Middlesex Community College
ENG 202: Technical Writing
Fall 2016
Course Syllabus

CRN: 3315
Credits: 3
Location: Online
Instructor: Gina Mariconda
Email: GMariconda@mxcc.edu (While this is my direct email address, please email me through Blackboard.)
Office Hours: Blackboard email: allow 24 – 48 hours for a response to email

Course Description: Students will practice and analyze formats used in scientific and industrial writing. *This is a "L" course. This course may not be used as a 200-level literature course. Prerequisite:* Either ENG*101ALP, ENG*101E, or ENG*101.

Course Outcomes: These are both the general and specific course outcomes:

*General Objective*s: Students will learn to write effective communications for the technical workplace in science, business and industry, with emphasis on clarity and correctness.

Specific Outcomes: See table on next page

		Students will
	Content	- learn to compose a variety of technical communications - learn to complete legitimate workplace projects created by faculty in the supporting disciplines - learn to focus on users' needs in generating technical information - learn to design effective graphics - learn to recognize ethical issues in the workplace - learn various ways of delivering technical information by reading professionally written examples
	Organization	- learn to place ideas in effective sequences - learn to create clear, helpful connections between sentences and paragraphs
	Mechanics	- learn to use correct grammar, sentence structure, punctuation, and spelling - learn to use correct forms of documentation as needed
	Form	- learn to compose in a variety of standard formats: memos, standard letters, résumés, proposals, abstracts, progress reports, etc.
	Style	- learn to write in a concise manner emphasizing order and logic - learn to use appropriate vocabulary to insure clarity
	Process	- learn to produce professionally acceptable writing through revision - learn to manipulate form and information on a computer

----

TAP Competencies

1. Respond to Rhetorical Situations
   - Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.
   - Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.
2. Use Sources
   - Locate and evaluate sources appropriate to the rhetorical situation.
   - Read, comprehend, and summarize an argument from a complex piece of writing.
   - Analyze, evaluate, and respond to an argument from a complex piece of writing.
   - Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own
   - Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation.
3. Craft Logical Arguments
   - Generate a controlling idea or thesis.
   - Provide clear and logical evidence, support, or illustration for their assertions.
   - Choose appropriate and effective organizing methods, employing effective transitions and signposts.
   - Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes
4. Apply Language Conventions
   - Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
   - Apply the conventions of Standard English grammar, spelling, and mechanics.

(The "Written (full competency)" label appears in the left column beside the TAP Competencies section.)

	Critical Thinking (full competency)	1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below: • Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works. • Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components. • Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation"). 2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below: • Distinguish fact from opinion. • Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance. 3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below : • Assess the reliability, reasonableness, and perspective of the sources of evidence. • Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own. • Apply criteria for evaluating the success of each kind of inference 4. Draw together disparate claims into a coherent whole in order to arrive at well reasoned and well-supported inferences that can be justified as a conclusion as outlined below: • Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and methodology.
	Continuous Learning (full competency)	1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. 2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). 3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. 4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.
	Ethical Appreciation (full competency)	1. Respond critically to ethical issues. 2. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them. 3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence. 4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

Required Texts and Materials:
- *Strategies for Technical Communication in the Workplace* by L. Gurak and J. Jannon. *Third Edition*

Blackboard: Our course will take place on Blackboard. Check it daily for course information: syllabus, assignments, reading and writing resources, discussion boards, announcements, email, and your grades. You can log onto Blackboard by visiting http://mycommnet.edu and following the log-in instructions for creating a password. You will need your banner ID number for this process.

Important note: Under "Course Content" there is a link called "Course Questions Discussion Board." Rather than email me personally about course related questions, please post any general questions you have about the course or assignments there. That way other students can see both the question and the answer I post. Specific questions relating to your own work or your grade should be personally and privately discussed through email. Email me through Blackboard.

Assignments: All assignments and due dates are on Blackboard, organized in weekly modules. Remember that zeros can significantly lower your final average, so plan ahead in order to keep up with the work due. Assignments must be typed in MLA format: Times New Roman font, size 12 font, double-spaced. Place your heading on the upper left corner of page one. Name, instructor name, assignment, and due date of the assignment are required in the heading. To read about and see models of MLA format, go to the following link: https://owl.english.purdue.edu/owl/resource/747/01/.

Assignments may include reading the textbook and completing assignments related to the reading, creating technical documents, participating in discussion board topics, participating in group projects, and writing a reflective paper for the final exam.

Late Work Policy: Late work is not accepted. Online submissions will close after the due date, which means you will not be able to submit work after the due date has passed. You are expected to adhere to due dates; you are responsible for planning ahead to complete your work and submit it online. Be sure to have alternative means for logging online in case of complications with your computer or internet access at home (i.e. work, public library, college library, friend's house, relative's house, etc…). This is your responsibility. If an assignment will be late due to an unexpected emergency or extenuating situation, such as a health crisis, be sure to let me know as early as possible and provide the appropriate documentation. These situations will be handled on a case-by-case basis.

Class Grading Policy: Your course grade will be based on a 1000 point scale. Check the "My Grades" link on the course menu in Blackboard to see how many points are allotted for each assignment. Also, check the rubrics before completing assignments to understand the requirements. Remember to frequently check the "My Grades" link for your grades on all assignments.

Help: If you need assistance on any assignment, please ask! Even though we will meet in cyberspace, you are not alone. I am here to help you! There are other options available to you as well.

    Office Hours by Appointment: I will check Blackboard email daily to answer your questions. I will respond within 24 – 48 hours. I will also give you feedback on your writing assignment (where applicable), so be sure to open the document when you check your grade.

    Free Online Tutoring is available at www.eTutoring.org. You can chat with an online tutor, post a question and submit drafts of papers for feedback and guidance. These professional tutors work seven days a week and will usually provide you with the assistance you need within 24 hours. Login Steps: 1.) visit www.eTutoring.org. 2.) Click on "Login". 3.) Select "Northeast e-tutoring Consortium". 4.) Select "Middlesex Community College" from the list of schools. 5.) Click on "Need an Account?" 6.)

Enter required information. 7.) Begin getting specialized help. Note: Contact the College Learning Center with problems or concern.

The Academic Success Center is located in Chapman Hall, Room 711. Contact the Center by phone: (860) 343-5770. The lab provides students with a quiet place to study. Its services include reading help (tutoring and work on study skills, comprehension, vocabulary, phonics and speed) and writing help (tutoring in every phase of grammar, logic and rhetoric, and special help in coursework).

Academic Honesty Statement & Plagiarism:
"At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally."

Plagiarism: Presenting another person's **ideas or language** as your own will result in an F (zero) for the assignment. *Repeated plagiarism may also result in an F for the course. I will report incidences of plagiarism to the Chair of the English Department and to the Academic Dean since it is a violation of the Student Code of Conduct*.

You have plagiarized if you

- turn in material you did not write.
- turn in work / papers written by you for another class (either high school or college).
- turn in work / papers you drafted but have been rewritten or extensively revised by another person.
- inadequately paraphrase, summarize, or quote sources so that they read as your words and ideas.
- turn in work / papers written by someone else and/or edited / revised by you.
- get ideas from a source without properly documenting it.

Do your own work. It's the only way to improve your skills and thought process and to see what you are capable of achieving. Remember that I have the ability to scan every writing assignment turned in to see if *any* of it is plagiarized.

Important School-Wide Information:

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

Non-Discrimination Statement:

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
  Dr. Adrienne Maslin
  Dean of Students/Title IX and Section 504/ADA Coordinator
  amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|

- Secondary Title IX Coordinator
  Ms. Queen Fordham
  Coordinator of the Meriden Center Welcome Desk
  qfordham@mxcc.edu; 203-608-3011