**TECHNICAL WRITING**

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| **ENG2575 OL51**  **Asynchronous**  **Office/Hours: T 1-2, 6-7 and by appointment via** [**Zoom**](https://us02web.zoom.us/j/87035191128?pwd=Zjc4TWd3djhCcE5YNzFUOStaa0RiUT09)passcode 766936 | **Professor Blain**  **DBlain@citytech.cuny.edu** |

**Course Description:**

An advanced course in effective technical writing techniques, including traditional technical writing forms and internet communication. This course will have students use electronic media such as Internet, presentation, and graphics programs to communicate technical and scientific information to a variety of audiences via written and oral presentations. Students will also analyze readings in science and technology, study technical writing models, and practice collaborative research and presentation. Building on previous writing courses, this course will reinforce clarity of thinking and expression in effective and correct English.

**Course Objectives:**

Upon successful completion of this course, students will be able to:

* Communicate clearly in technical writing and in oral presentations.
* Use, develop, and evaluate technical documents.
* Gather, interpret, evaluate, and apply information from a variety of sources.
* Use professional tools for technical communication, inquiry, analysis, and collaboration.

**Required Textbook:**

Gross, A., Hamlin, A., Merck, B., Rubio, C. Nass, J., Savage, M., Desilva, M. (2019) *Technical Writing*. Retrieved from<https://openoregon.pressbooks.pub/technicalwriting/>. CC BY-NC-SA 4.0 license -- *This OER book is available on the course Perusall site.*

**Required Resources**

* Access to your campus email account. Use it to create an account on openlab.citytech.cuny.edu during the first week. Join our class on OpenLab.
* Software: Office suite of applications capable of producing files in DOCX, PPTX, and PDF formats.
* Accepted invitation to Slack workspace.
* Join Perusall.

**University Policies**

**Accessibility Statement**

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143 or [http://www.citytech.cuny.edu/accessibility/.](http://www.citytech.cuny.edu/accessibility/)

**Academic Integrity and Plagiarism Statement**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and

academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. In the Resources tab on our OpenLab site, you’ll find an Academic Integrity Pledge which the College would like you to read.

**Sanctions for Academic Integrity Violations**

In accordance with the CUNY Policy on Academic Integrity, NYCCT empowers its Academic Integrity Committee and Academic Integrity Officer to process violations of the CUNY Academic Integrity Policy. As stated in the student handbook, all instructors must report all instances of academic dishonesty to the Academic Integrity Officer.

**Assignments and Course Grades**

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| **Project 1: Summary of Scientific or Technical Article** | Using the library’s journals and scholarly databases, find a scientific or technical article from a peer-reviewed journal, and write a 500-word summary of the article using APA style, to be used as part of your team’s project and report. | **10%** |
| **Project 2: Expanded Definition of a Technical or Scientific Term** | Choose a technical or scientific term that is important to your team’s project, and write a 750-1000 word expanded definition of it to be incorporated into your team’s project. Your expanded definition must be supported by scholarly or vetted sources that are properly quoted and cited using APA style. | **15%** |
| **Project 3: Instruction Manual** | Create a 1500-2000 word instruction manual that combines words, images, and design principles to help others accomplish a task. | **15%** |
| **Project 4: Collaborative Final Project** | After forming into teams of students, identify a problem and create these solution-oriented deliverables: a 4000-6000-word analytical research report on the problem, a website describing that problem and promoting your team’s solution to the problem, and a presentation directed at a specific audience and designed to convince them to adopt your solution. ***Individually,*** each student will also be responsible for a 1000-word contribution to the team research report. ***As a collaborative project,*** all team members are expected to contribute equally based on a distribution of responsibilities managed within the team. | **40%** |
| **Individual Collaboration Report** | Complete a weekly private OpenLab post detailing you and your team’s progress throughout the project. At the end of the course, you’ll create a private email to send to the instructor giving your overall Reflection about the course and the team project -- this will include a Team Evaluation sheet for you to complete and attach to the Reflection email. | **10%** |
| **Participation** | Weekly private OpenLab posts on assigned subjects and/or your perspective on how the team project is going. Also includes your team’s evaluation of your contribution. | **10%** |
| **Total** |  | **100%** |

**Prof Blain’s policies**

**Participation & Attendance**

This is, well, tricky since we’re asynchronous and don’t have meeting times. Given that’s the case, this is really a Participation grade, and *that’s* mostly going to show up in each member of your team’s Individual Collaboration Report. If you’re having trouble, get in touch with me immediately! And also your team project manager so your project team won’t be hung out to dry.

**Required Format for Papers**

While there will be exceptions that we will discuss in class, all writing submitted online via our class Google Drive and should follow APA professional style. It should always include a “name block” in the upper left corner, a title centered, and your writing. If you quote or cite writing by others, it should be properly cited and included as an entry on a concluding “Works Cited” list. Search Google for “Purdue OWL APA” for guidelines and sample papers.

**Late Papers**

Just don’t. The penalties will be pretty severe, including a 10-point reduction from me for every day it’s late, as well as the wrath of your Teammates for throwing the project schedule off; you’ll set policies as a team about how to handle these things.

**A final word from me**

I won’t lie – this class won’t be easy! If you don’t think you can devote the time to it, you can always drop it and take the class in a regular semester. Nobody will think less of you. Or if you want to give it a try but know your personal work/academic schedule is already full, it’s okay to work out something with your team to contribute less and take the hit on the grade. That’s fine! Don’t be shy or embarrassed. It happens IRL, as they say. Just be up-front and work around it.

And I’m here to help as long you stay in touch via Slack or email, as well as staying in touch with your Team. We’re all here to help each other succeed, and we’ll do our best go help you through it. If you stick with it and really commit to the process, it can be a lot of fun along with a lot of work.

**Tentative Class Schedule**

A more complete schedule will be part of each week’s overview page on OpenLab. That overview will consist of video lectures, a written walkthrough of all the work for the week, handouts, and assignments with their due dates. This tentative class schedule is meant to be a general guideline and is subject to change as the term progresses.

If it looks like a lot… it is! My advice is to get the individual assignments done as quickly as possible after they’re discussed by your team and everyone is signed off. Communication within the team will be critical to getting everything completed in a timely fashion, so set up your Slack or Discord or other team communication strategies as soon as teams are assigned on 6/2.

The Perusall sections aren’t very long (except for the one on design and readability, and that one has lots of images and is meant to be mostly skimmed), so I would advise getting them read as early in the week as possible – they’ll also help you with getting the project done because they’ll help you avoid some avoidable errors.

**Week One 5/28-5/30: Set-up and introductions.**

* Video Lesson: go over course materials and scope of course.
* Join OpenLab and post Introduction – due 6/1.
* Fill out Doodle poll to set up optional class meet-ups.
* Join Perusall and read/annotate the syllabus – due 6/1.
* Join Slack and leave message on #questions-and-comments channel – due 6/1.

**Week Two 6/1-6/7: Initial Team Project Activities.**

* Optional Zoom meet-up 6/1.
* *Video Lesson:* How to write a 500-word summary of a technical article. APA formatting. Due 6/9.
* Team Project work: Teams assigned 6/2. Set up communication strategies and workflow processes. Do Individual Assessment sheets, write Group Charter, prepare Task List/Schedule completed, establish scope of research for 500-word Article Summary and assign preliminary research parameters.
* Perusall: Read and annotate assignment titled “Thinking about Writing/Audience.”
* Weekly private OpenLab post **due EOD 6/8**

**Week Three 6/8-6/14: Expanded Definition, Instruction Manuals.**

* Optional Zoom meet-ups 6/8.
* 500-word article summary due 6/9.
* Video Lesson: How to write a 750-word Expanded Definition. Due 6/14.
* Video Lesson: How to write an Instruction Manual. Draft due 6/18 and 7/1.
* Team Project work: select words for Expanded Definition assignment.
* Perusall: Read and annotate assignment titled “Proposals.”
* Weekly private OpenLab post **due EOD 6/15**

**Week Four 6/15-6/20: Technical Research Report, Project Elements**

* Optional Zoom meet-ups 6/15.
* Draft of Instruction Manual due 6/19.
* Video Lesson: Writing a Technical Research Report. Doing the individual contributions
* Team Project work: Begin work on website, divide up 1000-word contributions to technical report, continue other work per team task list/schedule. Individual contributions due 6/22.
* Perusall: Read and annotate assignment titled “Technical Reports.”
* Weekly private OpenLab post **due EOD 6/21**

**Week Five 6/22-6/28: Project work**

* Optional Zoom meet-ups 6/22.
* Video lesson: design and readability, presentations.
* Team Project work: Continue work on website, technical report, and presentation
* Perusall: Read and annotate assignment titled “Design & Readability.”

**Week Six 6/29-7/1: Complete project deliverables**

* Optional Zoom meet-ups 6/29.
* Video lesson: final deliverables (project website including technical report and presentation), individual collaborative reflection, instruction manual, any other revisions
* Team Project work: complete website due 7/1
* Individual work: collaboration reflection & Team Evaluation Sheet (via email) and any individual assignment revisions due 7/1.