

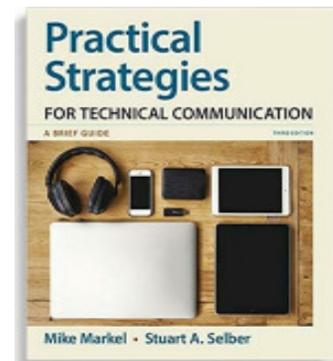
Technical Writing for Engineering Technologists

English 3772, University of Northern Iowa — Spring, 2020

Time, Place: Section 03: T/Th, 8:00-9:15, Bartlett 0017
Instructor: Kim Groninga
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—Materials Needed

- *Practical Strategies for Technical Communication*, Markel (ISBN: 978-1-319-10432-0)
- *The Non-Designer's Design Book*, Williams (ISBN: 978-0-13-396615-2)
- Ability to Print Assignments in High Quality & Color (There are a few color printers on campus. One is in Kammerick Art building computer lab. Copyworks is on the corner of College and 23rd and can print from flash drive and is always an option when the printers on campus run out of ink or have other issues. Sometimes you will be able to submit your work electronically.)
- Phone or other device to access materials in class. Computer lab computers are also available in the classroom.



—Course Description

This course introduces students to technical writing within the field of engineering technology. Students learn to write definitions and descriptions of technical mechanisms and processes using appropriate style and form in order to prepare concise, accurate, and user-friendly documents—ranging from reports and proposals to manuals—for a variety of audiences and purposes. Students also practice analyzing the particular components of specific technical communication projects in order to create and present appropriate and effective documents within academia, government, business, and industry. Thus, the course offers students preparation for the technical writing projects that they will undertake in their academic programs and in their careers.

—Course Policies & Procedures

Class Time: This course is designed to help students find productive and effective writing, reading, and research processes. Textbook information will not be covered line by line. Class periods will be used for short elaboration or enhancement of what is read in the text and time to apply what is discussed in the texts with the instructor present. As such, it is crucial that students complete reading assignments in a timely manner and come to class prepared with any relevant questions about the material.

Attendance: You are required to attend each class meeting and be prepared to work. We will work in groups and do many in-class assignments. You will learn from other students, and they will learn from you. Do not underestimate the knowledge, experience, and skills you bring to the group. If you are not

in class, we miss the benefit of your input and you miss the contributions of the rest of us. That said, attendance will be taken at every class period. Missed quizzes cannot be made up. Each student is allowed two absences. Beyond those two, each absence will result in a 5-point deduction from the student's final grade.

Cell Phones: Cell phones are allowed for emergency communications and connecting to class-related materials only. All other business must be conducted outside of class.

Accessibility Services: The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodation due to disabilities must arrange for such accommodations through the Student Accessibility Services (SAS). The SAS web address is <https://sas.uni.edu/>; email accessibilityservices@uni.edu; phone (319) 273 - 2677. For deaf or hearing-impaired, use Relay 711.

Academic Ethics: The assignments in this course ask for your original writing. When you use any ideas or wording from another writer or speaker, you must clearly identify the source of that material using standard documentation. If you do not provide documentation, it will appear that you are plagiarizing or presenting someone else's work as your own. Evidence of plagiarism will result in immediate loss of credit for that assignment and a letter to the Provost, and may result in an F for the course and a disciplinary sanction. Please see section 3.01 "Student Academic Ethics Policy" in the Student Handbook (available at: <https://policies.uni.edu/301>) for a detailed definition of plagiarism and a complete elaboration of the university policy on academic ethics.

The Learning Center: Students are encouraged to visit The Learning Center at Rod Library for assistance with writing, math, science, reading, and learning strategies. Meet with trained and certified tutors during walk-in hours or by appointment. For more information, visit TLC in person in the Learning Commons on the Main Floor of Rod Library, or on the web at <https://tlc.uni.edu/> or by calling 319-273-6023.

A Note about Late Papers: For full credit, all papers and assignments must be turned in at the beginning of class on the day they are due. Late papers and assignments will lose 5 points each day they are late.

Save all your work from the course until the end of the semester.

Week ONE (January 14 & 16)

Tue: Writing Sample

Thu: Intro to CRAP acronym for design

Week TWO (January 21 & 23)

Tue: Memo Assignment: Analysis of Three Flyers

Thu: Re-Design 9/11 Memo Assignment

Week THREE (January 28 & 30)

Tue: —

Thu: Go over syllabus and major assignments

Week FOUR (February 4 & 6)

Tue: Read: Markel pages 8-12, 25-32 & Explore Twitter Website

Thu: Watch Wonka in class

Week FIVE (February 11 & 13)

Tue: Watch Wonka in class

Thu: Wonka Tweets Due; Read: Williams Chapters 1-6 & Markel Chapter 7 (Designing Print and Online Documents)

Week SIX (February 18 & 20)

Tue: Wonka Flyer Due; Read: Markel Chapter 11 (Writing Proposals)

Thu: Individual Conferences for Final Project

Week SEVEN (February 25 & 27)

Tue: Individual Conferences for Final Project

Thu: Individual Conferences for Final Project

Week EIGHT (March 3 & 5)

Tue: Final Project Proposal Due; Lego Project in class

Thu: Read: Markel Chapter 14 (Writing Definitions, Descriptions, and Instructions); Lego Project in class

Week NINE (March 10 & 12)

Tue: Read: Markel Chapter 3 (Writing Collaboratively); Lego Project in class

Thu: Lego Project Due at beginning of class

—Spring Break! March 16-20

Week TEN (March 24 & 26)

Tue: Read: Markel Chapter 6 (Writing for Your Readers)

Thu:

Week ELEVEN (March 31 & April 2)

Tue: Read: Markel Chapter 10 (Applying for a Job)

Thu:

Week TWELVE (April 7 & 9)

Tue: Resume & Personal Statement Peer Reviews

Thu: Resume & Personal Statement Due

Week THIRTEEN (April 14 & 16)

Tue: (go over campus experience paper)

Thu: Individual Conferences for Final Project

Week FOURTEEN (April 21 & 23)

Tue: Individual Conferences for Final Project

Thu: Individual Conferences for Final Project

Week FIFTEEN (April 28 & 30)

Tue:

Thu: Campus Experience Paper Due

FINALS WEEK (May 4-8)

Final projects are due at scheduled exam time.

—Details for Major Assignments

Wonka Chocolate Factory Tweets: Imagine you are the public spokesperson for the Wonka Candy Factory. Compose ten tweets from this point of view during the timeline of the film. These tweets should reflect well on the Wonka company and create excitement for the company and/or the products the company sells. Use hash tags and other tweet devices as appropriate and stick to your 140-character limit for each tweet. Do not open a twitter account! Collect your ten tweets in one document and print. Be certain to complete each individual step of the writing process. Note: Twitter has recently changed their rules to include photos and other attachments. For this assignment, however, please use only words and symbols available on your keyboard.

Wonka Chocolate Factory Flyer: Using the information you have learned from your readings and work on visual communication, design a flyer advertising the Willy Wonka golden ticket contest. The objective is to sell Wonka bars. The audience: eaters of chocolate and people who want to see inside the elusive factory. Please include a memo to your professor explaining your design and content choices. Even though this is a visual assignment, you should still employ the writing process in your creation of the written portion of the flyer and your memo.

Campus Experience Summary/Response Paper: Students will participate in an on-campus activity and write a summary of and response to that experience. This paper, typically around three pages not counting the works cited and appendix, should be in APA or MLA style. (Be consistent with whichever documentation style you choose.) Please include, in an appendix, a photo of yourself participating in the activity. Please include a Works Cited page listing your photo and any other sources you use in your paper. Finally, please use the entire writing process to provide an articulate, engaging, and error-free final document.

Lego Project: Working in groups of three, students will build a lego creation and then create an instructional document for someone else to re-build what they designed.

Resume & Personal Statement: Students will create or redesign their personal resume using the writing process and design elements discussed in class and in readings. Students will also create an engaging and polished personal statement.

Final Project Proposal: Students will write a one-page proposal for a final project they would like to undertake for the semester. Some ideas: a handbook or website for your current job or workplace; a hobbyist's manual for maintaining a saltwater aquarium; a family scrapbook containing family trees, disease occurrences, interviews, photographs, known migration patterns; connections to historical events.

Final Project: Students will create a document, booklet, website, or other approved communications vehicle. Students will complete the necessary research to create the content for their project and document all sources in text and on a reference list. The final project is due at the scheduled final exam time for the course.

—How you will earn your grade

Wonka Tweets	50 points	_____
Wonka Flyer	100 points	_____
Campus Experience Paper	100 points	_____
Lego Project	100 points	_____
Resume & Personal Statement	100 points	_____
Final Project Proposal	100 points	_____
Final Project	200 points	_____

In-Class Assignments	_____ / _____
10-20 points/each	_____ / _____
	_____ / _____
	_____ / _____
	_____ / _____
	_____ / _____
	_____ / _____
	_____ / _____
	_____ / _____

Quizzes 10-20 points/each	_____ / _____
(Quizzes cannot be made up)	_____ / _____
	_____ / _____
	_____ / _____

FINAL GRADES will be based on percentage of points earned and will be assigned letter grades as follows:

- A 94% and above
- A- 90-93%
- B+ 88-89%
- B 84-87%
- B- 80-83%
- C+ 78-79%
- C 74-77%
- C- 70-73%
- D+ 68-69%
- D 64-67%
- D- 60-63%
- F 59% and below