**TECM 2700.008**

**Technical Writing**

**Spring 2016**

**MW 2p-3:20p**

**AUD 312**

### Instructor Seth Thompson

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**Office Hours** Mondays and Wednesdays 12pm – 2pm in EESAT 372A

**Phone** 940-565-4458 (office number for the Department of Technical

Communication. You may leave a message with the staff.)

**E-Mail** E-mail through Blackboard

**Textbook** Sims, Brenda R. *Technical Communication.* 3rd ed.Kendall Hunt, 2015 (Available in hard copy or eBook) You may order the hard copy or eBook directly from the publisher at <http://www.kendallhunt.com/sims/>.

**Learning**

**Outcomes** The learning outcomes of TECM 2700 include the following:

* learn to write clearly, concisely, and correctly
* learn the value of good writing skills in professional and technical settings
* learn and practice critical thinking and problem solving related to written communication in professional and technical settings
* learn and practice writing technical documents common in professional and technical settings
* use word processing and graphics software to create effective technical documents
* learn to write as a member of a team

**Evaluation** Style Exam 10%

Correspondence Case Study 10%

Design Case Study 10%

Resume and Cover letter 10%

Proposal 10%

#### Instructions 15%

Feasibility Report 15%

Formal Project 15%

Homework and Professionalism 5%

**Policies**

* You must attend class regularly. You cannot perform well in this course

unless you attend class. If you miss class for any reason, you are responsible for all material covered and all assignments made.

* **My classroom is a cell-phone-free zone: no texting, no surfing, and no talking on cell phones. Put your phone on silent (not vibrate) during class.** Please respect your classmates by following this policy.
* I do not accept late assignments except in cases listed below. **If you do not contact me before the assignment is due, I will not accept the assignment.** If you are unable to attend class or turn in an assignment because of an emergency, please call or e-mail me before class.
* If you miss more than 3 classes, I will lower your grade one letter. If you miss more than 5 classes, I will lower your grade two letters and may drop you for non-attendance.
* If you miss more than two scheduled team meetings, you may receive a grade of zero on the team project/assignment.
* If you do not prepare an assignment according to instructions in format, organization, and style, that assignment may receive a grade of F.
* Make copies of your formal report and any other documents that you would like to keep. I will your formal project and other documents on file for one year.
* **Check your UNT email address for communication from me. I use only UNT email addresses to communicate with students.**

**Acceptable**

**Student**

**Behavior** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

**Academic**

**Integrity** I follow UNT’s policy for academic dishonesty. You can access these guidelines and the UNT policy at <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>

**You are responsible for knowing and following the student standards for academic integrity.**

**Essential**

**Competencies** In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, I will cooperate with the office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. If you have a disability for which you will require accommodation, please advise me of your needs in writing no later than the end of the second week of class.

Essential competencies for this course include the ability to

* read and analyze technical documents
* write clear, concise, and visually appropriate technical prose for the intended readers in response to various types of assignments
* work in a team to discuss, write, edit, and publish technical documents
* use a personal computer with word processing, e-mail, website design, and graphics software applications
* work effectively as part of a team
* follow the rules of standard grammar, usage, spelling, and punctuation

**Succeed!** I want you to succeed at UNT and in this class. I encourage you to visit the

“Succeed at UNT” website: [www.succeed.unt.edu](http://www.succeed.unt.edu). **Readings and Assignments**

January 20 **What we’ll do in class** **Introduction to the Course**

**Student Profiles**

January 25 **What we’ll do in class** **What Makes Technical Communication Excellent**

**Orientation to the Computer Lab**

**What to read** Chapter 1

**What’s due** Exercise 1 on page 15. Be prepared to discuss your Web page with the class.

January 27 **What we’ll do in class** **Writing for Your Readers**

**What to read** Chapter 2

**What’s due** Real World Experience on page 48.

February 1 **What we’ll do in class** **Organizing Information for Your**

**Readers**

**What to read** Chapter 6

**What’s due Select two of the following exercises:** 2, 4, 5, 6, 7, and 8 on pages 192-194

February 3 **What we’ll do in class** **Organizing Information for Your**

**Readers**

**What’s due** Real World Experience on page 196

(collaborative assignment to be presented in

class)

February 8 **What we’ll do in class** **Writing Easy-to-Read Documents**

**What to read** Chapter 7

**What’s due** Exercises 1-6 on pages 215-218

February 10 **What we’ll do in class** **Using Reader-Focused Language**

**What to read** Chapter 8

**What’s due** Exercises 1-9, 11 on pages 243-246.

February 15 **What we’ll do in class** **Practice Style Exam**

**What to read** Review Chapters 7-8

**What’s due** Practice style exam at the end of class

February 17 **What we’ll do in class** **Introduction to Formal Project**

**Review of Practice Style Exam**

February 22 **What we’ll do in class** **Style Exam**

**What to read** Review Chapters 7-8 and your practice style exam

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February 24 **What we’ll do in class** **Designing Reader-Focused Documents and Graphics**

**What to read** Chapter 10

**What’s due** Exercises 2 and 3 on page. Be prepared to discuss your “before” and “after” documents.

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February 29 **What we’ll do in class** **Graphics Orientation**

**Designing Reader-Focused Graphics**

**What to read** Chapter 11

What’s due Exercise 3, 4, or 5 on pages 359-360.

March 2 **What we’ll do in class** Workshop: Design Case Study

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March 7 **What we’ll do in class** **Writing Effective Letters, Memos, and**

**Emails**

**What to read** Chapter 12

**What’s due**

Exercise 1 on page 393

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March 9 **What we’ll do in class** **Workshop: Correspondence Case Study**

**What’s due Design Case Study at beginning of class**

Tentative formal project topic e-mailed to me by

the beginning of class

Correspondencecase study at the end of class

**Spring Break: March 14-20, 2016**

March 21 **What we’ll do in class** **Personal Branding and Resumes**

**What to read** Chapter 13

**What’s due** Case Study Analysis, assignment 1 on page 439

Be prepared to discuss the assignment in class

March 23 **What we’ll do in class** **Workshop:** **Resumes**

**What’s due** Draft of resume at the beginning of class

March 28 **What we’ll do in class** **Workshop: Resumes and Letter of**

**Application**

**What’s due** Resume and letter of application at the

end of class

March 30 **What we’ll do in class** **Building Persuasive Arguments**

**What to read** Chapter 9

**What’s due** Exercise 1a-c on page 266

April 4 **What we’ll do in class** **Proposals**

**What to read** Chapter 16

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April 6 **What we’ll do in class** **Collaboration and Instructions**

**Workshop: Team Instructions**

**What to read** Chapters 3 and 18

**What’s due** Draft of informal proposal

April 11 **What we’ll do in class** **Workshop: Team Instructions**

**What’s due Proposal due**

Topic for instructions due at the beginning of

class

April 13 **What we’ll do in class** **Workshop: Team Instructions**

**What’s due** Draft of team instructions at the end of class

April 18 **What we’ll do in class** **Workshop: Team Instructions**

**What’s due** Team instructions due at the end of

class

April 20 **What we’ll do in class** **Individual Conferences to Review Draft of Formal Project**

**What’s due** Formal project draft due at the beginning of

class

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April 25 **What we’ll do in class** **Feasibility Reports**

**What to read** Chapter 15

April 27 **What we’ll do in class** **Workshop: Team Feasibility Study**

**What’s due** **Formal project at the beginning of class**

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May 2 **What we’ll do in class** **Delivering Memorable Presentations**

**Workshop: Team Feasibility Study**

**What to read** Chapter 20

**What’s due** Feasibility report draft at the end of class

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May 4 **What we’ll do in class** **Workshop: Presentations**

**What’s due** **Feasibility report due at the end of class**

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May 7-12 Finals Week **Final Exam** (Presentations of Team Feasibility Studies, including final

draft of feasibility report)