

English 2575, Technical Writing

English 2575 | Section | Tue/Thu 11:30am–12:45pm | Location G-603

Professor Amy Hayden | Namm 529 | Thu 10–11am | ahayden@citytech.cuny.edu

Course Description:

An advanced course in effective technical writing techniques, including traditional technical writing forms and World Wide Web 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.

Prerequisites: English 1121

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:

Paul Anderson, *Technical Communication*, Loose-Leaf Version + MindTap (available in the college bookstore)

Required Resources:

- Access to your campus email account.
- Software: Office suite of applications capable of producing files in DOCX, PPTX and PDF formats.
- Create accounts (or use your existing accounts) for Google and LinkedIn.com.
- Ability to print color and b/w documents.

Recommended Resources

- Journals in the field available through the library: *Journal of Business and Technical Communication*, *Journal of Technical Writing and Communication*, *Technical Communication*, and *Technical Communication Quarterly*.
- *Usability.gov*, an important website from the Department of Health and Human Services that provides information and methodologies for improving user experiences (UX).
- City Tech's Ursula C. Schwerin Library, Atrium 4th Floor: <http://library.citytech.cuny.edu>
- City Tech Learning Center, Atrium G-18: <http://www.citytech.cuny.edu/students/learningcenter/>
- Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

Assignments and Course Grades

Summary Memos & Case Studies (10%)

At the beginning of class, students will post either a Summary Memo of the assigned reading for that day's class or a Case Study in response to the corresponding reading on MindTap. Summary Memos should be properly formatted and include a brief synopsis of the chapter followed by a more detailed discussion of the chapter. Case Studies should include whatever is asked for in the prompt on MindTap. Only 15 minutes will be allowed at the beginning of class to write, so students should read and plan their memos and case study writings ahead of time. These memos and case studies are an opportunity for regular writing practice, and they help prime students for in-class discussion by giving everyone a chance to collect and organize their thoughts.

Homework (10%)

Homework is completed online on the MindTap platform. Due dates are listed in the syllabus. There is a 48-hour grace period, after which the system will lock out users. Homework will not be accepted after this time.

Reading Presentations (10%)

Students will be randomly assigned a chapter from the daily readings. On the day of your assigned reading, present a 5–10-minute oral presentation supported by a PowerPoint presentation slideshow. Daily presentations follow the 15 minutes permitted for the beginning-of-class writing. Presenters are expected to complete the daily writing and give their presentations.

500-Word Summary (10%)

Individually, you will write a 500-word summary of technical or scientific article that demonstrates:

1. the ability to identify key processes and concepts in a professional science or technology article;
2. the ability to describe complex processes and concepts clearly and concisely; and
3. an awareness of audience.

The summary should cite the article and any quotes using APA format.

750–1,000-Word Expanded Definition (10%)

Individually, you will write a 750–1,000-word expanded definition of a technical or scientific term, with a cover memo, which demonstrates:

1. the correct memorandum format;
2. knowledge of the etymology and historical development of the term;
3. examples of the term's use in various written contexts;
4. the ability to compare and contrast various uses of the term;
5. the use and citation of sources with proper attribution; and
6. the awareness of audience.

At least three library-sourced citations are required and should be cited following APA format.

1,500–2,000-Word Instructional or Training Manual (10%)

Individually, you will write a 1,500–2,000-word instructional or training manual that demonstrates:

1. the ability to explain a task/process in clear, concise language;
2. the selection and definition of appropriate terminology and concepts;
3. an awareness of the intended user/audience; and
4. knowledge of instructional manual format.

All diagrams, illustrations, or photos must be created by the student and integrated into his or her manual. Any outside sources cited should be documented according to APA format.

1,500–2,000-Word Formal Product or Service Proposal (10%)

A 1,500–2,000-word formal product or service proposal that demonstrates:

1. knowledge of the product or service offered, of pertinent market forces, and of the potential customer base;
2. the proposer's qualifications to deliver the product or service described;
3. knowledge of research methodology and the ability to describe that methodology; and
4. proper proposal format.

At least six library-sourced citations must be included (non-library-sourced citations are encouraged, but they do not count toward the six library-sourced sources). Any outside sources cited should be documented according to APA format.

Collaboration: Presentation, Website, and Individual Narrative (30%)

Collaboration: 7–10-minute Oral Presentation to Sell a Product or Service (10%)

As a team, select one member's product/service proposal as the basis for your team's presentation. Collaboratively, your team will create and deliver a 7–10-minute oral presentation designed to sell a product or service to an audience of potential customers that demonstrates:

1. knowledge of oral presentation techniques and conventions;
2. the ability to organize a presentation effectively;
3. the ability to incorporate various media into the presentation, including appropriate computer software;
4. knowledge of the product or service offered, of pertinent market forces, and of the potential customer base;
5. the ability to communicate the value of the product or service in clear, spoken English;
6. the ability to answer audience questions; and
7. the ability to collaborate productively with a partner or partners.

A presentation script and PowerPoint presentation are required and will be submitted as part of the assignment.

Collaboration: Website Advertising a Product or Service (10%)

To support your team's collaborative presentation, your team will create a web page advertising a product or service that demonstrates:

1. knowledge of the product or service offered, of pertinent market forces, and of the potential customer base; and
2. basic knowledge of web page design and composition, including appropriate software.

The website will be based on your presentation and it is encouraged to be integrated into your presentation (perhaps to demonstrate how your team is promoting your product or service). Your team must create all graphics, logos, design, and text.

Collaboration: Individual Narrative (10%)

Each team member will write a 500-word memo analyzing their collaborative project and reporting on his or participating in the project. The memo should address:

1. the division of labor among group members;

2. the progress of each group member throughout the collaboration; and
3. the cooperation of group members during the collaboration.

Narratives should be emailed to ahayden@citytech.cuny.edu as a Word doc attachment before class on the first day of final presentations using this file naming convention: lastname.firstname.narrative.docx (e.g., smith.john.narrative.docx).

A Note about the Course

This is a *writing class*. You will be expected to write regularly, both inside and out of class. If you fall behind on assignments, or if you miss class, you will not do well.

Grading Policy:

Students must submit assignments on time to receive full credit. If you are not present on a due date, it is your responsibility to hand in your work electronically or by way of a classmate. Major project assignments are due at the beginning of class. If an assignment is turned in late because of an emergency, there will be one letter grade reduction for the assignment for each day late.

In-class work, including (but not limited to) Summary Memos, Case Studies, and Reading Presentations, will not be accepted late for any reason. There are no exceptions.

Attendance and Participation

The expectation for successful and respectful college students is to arrive on time and attend all classes. Following City Tech's policy, attendance is recorded and reported for each class meeting. Attendance, arriving on time, and class participation are essential and excessive absences may affect the final grade. Students who simply stop attending will receive a grade of "WU" (unofficial withdrawal).

Please get the name and contact information for three other students in the class whom you can contact if you are absent; contact them to find out what you missed before you contact me.

Contact #1 _____

Contact #2 _____

Contact #3 _____

Technology in the Classroom

We are in a "smart" classroom. This doesn't mean, however, that you can use this technology for your own purposes during our class time. If you are found to be doing non-class work during class, you may be asked to leave and receive a zero grade for participation that day.

Cell phones and other electronic devices should be turned off or on silent during class. Headphones should be put away. This is respectful of other students.

Nondiscrimination Policy:

This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others inside or outside the class will not be tolerated.

Accommodations Policy:

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Student Support Services Program (SSSP). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from SSSP, which is located in A-237. It is the student's responsibility to initiate contact with the SSSP staff and to follow the established procedures for having the accommodation notice sent to the instructor.

New York City College of Technology Policy on Academic Integrity:

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 in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog (http://www.citytech.cuny.edu/academics/catalog_listing.shtml).

Tentative Schedule:

I reserve the right to alter the following tentative schedule depending on the needs of a given class. You are expected to complete the readings for each class in advance (e.g., you should read Ch 1 of *Technical Communication* before you arrive in class on January 31).

Week	Date	Reading	Homework/Writing/Discussion
1	01.29		<ul style="list-style-type: none"> • Introduce the course and each other • Discuss syllabus/sketch major assignments • Diagnostic in-class writing • Introduction to OpenLab
	01.31	<ul style="list-style-type: none"> • <i>Technical Communication (TC)</i> Ch 1: Communication, Your Career, and This Book 	<ul style="list-style-type: none"> • MindTap Ch 1 Homework Due • Beginning of class writing: post on OpenLab. • Discussion: What is Technical Writing and Technical Communication? • Rhetorical Situations in Technical Writing
2	02.05	<ul style="list-style-type: none"> • <i>TC</i> Ch 21: Writing Reader-Centered Correspondence: Letters, Memos, and Emails 	<ul style="list-style-type: none"> • MindTap Ch 21 Homework Due • Beginning of class writing: Ch 21 MindTap Case Study due on OpenLab. • Student-led presentation/discussion.
	02.07	<ul style="list-style-type: none"> • <i>TC</i> Ch 3: Defining Your Communication's Goals 	<ul style="list-style-type: none"> • MindTap Ch 3 Homework Due • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
3	02.12	No Class; College Closed	
	02.14	<ul style="list-style-type: none"> • <i>TC</i> Ch 9: Persuading Your Readers 	<ul style="list-style-type: none"> • MindTap Ch 9 Homework Due • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion. • DUE: Summary
4	02.19	<ul style="list-style-type: none"> • <i>TC</i> Ch 4: Conducting Reader-Centered Research: Gathering, Analyzing, and Thinking Critically About Information 	<ul style="list-style-type: none"> • MindTap Ch 4 Homework Due • Beginning of class writing: MindTap Ch 4 Case Study due on OpenLab. • Student-led presentation/discussion.
	02.21	<ul style="list-style-type: none"> • <i>TC</i> Ch 6: Organizing Reader-Centered Communications 	<ul style="list-style-type: none"> • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
5	02.26	<ul style="list-style-type: none"> • <i>TC</i> Ch 5: Using Six Reader-Centered Research Methods 	<ul style="list-style-type: none"> • MindTap Ch. 5 Homework Due • Beginning of class writing: MindTap Ch. 5 Case Study due on OpenLab. • Student-led presentation/discussion.
	02.28	<ul style="list-style-type: none"> • <i>TC</i> Ch 7: Drafting Reader-Centered Communications 	<ul style="list-style-type: none"> • MindTap Ch. 7 Homework Due • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
6	03.05	<ul style="list-style-type: none"> • <i>TC</i> Ch 11: Writing Reader-Centered Front and Back Matter 	<ul style="list-style-type: none"> • MindTap Ch 11 Homework Due • Beginning of class writing: MindTap Ch 11 Case Study due on OpenLab. • Student-led presentation/discussion. • DUE: Expanded Definition
	03.07	<ul style="list-style-type: none"> • <i>TC</i> Ch 8: Using Eight Reader-Centered Patterns for Presenting Information and Ideas 	<ul style="list-style-type: none"> • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
7	03.12	<ul style="list-style-type: none"> • <i>TC</i> Ch 12: Creating Reader-Centered Graphics 	<ul style="list-style-type: none"> • MindTap Ch 12 Homework Due • Beginning of class writing: MindTap Ch 12 Case Study due on OpenLab. • Student-led presentation/discussion.
	03.14	<ul style="list-style-type: none"> • <i>TC</i> Ch 13: Creating Eleven Types of Reader-Centered Graphics 	<ul style="list-style-type: none"> • Beginning of class writing: summary memo due on OpenLab.

			<ul style="list-style-type: none"> • Student-led presentation/discussion.
8	03.19	<ul style="list-style-type: none"> • <i>TC Ch 27: Writing Reader-Centered Instructions</i> 	<ul style="list-style-type: none"> • MindTap Ch 27 Homework Due • Beginning of class writing: MindTap Ch 27 Case Study due on OpenLab. • Student-led presentation/discussion.
	03.21	<ul style="list-style-type: none"> • <i>TC Ch 14: Designing Reader-Centered Pages and Documents</i> 	<ul style="list-style-type: none"> • MindTap Ch. 14 Homework Due • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
9	03.26	<ul style="list-style-type: none"> • <i>TC Ch 15: Revising Your Drafts</i> 	<ul style="list-style-type: none"> • MindTap Ch. 15 Homework Due • Beginning of class writing: MindTap Ch. 15 Case Study due on OpenLab. • Student-led presentation/discussion.
	03.28	<ul style="list-style-type: none"> • <i>TC Ch 16: Testing Drafts for Usefulness and Persuasiveness</i> 	<ul style="list-style-type: none"> • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion. • DUE: Instruction Manual
10	04.02	<ul style="list-style-type: none"> • <i>TC Ch 17: Creating Communications with a Team</i> 	<ul style="list-style-type: none"> • MindTap Ch 17 Homework Due • Beginning of class writing: MindTap Ch 17 Case Study due on OpenLab. • Student-led presentation/discussion.
	04.04	<ul style="list-style-type: none"> • <i>TC Ch 19: Managing Client and Service-Learning Projects</i> 	<ul style="list-style-type: none"> • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
11	04.09	<ul style="list-style-type: none"> • <i>TC Ch 20: Creating Reader-Centered Websites</i> 	<ul style="list-style-type: none"> • MindTap Ch 20 Homework Due • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
	04.11	<ul style="list-style-type: none"> • <i>TC Ch 23: Writing Reader-Centered Proposals</i> 	<ul style="list-style-type: none"> • MindTap Ch 23 Homework Due • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
12	04.16	<ul style="list-style-type: none"> • <i>TC Ch 24: Writing Reader-Centered Empirical Research Reports</i> 	<ul style="list-style-type: none"> • Beginning of class writing: MindTap Ch 24 Case Study due on OpenLab. • Student-led presentation/discussion.
	04.18	<ul style="list-style-type: none"> • <i>TC Ch 25: Writing Reader-Centered Feasibility Reports</i> 	<ul style="list-style-type: none"> • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion. • DUE: Product or Service Proposal
No class April 23 or April 25 (Spring Recess)			
13	04.30	<ul style="list-style-type: none"> • <i>TC Ch 26: Writing Reader-Centered Progress Reports</i> 	<ul style="list-style-type: none"> • MindTap Ch 26 Homework Due • Beginning of class writing: MindTap Ch 26 Case Study due on OpenLab. • Student-led presentation/discussion.
	05.02	<ul style="list-style-type: none"> • <i>TC Ch 10: Developing an Effective, Professional Style</i> 	<ul style="list-style-type: none"> • MindTap Ch 10 Homework Due • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
14	05.07	<ul style="list-style-type: none"> • <i>TC Ch 18: Creating and Delivering Listener-Centered Oral Presentations</i> 	<ul style="list-style-type: none"> • Beginning of class writing: summary memo due on OpenLab. • Student-led presentation/discussion.
	05.09	<ul style="list-style-type: none"> • Team studio day. 	
15	05.14	<ul style="list-style-type: none"> • Team studio day. 	
	05.16	<ul style="list-style-type: none"> • Final team project presentations. 	<ul style="list-style-type: none"> • DUE: Project 4: Collaborative Final Project
16	05.21	<ul style="list-style-type: none"> • Final team project presentations. 	