# WRIT121T Introduction to Technical Writing Semester/Year

 2020-2021

**Credits:3**

**Course Start/End Date: August 29-June 1**

**Course Location/Days/Times: Capital High School Room 13**

**Required [and/or Recommended] Textbook(s):** Technical Communication Strategies for Today- Richard Johnson-Sheehan- Second Edition

## INSTRUCTOR INFORMATION

**Instructor Name**: Mr. Ryan Hanson

**Phone Number:** 324-2578

**e-mail Address: rhanson@helenaschools.org**

**Office Hours/Availability to Students:** (*7:50-3:40)*

## COURSE CONTENT

**Course Description:** **WRIT121T Introduction to Technical Writing**

**Credits: 3**

**Prerequisite: A “C-” or higher in WRIT095 or satisfactory**

**placement score**

**Experience in communication formats typical of technical**

**careers. Emphasis on writing as the craft of the critical thinker,**

**involving analysis of audience, context, and purpose, as well as**

**the ability to locate, synthesize, analyze, organize, and present**

**information effectively**

### Written/Oral Communications Outcomes

### **• Demonstrate mastery of engaging, clear, and coherent**

### **structures for presenting ideas in a variety of expository**

### **and argumentative models.**

### **• Develop ideas logically, clearly, convincingly, and**

### **ethically.**

### **• Control the effect of voice in achieving specific**

### **communication purposes with specific audiences.**

### **• Control the conventions of language.**

### **• Understand and apply research skills necessary for**

### **academic study.**

### **• Employ analysis, synthesis, and evaluation in both**

### **writing and reading.**

### **• Exercise proficiency, confidence, and self-reliance in**

### **the application of academic activities**

**Institutional Competencies addressed by this course**

[ ]  ***Diversity***: The student will learn to recognize and value individual, group and cultural differences from and within local, national and global perspectives and contexts.

[ ]  Critically examine the cultural, historical, social, economic, and/or political circumstances that produce and shape different social/cultural systems and communities either nationally and/or globally.

[ ]  Identify processes by which identities and notions of difference are constructed, reinforced, change over time.

[ ]  Examine how power structures, oppressions, and privilege shape the conditions of one or more underrepresented groups as well as various strategies and tools for empowerment, equity, social justice, and inclusion.

[ ]  ***Information Literacy****:* The student will learn to locate needed information, managing and evaluating the extracted information and using it critically and ethically.

[ ]  Pursue critical inquiry by using authentic questions, curiosity, and a willingness to challenge previously held beliefs in order to make new discoveries.

[ ]  Demonstrate persistence, flexibility, and patience in a strategic search for information, while recognizing that it may vary greatly in format, perspective, and value.

[ ]  Evaluate content among varied and conflicting perspectives in order to identify authoritative sources.

[ ]  Participate actively in scholarly or professional conversation by properly citing past research and accurately representing creators’ intended meaning.

[ ]  ***Technology Literacy:*** The student will use appropriate technology to access, manage, integrate, or create information, and/or use technology to effectively accomplish a given task.

[ ]  Internet and email: web search, web navigation, send and receive email, email attachments, security, messaging

[ ]  Operating system operations: locating and executing programs, booting, login, updates

[ ]  File management: navigation in OS, create files, folders, copy, delete, rename and upload files, Zip and unzip files, access Flash drive

[ ]  Word processing software basics

[ ]  Presentation software basics

[ ]  Spread Sheet software basics

### **Course Schedule/Topical Outline:**

1st semester Tech Writing: Mission Statements, Memos, E-Mail, Letters

September-Goals Essay, ch.1-5 Tech writing text, Career research

October- Chapter 6-7 Tech writing text

November/December-Read American Buffalo by Steven Rinella, Cover Letter, Resume, Thank You Letter

2nd semester Tech Writing: E-mails continued, Bid project, Reading

January/February-ADV Rider, The Big Burn

March-Short Stories

April/May-Long Way Gone, Bid Project

**Critical Dates:** November 1-End of 1st quarter. January 23- End of 1st semester. April 6th- End of 3rd quarter. June 3 End of 2nd semester.

***Course schedule and critical dates are subject to change based on the needs of the course.***

### **Grade Calculation Procedure:**

Grades will be based on a variety of assignments. Weekly Vocabulary tests, Daily grammar lessons, chapter quizzes and writing assessments.

### **Grading Scale:**

Letter grades for the course will be assigned based on the following percentages:

|  |  |  |
| --- | --- | --- |
|  | A (94-100%) | A- (90-93.9%) |
| B+ (87-89.9%) | B (83-86.9%)  | B- (80-82.9%) |
| C+ (77-79.9%) | C (73-76.9%) | C- (70-72.9%) |
| D+ (67-69.9%) | D (63-66.9%) | D- (60-62.9%) |
|  | F (0-59.9%) |  |

**Instructor’s Educational Philosophy:**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline in accordance with Helena College’s Student Code of Conduct. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences including, but not limited to race, ethnicity, nationality, culture, religion, politics, veterans status, sexual orientation, gender, gender identity/expression, age, or disability. Class rosters include students’ legal names, but I will gladly honor your request to address you by an alternate name or preferred gender pronoun.

**Classroom Behavior/Expectations:** Be to class on time, no cell phone use in class, Follow the Bruin code posted in class.

### **Extra Credit/Late Work Policy:**

No late work accepted unless you have spoken with me.

No late work accepted if you have gone over the 10 day absence rule, period.

### **Attendance and/or Participation Requirements:**

No more than 10 excused absences per semester.

***Official Helena College attendance/excused absence, course withdrawal, incomplete grade, and grade appeal policies and procedures are located in the Academic Information section of the 2019-2020 catalog on the Helena College website.***

**Resources:** [web links, technical support, access codes, etc.]

(Students may expect [kind and level of support] from the instructor. Beyond that, additional resources for other kinds of support not provided by the instructor include:)

(For example)

* + - [Pearson Support website](http://support.pearson.com/getsupport) [http://support.pearson.com/getsupport]

See instructor if issues are not resolved by Pearson support.

* + - [Video Tutorial for using MyProgrammingLab site](https://docs.turingscraft.com/codelab/intro/)

[https://docs.turingscraft.com/codelab/intro/]

### **For Online, Hybrid, or Web-Enhanced Courses:**

* Face-to-face meeting, instructor availability, and speed-of-response guidelines
* Communication expectations in case of student, faculty, or platform difficulties
* Help desk contact information [e.g. for software] or links to FAQs, etc.
* [Guidelines for “netiquette”](http://www.albion.com/netiquette/)—see, for example: http://www.albion.com/netiquette/
* Hints/tips for success in the course
* Links [to tutoring, eLearning, instructor’s site, etc.]

## Additional Resources/Information:

**Information for the following student resources are located in Moodle on the Dashboard:**

|  |  |
| --- | --- |
| * Accommodated and Make-Up Testing
 | * eLearning Support
 |
| * IT Services
 | * Disability Resources
 |
| * Library Learning Hub
 | * Bookstore
 |
| * Starfish
 | * Student Services
 |
| * Dollars & Sense
 |  |

### **Official (Email) Communication:**

The Helena College email policy states that all official student email correspondence be sent only to a student’s college email address and that faculty and staff consider email from students’ official *only* if it originates from a Helena College account. This allows the College to maintain a high degree of confidence in the identity of all individuals and the security of transmitted information. The College provides each student with a free email account that is to be used in all communication with college personnel. Official notifications and course evaluation surveys will be sent to students through this account, as well.

### **Academic Support Desk:**

Students needing to drop off papers or pick up papers from instructors should visit the Academic Support Desk located across from Faculty Office Suite 103 on the Donaldson campus. A photo ID is required to pick up any graded work.

### **Academic Dishonesty Definition/Policy Statement:**

Helena College expects its students to adhere to a high standard of academic integrity. It is a violation of academic integrity standards and the student code of conduct to present the ideas, designs, works, or words of another person as one’s own efforts, or to permit another person to do so. The following guidelines are intended to clarify these issues for students, faculty, and administration.

The College will regard the following acts as violations of academic integrity constituting academic dishonesty. Although the list and descriptions are not intended to be exhaustive of all types or instances of academic dishonesty, they are presented as examples of behavior to avoid. It is explicitly the student’s responsibility to avoid academic dishonesty of all kinds, and each student is required to seek guidance in advance of taking any questionable action, including but not limited to those enumerated, below.

**Plagiarism:** A student will be considered in violation of standards for academic integrity if they submit an assignment in any form (written, oral, graphic, or computer-generated, etc.) which consists wholly or partially of the words, work, or ideas of another individual without giving the original author proper credit. A similar violation would occur in cases where a student submits a paper or other project/assignment for one course that was originally created for another course even if that student was the originator of the paper/project/assignment in the first instance. Similarly, using facts, figures, graphs, charts or information without acknowledging the source constitutes plagiarism, which may occur verbally, in written form, through computer programs and files, research methods, designs, particular distinctive words or phrases, ideas and images or any other information that was created by another person without acknowledgement of that person’s role in its creation. Inadvertent or unintentional misuse or appropriation of another’s work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

**Copying/Cheating:** A student will be considered in violation of academic integrity standards if they gain, or attempts to gain, credit for work by dishonest or deceptive means. Examples include the use of crib notes, cheat sheets, books, or any other material or electronic device as aids in an examination or any other graded exercise, unless the instructor of the class has given explicit permission to use such materials. Collaboration with another student on an examination or other graded exercise, unless the instructor has given permission, also constitutes copying. It is the policy of the College to prohibit phones, smart watches, and other similar devices during examinations. Prior to administering an examination, instructors will require all such devices are turned off and stored in an inaccessible place. Failure to comply with this policy will constitute a violation of the academic integrity policy. If a student is found in possession of such a device during an examination, they will be assigned a score of 0 for the examination. Further examples include: copying assignments from another source (classmate, etc.); working with others on exams or homework that is not explicitly permitted by the instructor to be collaborative; looking at another student’s paper or screen during an exam or assignment; disclosing exam content to others during an exam, or after completion of an exam, including allowing such information to be disclosed to you; and/or attempting to or allowing another person to complete assignments for another person (such as in an online course). The above examples are meant to illustrate violations of the principle of academic integrity, and are not intended to be all-inclusive. Additional instances of dishonesty that are not explicitly identified in the above list will nevertheless be treated as violations.

**Contributing to Academic Dishonesty:** A student will be considered in violation of academic integrity standards if they willfully assist another student in an act of academic dishonesty. Academic dishonesty will not be tolerated. Academic sanctions for a first violation are at the discretion of the instructor and range from a failing grade for the particular assignment to a failing grade in the course in which the academic dishonesty occurs. When a faculty member assigns a failing grade on the basis of academic dishonesty, they shall notify the affected student(s), the appropriate unit administrator (Director or Division Chair), as well as the Associate Dean of Academic & Student Affairs of the violation and provide any and all supporting documentation to the Associate Dean of Academic & Student Affairs. Record of the infraction will be kept on file in the office of the Associate Dean of Academic & Student Affairs, although no further official action will be taken unless/until a second infraction is reported. In cases of repeated offenses, the Associate Dean of Academic & Student Affairs will administer a range of disciplinary sanctions up to and including expulsion from the College. Students retain their right to due process and may refer to the Student Handbook or the Associate Dean of Academic & Student Affairs regarding any disciplinary sanctions.

### **Course Evaluation Process:**

Students will be provided an opportunity to evaluate the course near the end of the semester. A survey will be sent to your official Helena College email address along with instructions on how to complete the survey. All responses are anonymous and faculty do not see final course evaluations until after grades are posted (mid-term evaluations, if any, are shared in time for any needed adjustments to be made during the semester). Results are reviewed following each semester by the instructors themselves, their Division Chairs/Directors, and often by the Academic Dean. This is part of Helena College’s on-going effort to improve your educational experience, so the College appreciates your feedback and constructive criticism.

### **Children on Campus:**

It is the policy of Helena College not to allow the non-enrolled children (under 18) of students, employees, or visitors on campus to be in campus classrooms; laboratories; high-risk areas; work areas; store rooms; hallways; the library; or areas adjacent to classrooms, laboratories, or offices, except under special circumstances that require explicit permission in advance.

### **Disclaimer Regarding Changes to Syllabus:**

This syllabus is subject to change as deemed necessary by the instructor to fulfill the changing needs of the class. Changes to the syllabus will be posted/located