COURSE DESCRIPTION
Learning to write well and develop rhetorical sensitivity is essential for success in all job markets. As college students, you will soon enter the working world driven by new technologies, by a changed economy, and by the need to communicate with different audiences. The ability to identify your readers and to write clearly and effectively is essential to communicating well with others in the professional world. This course focuses on the following:
- writing business letters (letters of inquiry, complaint, evaluation, and cover letter with resume)
- writing abstracts
- writing project proposals
- writing technical reports (progress, incident, ingenuity, and feasibility reports)
- preparing tables & graphs
- process descriptions
- technical instruction

COURSE GOALS
This course will focus on understanding and generating the types of documents used frequently in the working environment. English 314 is a (W) Writing Intensive and (O/2) Oral Intensive course, meaning the course will fulfill specific criteria pertaining to each area. For example:

Writing Intensive:
Writing is a significant part of the course work for this class and your final written product will cover a variety of different aspects suitable to the subject (group discussions and report formats). For instance, you will have to focus on key rhetorical principles of writing such as audience awareness and persuasive appeals in order to gain your readers’ interest. But no great writing is achieved immediately; therefore, this class also adheres to the process of revision while understanding that it takes time to gain clarity and concise communication in order to achieve a successful piece of writing. Substantial feedback will also be given on your written assignments in order for your revision process to be fruitful.

Successful students in ENGL314 will also demonstrate their ability to understand and use knowledge of audience, purpose, and professional business techniques at the 300-level to:

1. Write professionally on topics and in a style suitable to the contemporary workplace to:
   - Plan and produce a variety of professional documents.
Use appropriate persuasive techniques including visual rhetoric and design.
Use standard workplace formats and design for letters, blogs, memos, reports, etc.
Research, analyze, accurately document, and report information.
Use the revision process to bring draft documents to their highest potential.
Use correct conventions such as appropriate grammar, voice, and spelling.

Oral/2 Intensive:
There are many different ways to communicate and in the business world oral communication is essential. In this course you will have an opportunity to communicate with your classmates in a unique way: virtually. But this virtual form of communication also requires public forms, such as websites and blog post. It is important that you think about your screen name before commenting on others’ work, because it is a public forum. We will discuss on-line alternative identities.
The format of this course is designed so that you will have the opportunity to present on your projects independently, as well as collaboratively. There will be four different presentations in this class shared through video on Blackboard, You Tube, or Google. You will have the opportunity to present and respond to each other’s individual presentations, as well as comment on panel discussions that will occur in a video conferencing room where 10 people can attend at the same time. Visual aids such as Power Point will be required for two of your presentations.

The **first presentation** will be set up as on-line interviews where you will have a chance to interview another person in the classroom and vice-versa. This gives a unique perspective on the interview process and is becoming more common as technology advances.

The **second presentation** will be individual where you will present an Ingenuity Project to the class. This presentation will need images to help explain your invention instructions and product description.

The **third and fourth presentations** will be with your group (formed the first week of class), where you will present on your non-profit organization idea based on specific guidelines. The first presentation will be about your Initial Findings regarding the project, whereas the second presentation will be on the final project.

All of these presentations will come with a rubric specific to oral presentation. Students are encouraged to use the UAF services of the Writing Center. They have fax services available where your work will be discussed over the phone. Further information can be found at [http://www.alaska.edu/english/writing-center/](http://www.alaska.edu/english/writing-center/). There is also assistance at the Speaking Center on campus and their website is: [http://www.uaf.edu/speak/](http://www.uaf.edu/speak/).

**STUDENT LEARNING OUTCOMES**
Success in this course depends upon learning how to write from your readers’ point of view. In order to learn this skill you will need to focus on clarity and concise communication. In Technical Communication you will learn that less is more when it comes to making your objectives persuasive as well as usable.

*Students will develop competency in the following areas:*
1. Participate actively in writing activities (individually and in collaboration) that model effective technical communication in the workplace.

2. Understand how to apply technical information and knowledge in practical documents for a variety of: a) Professional audiences (including peers and colleagues or management) and b) public audiences.

3. Practice the unique qualities of professional writing style, including sentence conciseness, readability, clarity, accuracy, honesty, avoiding wordiness or ambiguity, previewing, using direct order organization, objectivity, unbiased analyzing, summarizing, coherence and transitional devices.

4. Recognize, explain, and use the rhetorical strategies and the formal elements of these specific genres of technical communication: technical abstracts, project proposals, instructional manuals, technical descriptions, web pages, and correspondence.

5. Collect, analyze, document, and report research clearly, concisely, logically, and ethically; understand the standards for legitimate interpretations of research data within technical communities.

6. Recognize and develop professional format features in print, html, and multimedia modes, as well as use appropriate nonverbal cues and visual aids.

7. Revise and edit effectively in all assignments, including informal media (such as email to the instructor).

8. Develop professional work habits, including those necessary for effective collaboration and cooperation with other students and the instructor in a distance course.

COURSE READINGS/MATERIALS

- *A Pocket Style Manual*, 6th Ed. (Diana Hacker)
- *Effective Business Writing*, 2nd Ed. (Piotrowski)
- Additional readings will be posted on Blackboard

TECHNICAL REQUIREMENTS
Access to a computer with Internet access, web browser version, minimum bandwidth, minimum operating system, etc.)

INSTRUCTIONAL METHODS
A big rule about writing is that you learn how to do it well by reading the genre you are interested in writing. In other words, my instructional methods include, but are not limited to: reader responses, group discussions about a topic, quizzes, audio/video conferencing, and chapter exercises. This course schedule is tentative and subject to change. Specific daily guidelines will be posted separately under ‘Daily Class Schedule & Guidelines.’

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK(S)</th>
<th>OBJECTIVES</th>
<th>TEXT</th>
<th>PROJECTS</th>
<th>WRITER'S REFERENCE GUIDES</th>
<th>WRITER'S TUTORIALS</th>
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| 1       | • Introduction to Technical Communication and to Reader-based communication processes  
         | • Communicate electronically  
         | • Collaborate with a team | • Chapter 1  
         | • Chapter 14  
         | • Chapter 17  
         | • Chapter 18  
         | • Chapter 22 | • Sending an introductory email  
         | • Initial Self-Assessment  
         | • Ch. Exercises | • Eleven Types of Reader-Centered Graphic | • Writing Letters  
         | • Writing Memos  
         | • Writing E-mail |
|---------|-----------------------------------------------|--------------------------------|-----------------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 2-4     | • Practice reader-based communication process  
         | • Define objectives  
         | • Develop effective style  
         | • Revise drafts | • Chapter 2  
         | • Chapter 3  
         | • Chapter 9  
         | • Chapter 15  
         | • EBW: Ch. 1-4  
         | • Hacker: Clarity | • Project 1 – Business Component: Résumé and Job Application Letter, etc….  
         | • Chapter Exercises  
         | • Discussion Board  
         | • Quizzes | • Using Tables to Design a Resume | |
| 5-8     | • Practice reader-based communication process (instructions)  
         | • Plan for usability  
         | • Draft paragraphs, sections, and chapters  
         | • Create reading-centered visuals  
         | • Test draft for usability | • Chapter 27  
         | • Chapter 4  
         | • Chapter 8  
         | • Chapter 13  
         | • Chapter 16  
         | • Chapter 24  
         | • Hacker: Grammar, Punctuation | • Project 2 – Ingenuity Component Detailed Description  
         | • Project 3- A Beginning of IFR/Group Component  
         | • Initial Project Proposal, Feasibility Reports, Preliminary Findings  
         | • -Chapter Exercises  
         | • -Discussion Board  
         | • -Quizzes | • Seven Reader-Centered Organization Patterns | • Graphics Help Readers Understand and Use Information  
         | • Creating Reader-Centered Graphs w/ a Spreadsheet Program |
| 9-11 | Practice reader-based communication process (proposals) | Chapter 23 | Project 3-B Status and Outline, Incident Report - Chapter Exercises - Discussion Board - Quizzes | Creating Web pages in HTML code - Designing Grid Patterns for Web pages |
|      | Plan for persuasiveness | Chapter 5 |             |             |
|      | Begin a communication | Chapter 10 |             |             |
|      | Test draft for persuasiveness | Chapter 15 |             |             |
|      | Hacker: Mechanics, MLA, Research | Chapter 7 |             |             |
|      | **Chapter 23** | | **Chapter 5** | **Chapter 10** |
|      | **Chapter 15** | | **Chapter 7** | **Chapter 23** |
|      | | | Hacker: Mechanics, MLA, Research | Project 3-B Status and Outline, Incident Report - Chapter Exercises - Discussion Board - Quizzes |
| 12-15 | Practice reader-based communication process (reports) | Chapters 24-26 | **Chapter 19** | **Likely Typo: Chapter 20** |
|      | Find and analyze information and evidence | Chapter 6 | Chapter 15 | Creating a Listener-Centered Presentation |
|      | End a communication | Chapter 11 | Hacker: Revision | Five Reader-Centered Research Methods |
|      | **Chapter 15** | | Hacker: Revision | Five Reader-Centered Research Methods |
|      | **Chapter 7** | | Hacker: Revision | Five Reader-Centered Research Methods |
|      | **Chapter 23** | | Hacker: Revision | Five Reader-Centered Research Methods |
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|      | **Chapter 23** | | Hacker: Revision | Five Reader-Centered Rese... |
Attendance & Participation: You are expected to be well prepared and actively involved in this online course. I expect you to contribute to online discussions and participate in group activities. Regular on-line attendance is mandatory. If you need to miss a virtual class due to a personal or family emergency, please notify me as soon as possible (i.e. e-mail me, phone me, stop by my office, or leave a note in my box) so that I may plan accordingly. You are expected to be punctual in your on-line responses.

Late Work Policy
Late Work: Deadlines are extremely important. Taking a course on-line is not a valid excuse for late work—there will be no exceptions to this policy. Major assignments will lose 10% for each day they are late, including weekends. On-line discussions, activities, and quizzes cannot be made up.
Weekly assignments will not be accepted more than one on-line class period late without prior permission. All emailed assignments should be attached to the email not included in the body of the email itself. If you think you will have trouble meeting a deadline, please contact me before the due date. However, I expect all assignments to be turned in on time.

Academic Integrity
As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author’s words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of “F.” For more information go to Student Code of Conduct. (http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)

HOW TO SUBMIT ASSIGNMENTS
Please submit your assignments as specified: BA= Blackboard Assignment, WS= Website post, DF= Discussion Forum, GS= Google Site/Docs.

HOW TO CHECK YOUR GRADE
Check your grade by clicking on the ‘My Grades’ link in the left side menu of the Blackboard course shell. A green icon indicates that the assignment has not been graded. Please read all instructor feedback provided on graded assignments.

EVALUATION POLICIES
Your final grade will be calculated as follows:

Self-Assessment and Introduction (2.0 %)
- Introduction email
- Initial and Final self-assessment (formal memo format)

**Ingenuity Component (3.0%)**
- Detailed description, detailed instructions

**Business Component (40%)**
- **Individual:**
  - Cover letter, resume/vita, Follow-up letter
  - Good news letter
  - Bad news letter
  - Letter of Inquiry
- **Business:**
  - Bad news letter/rejection letter to people in your group you chose not to hire
  - Acceptance letter to people your group chose to hire
  - Letter of Complaint

**Group Project Component/IFR (45%)**
- Initial project proposal (written)
- Feasibility report (written)
- Preliminary Findings (Status) Report
- Incident Report
- Panel correspondence and project process work: emails, memos, meeting agendas, status reports, etc.
- Final project (written) includes an abstract

**Overall Attendance and Participation (10%)**
- Class and conference attendance, participation
- Chapter exercises, peer assessments, and email correspondence

**EFFORT AND STUDENT INVOLVEMENT**
Although actual hours spent each week will vary between individuals, students should expect to spend an average of 9 hours per week on this course.

- **Instruction:** Lecture/Readings 35%
- **Individual Research:** Final project 10%
- **Assignments:** Quizzes, Exercises, Reader Responses 35%
- **Collaboration:** Discussion Board, Web comments 20%

**EXPLANATION OF W, NB, I GRADES**

Withdrawals
Successful, Timely Completion of this Course Starting and establishing your progress through this
course early can help to encourage your successful completion of the course. Toward this end, this course adheres to the following UAF eLearning & Distance Education procedures:

1. Failure to submit the first CONTACT assignment within the first week of the course could result in withdrawal from the course.
2. Failure to submit the first CONTENT assignment within the first two weeks of the course could result in withdrawal from the course.
3. Failure to submit the first three content assignments by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result in instructor initiated withdrawal from the course (W).

No Basis Grades
This course adheres to the UAF eLearning Procedure regarding the granting of NB Grades. The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Incompletes
Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy. “The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

INSTRUCTOR RESPONSE TIME
Assignment Return: Within 48 hrs after assignment due date, but no longer than a week out.
Email/Phone Response: Right away or within 24 hours

SUPPORT SERVICES
UAF eLearning Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907-479-3444 or toll free 1-800-277-8060 or contact staff directly – for directory listing see: http://distance.uaf.edu/staff/.

UAF Writing Center
The Writing Center is a student-staffed, student-oriented service of the English Department. Tutors can assist you in all phases of the writing process, including the following: brainstorming and generating topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity and correctness. Tutors collaborate with each student on a one-to-one basis in any phase of the writing process: planning, drafting, or revising. They also help writers discover ways of improving grammar, mechanics, and punctuation. http://www.alaska.edu/english/writing-center/
Phone: (907) 474-5314
UAF Help Desk
Click here (http://www.alaska.edu/oit/) to see about current network outages and news.
Reach the Help Desk at:
· e-mail at helpdesk@alaska.edu
· fax at (907)-450-8312
phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

DISABILITIES SERVICES
The UAF Office of Disability Services operates in conjunction with CDE. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site (http://www.uaf.edu/apache/disability/) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail (fydso@uaf.edu).