing consultants’ username is CWU---UWC.
- Drop in, in person, at one of the three campus locations: Brooks Library Monday-Thursday and 9 a.m. to 5 p.m. Friday;

Handouts and other writing resources are available at www.cwu.edu/~writingcenter

ADA Statement:
Students with disabilities who wish to set up academic adjustments in this class should provide me a copy of their “Confirmation of Eligibility for Academic Adjustments” form from the Disability Support Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Disability Support Services Office, Bouillon 205, or dssrecept@cwu.edu, or (509) 963---2171.

Diversity:
Neither I nor CWU will tolerate any form of prejudice or discrimination in this class. I expect each of you to conduct yourself civilly, and with the utmost respect for your fellow students, your instructor, and your resources. To find out more about diversity at CWU, contact the Diversity Education Center at x1685 or see their website at http://www.cwu.edu/~diversity/

SCHEDULE AND ASSIGNMENTS
NOTE: This is a tentative schedule meant as a guide. The schedule may change during the quarter. If a change occurs, I will update you via email and through the announcements on Blackboard.
DUE DATES: All assignments must be copied and pasted into the submission tool AND attached as a MS Word doc by 11:59 pm of due date
WEEKLY COURSE SCHEDULE

Week 1
Jan. 3rd
READ: Lannon, Ch. 2, 5, and 16, 18
FRIDAY: DUE: Discussion Board #1
FRIDAY: DUE: Failure Resume

Week 2
Jan. 7th
READ: Lannon, Ch. 4, 15, and 22
FRIDAY: DUE: Introduction Memo

Week 3
Jan. 14th
READ: Ch. 12, 13, 14,
FRIDAY: DUE: Discussion Board #2

Week 4
Jan. 21st
READ: Ch. 20, 21, 24
WEDNESDAY: DUE: Feasibility Report
FRIDAY: DUE: Discussion Board #3

Week 5
Jan. 28th
READ: Ch. 6, 23
FRIDAY: DUE: Midterm Proposal

Mid Term Exam WEEKEND (Friday—Monday) of Week 6: Early Precepts

Week 6
Feb. 4th
READ: Ch. 22
WEDNESDAY: DUE: Tech Report Proposal
READ: Ch. 13 and 8
Week 7
Feb. 11th
READ: Ch. 9 and 10

Week 8
Feb. 18th
READ: Ch. 11
DUE: FRIDAY: Discussion Board #4

Week 9
Feb. 25th
DUE: WEDNESDAY: Progress Report

Week 10
March 4th
DUE: FRIDAY: Discussion Board #5

Week 11
March 11th
DUE: MONDAY: Course Reflection Letter
DUE: WEDNESDAY: Tech Report

NOTE: The instructor reserves the right to alter any and all components on the syllabus at any time. Please check the Blackboard Announcements often for more updates to the schedule.