**English 372: Technical and Scientific Communication**

Office Hours:

Tuesdays and Thursdays 11:00 – Noon

Wednesdays 2:00 - 3:00

And by appointment

Spring 2015

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**Course Description**

“Practice in expository, descriptive, and report writing, with special application to technical and scientific subject matter” (UWW Course Catalogue).

**Rental Textbook**

Markel, Mike. *Technical Communication* (9th edition). Boston: Bedford / St. Martens, 2009.

Additional readings have been made available on D2L.

**Objectives**

Upon successfully completing Eng 372, students will be able to:

* write clearly and effectively for expert and general audiences.
* write professionally in challenging situations.
* edit and revise their own writing and that of their peers.
* make grammatical and stylistic choices that reflect rhetorical intentionsand ethical commitments.
* explain relationships between science, language, and rhetoric.
* use technology to communicate effectively.

**Why Are You Taking This Course?**

1. Your major department requires you to take it.
2. Eng 372 helps prepare you for undergraduate success at UWW and for some of the twenty-first century challenges you will face after you graduate. Put another way, Eng 372 contributes to the following LEAP Essential Learning Outcomes:

You will gain:

★*Intellectual and Practical Skills, including*

Inquiry and analysis

Critical and creative thinking

Written and oral communication

Information literacy

Teamwork and problem solving

★*Personal and Social Responsibility*

Civic knowledge and engagement – local and global

Intercultural knowledge and competence

Ethical reasoning and action

Foundations and skills for lifelong learning

★*Integrative and Applied Learning*

Across general and specialized studies

**Course Requirements and Evaluation**

Your final grade will be figured according to the following percentages:

|  |  |
| --- | --- |
| **Assignment** | **Percentage of Final Grade** |
| Edited Essay (10 February) | 5 |
| D2L Postings – Due by 5:00   1. Apology (11 February) 2. Rebuke (18 February) 3. Definition and Description (11 March) 4. Writing Instructions (In-class writing 17 March) 5. Meeting Minutes (8 April) 6. Summary of Scholarly Article (21 April) | 30 |
| Job, Internship, Grant or Grad School Application (12 March) | 15 |
| Lab or Recommendation Report (21 April) | 15 |
| Group Advocacy Presentation (5 or 7 May) | 10 |
| Advocacy Essay (7 May) | 15 |
| Participation | 10 |

Grading Scale

94-100 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

78+79 C+

74-77 C

70-73 C-

60-69 D

0-59 F

Class Participation and Attendance

This course cannot succeed without vigorous student participation. Please come to class having carefully read the assignment and be prepared to voice your thoughts. Come to class on time, stay the whole time, be attentive, and participate thoughtfully.

I will assess your participation according to the following criteria:

A Did not miss class, completed the reading and brought original ideas or arguments about it to class, made thoughtful verbal contributions to the discussion most days, provided especially thorough feedback during peer review sessions.

B Missed only one or two classes, completed the reading and was ready to talk about it, made contributions to discussion once or twice a week, provided helpful feedback during peer review sessions.

C Came to class regularly, completed the reading, but hadn’t really thought about it, spoke in class only when called upon, completed peer review.

D Missed more than 3 classes, listened to iPod, surfed the internet, texted friends, provided meager peer review feedback.

F Absent for long stretches of time, disengaged or disruptive during class, unwilling or unable to engage when called upon.

A few words on electronics. . .I am a huge fan of reading books on my iPad, but I recognize that iBooks is not the only app that I can access on the device. You may read the course materials on a Kindle, your laptop, or an iPad, but please do not surf the internet, play games, send or read text messages, or chat during class. If I see you distracted by your electronic device, I may ask you to put it away, but I may just make a note of your disengagement from the class and reduce your participation grade. Please silence your phone during class. I consider earbuds to be brazenly disrespectful.

Plagiarism and Academic Integrity

It is your responsibility to accurately present work that you turn in and to properly cite sources that you use. Chapter fourteen of the UW system student handbook describes academic misconduct and its consequences:

Academic misconduct in an act in which a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation;

- Uses unauthorized materials or fabricated data in any academic exercise;

- Forges or falsifies academic documents or records;

- Intentionally impedes or damages the academic work of others;

- Engages in conduct aimed at making false representation of a student's academic performance; - Assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. (<http://www.uww.edu/handbook/student/system_1403.html>)

Please feel free to consult me with any questions you have about citing sources and feel free to make use of resources on campus to help you avoid plagiarism. The time to have this conversation is before you turn in your final draft for a grade. If you have significant concerns, you might also consider participating in one of the Academic Support Center's plagiarism workshops (see <http://www.uww.edu/acadsupport/tutorial/plagiarism_workshop_registration.html> for more information).

The best way to avoid getting caught up in a messy and unpleasant academic misconduct imbroglio is to do your own work and to save all of the notes and drafts that you used to create your paper. If you compose on a computer, it is always a good idea to save multiple versions of your paper when you make substantial revisions.

Deadlines

Unless you arrange for an extension in advance of the deadline by email, I will not accept late papers or D2l postings. Plan ahead and turn in your assignments on time. Papers must be turned in on paper; I cannot accept emailed papers. You may print your papers double sided, or you may print on the backs of previously printed pages if you would like to save paper.

Special Needs

I am committed to providing, on a flexible and individual basis, reasonable accommodation to students who have documented disability conditions (e.g. physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. If you have a disability that requires accommodation, please contact both the Center for Students with Disabilities and me to discuss your individual needs. The Center for Students with Disabilities is located on the first floor of Andersen Library in room 2002. You can also call them at 262-472-4711(Main Phone/Relay) or 262-472-1109 (TTY), and you can find the Center on the web at http://www.uww.edu/csd/.

**Course Schedule**

Week 1

1/20 Welcome and Introductions

Eng 372 - Scientific AND Technical Writing

How to read Markel

1/22 What is Technical Communication, and what are its expectations?

Read for Today: Markel Ch. 1 (2-14)

Week 2

1/27 What is Scientific Communication and what are its expectations?

Read for Today: Goldbort, *Writing for Science* (1-55) **D2L**

1/29 Building Blocks of Effective Writing: Parts of Speech and Basic Sentence Structure

phrase, clause, independent clause, dependent clause, subject, verb, direct object, indirect object, preposition

Read for Today: “[The Eight Parts of Speech](https://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html)” and “[Basic Sentence Structure](https://www.butte.edu/departments/cas/tipsheets/grammar/sentence_structure.html)” on the Butte College website (email Aaron Rodgers if you have any questions)

Week 3

2/3 Building Blocks of Effective Writing: Punctuation

comma, semicolon, colon, dash, hyphen

Read for Today: Markel, Appendix C (683-709)

Bring to Class Today: 3 pages of a piece of writing that you turned in last semester (these must be printed on paper)

2/5 Building Blocks of Effective Writing: Subjects and Verbs, Pronouns and Antecedents, Count and Noncount Nouns, Usage and Diction

who/whom, affect/effect

Write with nouns and verbs.

Read for Today: Markel, Ch. 10 (222-247)

Week 4

2/10 What ethical and legal responsibilities press upon scientific and technical communicators?

Read for Today: Markel, Ch. 2 (19-40) and Goldbort pp. 58-60 **D2L**, Penrose and Katz Ch. 3 (53-91)

Due Today: Edit three pages of your writing (use the abbreviations on p. 683)

2/12 Using the Building Blocks

Read for Today: Markel, ch. 14 (362-68; 379-82)

Write for Today: Apology Email

You are the starting striker and the most important player on your national soccer team. In the course of World Cup play, you bit an opponent on the shoulder and this bizarre, antisocial act was caught on video. You are facing particular scorn for your act because this is the third time you have been caught biting one of your opponents. Please write a one-paragraph explanation and/or apology. Post on D2L before 5:00 pm Wednesday.

Week 5

2/17 Writing for an Audience

Read for Today: Markel Ch. 5 (80-113)

2/19 Organizing Information for your Audience

Read for Today: Markel Ch. 7 (149-174)

Write for Today: Rebuke

You and a coworker or a classmate are responsible for making two presentations together. Leading up to the first presentation, your partner did less work than he should have and the work that he did was so poor that you had to redo much of it yourself. You are concerned about the second presentation. Please write an email to the person that addresses the situation. Post on D2L before 5:00 pm Wednesday.

Week 6

2/24 Writing job application letters and grad school essays

Read for Today: Markel Ch. 15 (149-174) and “J. Mabie UW-Whitewater Application Letter”

Bring to Class Today: Announcement for a job or internship for which you are qualified.

-OR-

Grant or grad school program for which you could apply.

2/26 Writing grant applications

Read for Today: Goldbort Ch.10 (271-296), [Purdue OWL’s Introduction to Grant Writing](https://owl.english.purdue.edu/owl/resource/981/1/), and [SURF Call for Proposals](http://www.uww.edu/urp/surfuww)

Week 7

3/3 Writing Definitions and Describing Objects

Read for Today

Markel Ch. 20 (540-557)

3/5 Workshop: Peer Review Job, Internship, Grant, or Grad School Application

Bring to Class Today: Complete Draft of your Job, Internship, Grad School, or Grant Application letter

Week 8

3/10 Lab Day: Definitions and Descriptions

Write for Class Today:

1. Define two terms for your grandmother in one or two sentences each.
2. In 250 words, describe an object that is familiar to you (something you regularly encounter in your major classes perhaps), but that is unfamiliar to may other people.

Post both of these on D2L before 5:00 pm Monday.

3/12 Writing Instructions

Read for Today: Markel ch. 20 (558-578)

Due Today: Job, Internship, Grant, or Grad School Application letter

Week 9

3/17 Lab Day: Writing Instructions (Meet in the lounge on the second floor of Laurentide Hall)

3/19 Field Trip, Campus Locations TBA

Bring To Class Today: Coat, Hat, Mittens, and/or Rain Gear

Using the Campus as a Living Laboratory to Explore Instruction Writing

**No Class Week of March 23-27: Spring Break**

Week 10

3/31 Writing Lab and Research Reports

Read for Today: Markel ch. 18 (478-500)

Write for Class Today: Your boss has asked to complete a report that requires data from several people whom you have never met. They work in the same organization (company, university, non-profit), but they make twice as much money as you do. The information that you need from them will take them about twenty minutes to find, compile, and send back to you. Please compose an email that asks them to help you complete your project. Post on D2L before 5:00 pm Monday.

4/2 Writing Recommendation Reports

Read for Today: Markel ch. 19 (500-539)

Week 11

4/7 Writing Meeting Minutes

Listen to “[The Secret Recordings of Carmen Segarra](http://www.thisamericanlife.org/radio-archives/episode/536/the-secret-recordings-of-carmen-segarra)” from *This American Life*

Write for Today: Attend an open student organization meeting with at least one classmate; then, write minutes individually. Separately and without reconciling your notes, post both or all sets of minutes to D2L before 5:00 pm Wednesday.

4/9 “Communicating with Public Audiences”

Read for Today: Penrose and Katz Ch 8 (pages 198-226 are

posted on D2L)

Find for Today: Scholarly article related to your major discipline.

Week 12

4/14 Workshop Lab or Recommendation Report

Bring To Class Today: One hardcopy of your Lab or Recommendation Report

4/16 Summarizing and accommodating scholarly material for general audiences.

Write For Today: Summarize a scholarly article for an audience of non-specialists in 350-400 words. This word count range is absolutely firm – edit your document to conform to the range. Please include a word count after the last line of text. Post on D2L before 5:00 pm Monday.

Week 13

4/21 Due Today: Workshop Lab or Recommendation Report

4/23 Communicating Persuasively

Read for Today: Markel, ch. 8 (176-221)

Week 14

4/28 Creating Graphics and Writing Effective PowerPoint Presentations

Read For Today: Markel ch. 12 (297-340)

“[Designing Effective PowerPoint Presentations](https://owl.english.purdue.edu/owl/resource/686/1/)” from *Purdue OWL*

Tufte, “[PowerPoint is Evil](http://archive.wired.com/wired/archive/11.09/ppt2.html)” from *Wired Magazine*

Tufte, “[PowerPoint Does Rocket Science](http://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg_id=0001yB)”

4/30 Lab Day: Group Work and Instructor Conferences on Public Advocacy Presentations

and Essays

Week 15

5/5 Group Advocacy Presentations

5/7 Group Advocacy Presentations

Due Today: Advocacy Essay