English 305: Technical Writing — 11:30AM-12:20PM (MWF) Section W02 (CRN 81315)	
Fall 2019 Building: <u>Colson Hall</u> Room: <u>G18 (the basement lab)</u>	
Instructor: Adyline Bowders – Addie; Ms. Addie; Ms. Bowders	
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Office: G-07(the basement) Colson Hall	Office Hours: W – 12:30-2:20pm (and by appointment)

Required Text

Markel, M. & Selber, S. (2017) Technical Communication. Bedford/St. Martin's ISBN-13: 978-1-319-05861-6

Description

Welcome to English 305! This course introduces you to strategies for translating between discipline-specific knowledge and interested outsiders. While this may include topics traditionally understood as "technical," such as those in engineering, architecture and computer science, technical writing encompasses any topic that must be explained to an involved, but not expert, audience.

You will explore the forms of technical writing that are common in the professions, including memos, reports, and technical descriptions. Drawing on the expertise developed in your major, you will explore technical writing through topics and issues important to the work you plan to do. Because a primary assumption of this course is that all writing emerges from and responds to a particular problem, audience, and purpose, the course focuses on helping you develop multiple strategies for accomplishing your communication goals.

Primary Course Objectives

- That you master the practices and principles of technical communication with particular emphasis on planning, audience analysis, persuasion, clear and effective writing style, organization, graphics and information design, while also considering how these all relate to "ethical writing".

- That you refine a writing process that will enable you to communicate well, meet deadlines, and work as part of a team.

- That you attend and participate in classroom discussions and peer-review sessions. Class participation will be a significant portion of your grade.

- That you design and execute several forms of technical communication including a memo, résumé,

literature review and technical description.

- That you produce a significant (20+ pages), professional report related to your field of study, which has been revised and refined for clarity and effectiveness.

- That you demonstrate the ability to speak persuasively in a professional setting, including the ability to select and design effective presentation graphics.

Course Requirements

You will be evaluated on written documents, oral presentations, class participation, and your final writing project. You will receive a detailed assignment sheet for each task. Assignments that will be graded on content, technique and style will pass through a drafting stage before you turn in your "final" version.

Assignments

Job Application Packet – 15%
Technical/Process Description – 15%
Midterm Proposal – 5%
Instruction Set – 15%
Feasibility Report/Group Project – 10%
Final Portfolio & Reflection – 30%
Final Presentation – 5%
Participation – 5%

The more writers write, reflect and revise, the better their writing becomes. For this reason, you will receive full credit, partial credit or no credit for all draft and "minor" writing assignments, depending on how well the work you turn in meets the criteria set forth for that assignment. More important, you will also receive extensive comments (from me and your peers) that will help you in the revision process.

As you turn in your assignments, I will hold you to professional standards. For example, your employer will take for granted qualities such as promptness, neat appearance, and correct mechanics (grammar, spelling, and punctuation). ***Final assignments must be printed out before you arrive at class.***

Job Application Packet

Most people obtain jobs through a multi-stage process, so we will explore this multi-step process in class together, and then compile our experience and materials into a small packet (or portfolio) for grading:

First, they research the types of jobs they are qualified for and the types of employers they would like to work for. Then they try to convince specific employers to consider them for a job. These days, most employers have too many applicants per job to interview each one personally. These employers sort through job application packages (cover letters and resumes) to decide which applicants to consider further. Consequently, a person's first communication with her future employer is likely to be in writing and must persuade the employer to continue the conversation.

For the first project**, you will research job ad postings related to your major or your future potential career.** Use a job posting website such as Indeed or Monster to locate an appropriate job posting—you may want to find a few to start. **After reviewing the information provided by the company, you will then compile an application packet as if you were actually applying for this job. In this packet you will create<u>: a resume, a cover letter, a memo (to me) and a set of interview questions and answers (or predicted answers to questions) for a mock interview you will conduct with a partner.</u>**
You will have to emphasize different parts of your experience to qualify for the positions. You may also (with my permission) write for a summer job, an internship, or for a scholarship or other award. Note that you must hand in copies of the job ads you use, so remember to take screenshots of the website or job ad and save them to your Google Drive.

<u>**Specifically, here are the materials that you will produce for this assignment:**</u>

<u>**A cover letter**</u> addressed to a prospective employer applies to your chosen prospective job. The letter should highlight different aspects of your experience relevant to that job. While your resume is addressed to any employer with a certain type of job opening, the cover letter is most effective when tailored to a particular employer. The purpose of the cover letter is to persuade that specific employer to grant you an interview. Just as you appreciate being treated as an individual rather than as a statistic, so does an employer. Are you applying hit-or-miss to every company in the country? Or have you invested some effort into finding a company that you are well suited for?
<u>**A resume**</u>. The choices of content and layout should emphasize appropriate experience you have within the field of your job. The purpose of the resume is to describe your qualifications for a type of job. Since this assignment requires you to apply for two somewhat different jobs, you may well decide to create two somewhat different resumes.
<u>**A memo**</u> addressed to me that overviews the job, the other 2 jobs you prepared before making your final selection, reviews what you know about this particular employer, and describes the strategies and tactics you have used to adapt your cover letters and resumes to this specific company/organization. I expect you to make good use of the information in this memo as you craft the arguments you present to the employers in your cover letter.
<u>**Job Description**</u>
Describe the specific or unique aspects of the jobs for which you are applying. Provide specific details that help you and me to visualize the types of work you would be doing as well as the types of skills and knowledge you would be applying were you to work in this position. For example, do not simply say that a job requires the ability to do laboratory research; instead, spell out in specific terms the types of equipment that one would need to be competent in using and the kinds of knowledge and analytical skills that one would need to have in order to effectively perform this laboratory research. Also, read "between the lines" of the job description and explain the types of personal and professional characteristics that would mark the ideal candidate but are not necessarily listed in the job description.

Assessment
Content and Organization. The opening of your letter should establish why you are writing to your reader. Be explicit about the fact that you are looking for a particular kind of job and explain why you would like to work at that particular company. Preview the body of the letter by

stating your major qualifications for the job. The body of the letter develops each qualification with specific evidence. The goal is to show the reader both that you know what that specific company needs and that you have what it takes. You may organize this section in various ways: around your training and experience, around what the job or the company requires, or some other way. The letter should close by inviting a response.

Style. Cover letters are difficult to write because they aim at somewhat conflicting goals. On the one hand, you want to make a good first impression. So you want to sound polite and fairly formal. On the other hand, you want to stand out from the crowd—otherwise, why should the employer hire you rather than any of the other applicants? The best policy is probably to talk to your reader as directly and naturally as possible. Avoid hype.

Format. Use a conventional business letter format. Be brief: if possible, stick to one page.

Content. Your resume should include contact information and relevant details of your educational training, professional training, special accomplishments, and skills. A resume is not a life history. The goal is to argue that you are qualified for a particular type of job and that you would be a capable, responsible, and personable employee who communicates effectively.

Format. Your format may be traditional or innovative as long as it is appropriate and as long as the information is highly accessible and is organized in a way that highlights the most important items (from the employer's perspective).

Style. Your style should be fairly formal. You need not use complete sentences, but you should use a concise, active style and show consistency in expression from section to section.

Technical Description/Process Description

Engineers and scientists are often required to describe a technical object or process to someone who has no idea what the object or process looks like or how it works. Suppose, for example, that you produce a report that examines the feasibility of distributing rainwater collection tanks as part of a comprehensive solution to clean up Decker's Creek; one section of the proposal would precisely describe the rainwater collection tanks in terms of both their composition and how they work. Technical descriptions such as these appear in a wide variety of documents and serve a wide variety of purposes, from explaining a problem that a feasibility report aims to resolve to highlighting the process that users will complete in an instruction set.

Although technical descriptions seem like purely objective documents (i.e. they simply describe how something works), they are also persuasive. As you describe how your product or process functions, you will want to convince readers that your description is accurate, logical, and important for them to understand.

There are two different kinds of technical descriptions to consider. Choose whichever one is appropriate, depending on your topic.

A product description explains the features of a specific device, like a scientific instrument or computer program. Possible topics include devices that are specific to your field; you could also describe a device that is used in everyday contexts.

A process description explains how a complex event occurs, including a mechanical process (how donuts are made) or natural events (how lightening is produced). You can choose a process that is specific to your field, or just something people might be curious about:
¨ How a specific drug works ¨ How steel is made ¨ How fuel cells work ¨ How a computer compiles and executes a program ¨ How your microwave works ¨ How food products are irradiated

Audience: Select a specific audience that would be interested in learning about the product or process you explain. For example, you could design a brochure that would be used at the campus health clinic to explain how contraception functions. Or, you could write a letter to members of a local task force or environmental group explaining a process like biological pest control.

Gathering information: Use Internet and library resources to help you find out more about your topic. You can also draw on material you've used in other courses. If you are describing a specific product, look for technical support documents for the product or process you are describing. Remember to keep track of your sources—you'll need to submit a works consulted list with your final assignment.

Contents: To help you develop content for your description, first determine whether you are describing a product (an object, mechanism, or phenomena) or a process (a procedure or activity). Composing product descriptions requires you to focus on the parts that make up the product and to describe in precise detail how these different parts work together to make the entire object function. Writing process descriptions, meanwhile, demands that you break up the process into its significant stages and to describe the various activities that unfold at each step of the procedure.
In either case, remember to choose contents based on the audience's level of interest, experience, and knowledge about the topic. Regardless of the type of description, your document should include the following:
  • An introduction and overview (including a preview of the parts or stages)
  • A body section that describes the various parts or stages in more detail
  • A summary section that answers the question, "So what?"—that is, how or why learning about this product or process might affect the audience's thinking or actions.

Instruction Set
Instruction sets are common technical documents for many disciplines and occupations. Employees read instructions to learn how to assemble a product or complete a procedure. Supervisors write out company policies that often serve as instruction sets. Customers read instructions for using a product. For this assignment, you will develop a set of instructions advising users to perform a specific task.

Before deciding on a task, consider the following guidelines:

• Choose something you are very familiar with. It can be something related to your field of study (i.e. how to use a particular piece of laboratory equipment) or something related to a more general audience (i.e. how to upload and order photos using Snapfish's online photo service).
• Your audience should be someone who has never performed this task before.
• Your audience should have a general understanding of the topic area.
• Choose a task with an appropriate level of difficulty—neither too easy nor too hard to explain in the space allotted.
• The task may involve a device: assembling it, operating it, or fixing it. Or it may involve some process (e.g., registering for classes using WVU's on-line system). You may choose the task from a course, a hobby, a previous job, or some skill you've acquired in school.
• The device or process should have discrete parts or steps that are fairly easy to name and refer to.
• Your task should be explained in approximately 3-5 pages of written instructions, including visuals.

Topics
Your instructions should help users to perform any kind of task that requires several steps or stages. Here are some topic ideas:
• how to draw a scaled sketch of evidence at a crime scene
• how to create a monthly budget
 • how to add another component (CD-ROM, hard drive, sound card, etc.) to your computer • how to create a spreadsheet using Microsoft Excel
• how to fully use your ATM card (include many options and features, not just how to withdraw money) • how to operate a Rotary Evaporator or how to use a micropipette
NOTE: Although many people consider them to be a form of technical writing, you may not choose a food or drink recipe as your topic for this assignment.

Contents
Depending on the nature of your task, you may wish to include some or all of the following contents.
• Introduction or background information. Here you'll provide your reader with the following information, if applicable:
o a technical description of the process that readers will be completing
o definitions of terms or concepts they need to know before they proceed o cautions or warnings that apply to the task as a whole
o a sense of how long the task will take
o where they should perform the task (i.e. in a well ventilated area, outside, on a flat surface, etc.)
• List of materials needed.
• Diagrams, drawings, photographs, figures, or tables. (Pencil sketch or description of the diagram is fine).
o Include captions for each illustration or figure. o Label charts and diagrams clearly.
o Make sure to give a sense of scale and orientation.
• List of steps, in chronological order.
o Make sure you use active verb commands.
o Phrase each step clearly and concisely. o Provide "feedback" that informs the reader what will

happen after they complete each step.

o Anticipate questions that readers might ask (e.g., "What do I do if VALUE X does not appear in the calculation screen?" or "How do I complete this step if I don't have access to a ventilation hood?") and present appropriate answers and information to address these concerns.

o Include warnings or cautions before readers will encounter problems.

o Break long lists into sections with appropriate sub-headings.

o Make sure sub-headings and steps are phrased in parallel form.

• Troubleshooting tips. Here you'll offer readers advice on how to rectify problems that might be wrong with a product. Be sure to note the difference between questions that readers need to have answered immediately in order to complete a step successfully and unanticipated problems that might occur with a product—the former need to be addressed in the list of steps, while the latter can be handled in a troubleshooting section.

• Glossary of key terms and definitions.

Format

Your instructions should be designed to accommodate multiple reading styles and user needs. Accordingly, your design should include:

• A clear hierarchy of headings and subheadings.

• Well-chosen fonts. For print documents, sans-serif fonts are usually best for headings; serif fonts are best for body text. (For online documents, the reverse is true.)

• Numbered lists and bulleted lists, where appropriate. Know the difference. Make sure bullets and numbering are consistently formatted. Do not number bullet lists with fewer than two items.

• An appropriate amount of white space—neither too much nor too little.

• Effective use of alignment. Centered alignment may make it harder for users to skim headings and sub-headings; left alignment or indentations can be more effective for this.

• Effective use of contrast. Too much contrast means that nothing stands out; too little makes it hard for users to find what they need. Consider emphasizing elements like headings, key words, and warnings.

• Effective and consistent design features, including fonts, font sizes, and forms of emphasis

What to hand in:

• Your instruction set

• Your planning worksheet

• Your rough drafts and draft worksheets

• Your pre-draft workshop, post-draft workshop, and final reflective memo

Feasibility Report/Group Project

Assignment

The goal of a feasibility study is to determine whether to go forward with a project. In these cases, a project already has theoretical support, but we don't know whether it is practical and reasonable to enact it. A feasibility study performs a cost-benefit analysis, paying specific attention to the local context of the project. Some studies are straightforward: should we undertake the project? Others are more complicated: which project of several should we undertake, if any?

Most feasibility studies are internal; they are documents an organization writes for itself to both make decisions and document decisions made. They are concerned, therefore, with the values, interests, and goals of the company, although those values, interests, and goals may involve outside parties.

For this assignment, you will choose a proposed project that either potentially solves an already-understood problem or which is an innovation. You may explore a project in your department, in a job you currently hold, or within your local community. You will then write a feasibility study exploring the practicality of this/these project(s) for the relevant decision-makers.

Some of the factors you'll want to consider as you research, brainstorm, and explore this project and its feasibility:

- **Is it economically feasible?** What costs are involved? Are they reasonable? Can the budget cover them? Are there recurring or long-term costs to consider?
- Is it technologically feasible? Do we have the equipment we need? Does the equipment we need exist? Can we re-use the equipment if we purchase it? Is this the best technology available? Is this likely to be obsolete any time soon? What are the technological trade-offs?
- **Is it organizationally feasible?** Do we have the relevant expertise, training and skills? Can our employees undertake this project alongside the other things they're already committed to? Do we have a management structure that can accommodate this project? How will employees react to this project?
- **Is it ethical?** How does ethics apply to your scenario and your corporate structure? What aspects of ethics need to be considered when problem-solving your scenario? What values does or company hold, and how could this complicate your team's proposed action plan?
- **What other feasibility issues might arise?** What other company values, procedures, or traditions might influence the practical feasibility of this project? If, for instance, we can afford a project, we have the time to do it and we have the technology, but it runs so counter to the organization's culture that implementation would be a nightmare and likely destructive to employee morale and structure, then the project isn't currently feasible.

In the end, your **report should recommend a course of action**: undertake this project, don't undertake this project, do this other thing to make this project possible. Your recommendation can be as simple or as complex as it needs to be to respond to this project in this context.

Your final feasibility study report should follow the standard report format and it should provide the audience with enough information to support or engage your recommended decision. Make sure you explain the context (the problem being solved, the hierarchy of concerns, etc.), the range of possible responses, and the specific data that leads you to recommend this course of action. Remember, all corporate documentation is simultaneously a decision-making tool, an archival paper-trail, and a representation subject to legal action.

Feasibility reports often contain the following key components:
(You may want to break delegate these elements amongst group members)

- Title Page
- Abstract/Executive Summary
- Keywords
- Table of Contents
- Introduction/Background Information
- Body which may include headings such as Methods, Discussion, Results, Survey Data, Data or Cost Analysis, Implementation, and others as appropriate.
- Conclusions & Recommendations
- Works Cited

Presentation
You will then, as a team, present your research to the class and explain your group's rationale and feasibility report. Every group member will be required to speak about an aspect of the project for 2-5 minutes, for a total of 10+ minutes overall. You may also choose to produce visuals to further explain your group's thinking process and research as a PowerPoint presentation, print out deliverable, or poster board.

This is a low-stakes presentation, and it is a required part of your grade. We will assign groups and sign up for presentations in class, then take two days to present as groups to the class. There will be 3-4 group members per group, and students will be responsible for keeping one another accountable when preparing, researching, and meeting for group work. If you have any questions or concerns at any point about this project, please email me ASAP.

I understand that as college students everyone's schedules are hectic as most of us have other obligations outside of school, however, it will also be up to your group to meet a few times outside of our scheduled class work days to finalize your presentation research and findings. You will then submit an anonymous reflection to me in class in place of a traditional Reflective Cover Memo, and asses your individual performance as well as the performance of your peers. I will take this in consideration for the participation portion of your grade for this assignment.

Final Portfolio & Reflection
The final portfolio is an opportunity for you to gather your best work for this course and present it in a coherent form. The work collected in the portfolio will form the basis for 60% of your final grade.
Portfolio Structure
The portfolio should contain the following items:

- A title page.
- An annotated table of contents. In the section listing your final papers, give brief descriptions of what you revised, how you revised it, and why.
- **A final reflective letter.** The letter should make an argument about the quality of your final papers compared to the goals of the course. How successful are they at achieving good professional writing?
- The selection of final papers to be graded. You must include 20 pages of finished writing in this section and you must include your report. If you have more than 20 pages, of finished

writing, you may choose to not include one earlier assignment. You may also choose to revise any earlier assignment for inclusion here. Please print out clean copies of all earlier papers, whether or not you revise them.
- Original final papers. These should have my comments on them.
- Drafting materials. This should include rough drafts, brainstorming, etc.

Your portfolio should be in a small three-ring binder or similar folder. Please do not use manila folders, manila envelopes, or the plastic covers with plastic edge-bindings. Use dividers or other structures to organize your portfolio. This portfolio counts for a large part of your grade; presentation counts, so please make it look neat and put together.

You may also submit your entire portfolio as 1-PDF document on Ecampus or the Google Classroom.

USB Drive & Drafts

Please obtain a USB drive that you will dedicate to collecting the writing, designing, editing and revising done in this course. Please bring this drive to each class. As you work on your assignments both in and out of class, keep (within reason) progressive versions of all your notes, drafts, outlines, peer reviews, and research materials (both hard copy and electronic). Organize and label the documents as you go because you will regularly review these materials in order to learn how your discovery, drafting, and research processes evolve throughout the course.

> *Tip for naming digital documents:* It's useful to use a consistent naming format for your documents since you will be writing multiple drafts and will want to see your progress (as well as not lose original work that you may need to come back to later). For instance, I might name my drafts like so (note my initials):
> > *First draft* – BadNewsLetterJH1.doc.
> > *Second draft* – BadNewsLetterJH2.doc
> > *Peer-reviewed draft* – BadNewsLetterJH2edits.doc
> > *Final draft* – BadNewsLetterJH.doc

Also, back up your files in a second location (another USB drive, a CD, your home computer, an external hard drive, etc.) regularly. USB drives have been known to get lost or corrupted!

Attendance

You are expected to attend class every day and bring your USB drive and reading materials. If you amass more than **three** unexcused absences, your grade for the course (as per the university policy) may be lowered up to **one** full letter grade. For each unexcused absence after three, I reserve the right to lower your final grade by an additional letter grade.

After 9 absences (or 3 weeks) of missed class, a student automatically fails the course. I will keep our attendance record on mymountaineercard, where students may access it online and check their own record at any time. If there is a discrepancy, please contact me ASAP.

It's particularly important for you to attend—and be prepared for—in-class peer reviews on drafts of your documents. The more you have written before peer-review sessions, the more you will benefit from them. Although your drafts need not be "polished," they should be complete enough for you to receive substantial help from your peers. Under no circumstances will I accept a "final" version of a document without its peer-reviewed rough draft.

NOTE: An absence on the day a draft is due counts as two absences. If you show up to class on the day a draft is due without your draft work (or with draft work that is incomplete), you will be given two absences for the day.

Professional Expectations & Conduct

In addition to the requirements in this syllabus, you are expected to work until the class period has ended; to complete all reading assignments on time; to help your classmates learn by your responses to their writing; to choose projects that require significant research and analysis; to spend at least six hours per week out of class for writing and class preparation; and to be courteous and considerate. Please turn all cell phones and pagers off (no ringing, vibrating or text messaging) during class. Our classroom computers are for class use only – no Facebook, MySpace, etc, please. All are very detrimental to your class participation grade. Finally, please respect the request for no food or drink in the lab.

Plagiarism Policy

West Virginia University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students *are* expected to be familiar with the sections on Academic Honesty in the University Student Conduct Code, Policy Bulletin 31, which is online at http://www.arc.wvu.edu/rightsa.html.

Talking over your ideas and getting comments on your writing from friends are NOT acts of plagiarism. Taking someone else's published or unpublished words and calling them your own IS plagiarism: a synonym is academic dishonesty. When plagiarism amounts to an attempt to deceive, it has dire consequences, which can include failure of an assignment, failure of the course and a permanent blemish on your University transcript.

Non-Discrimination & Disability Policies

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700).

Undergraduate Writing Center

Please consider taking your ideas and your written work to the WVU Writing Center, where trained peer

tutors will consult with writers about any piece of writing at any stage of the writing process. The Writing Center is located in G02 Colson Hall. To schedule appointments or to ask questions, call 293-5788. For more information about Writing Center programs as well as for materials to help you negotiate various stages of the writing process, visit <http://english.wvu.edu/centers_and_projects/wcenter>.

Grading

Superior ~ A (100-90)	Strong ~ B (89-80)	Satisfactory ~ C (79-70)	Poor ~ D (69-60)	Failing ~ F (<60)

A - <u>superior;</u> the work is of near professional quality. The document meets or exceeds all the objectives of the assignment. The content is mature, thorough, and well-suited for the audience; the style is clear, accurate, and forceful; the information is well-organized and designed so that it is accessible and attractive; the mechanics and grammar are correct.

B - <u>good;</u> the document meets the objectives of the assignment, but it needs improvement in style, or it contains easily correctable errors in grammar, format, or content, or its content is superficial.

C - <u>competent;</u> the document needs significant improvement in concept, details, development, organization, grammar, or format. It may be formally correct but superficial in content.

D - <u>marginally acceptable;</u> the document meets some of the objectives but ignores others; the content is inadequately developed; or it contains numerous or major errors.

F - <u>unacceptable;</u> the document does not have enough information, does something other than the assignment required, or it contains major errors or excessive errors.

If at any time course requirements, assignments and expectations are unclear, please do not hesitate to ask!

Course Schedule
(Like all writing…this schedule is open to revision!)

Week 1	Introduction & Project #1 Introduction
Wednesday 8/21	Course introduction: What is Technical Writing, and who are Technical Writers?; Workplace vs. Classroom professionalism **Assigned:** Diagnostic Writing (assignment on GC) **Reading:** *Acquire Textbook (if you have it, read Ch. 1)*
Friday 8/23	Intro to Project #1: Job Application Packet Intro; Intro to Portfolio and Grading **Due:** Diagnostic writing/email (before midnight) **Reading:** *TC* Ch. 1 (pp. 2-14) & Ch. 2 (pp. 17-29 ONLY) **Assigned:** Research and Find 2 potential job ads (have access in class) Finish Diagnostic Writing
Week 2	Project #1: Job Application Packet

Monday 8/26	Applying for a job; Understanding the application process **Due:** Diagnostic Writing (assignment on GC) **Assigned:** Finalize 2 potential job ads and copy them into your working packet **Reading:** *TC* Ch. 15 (pp. 389-417)
Wednesday 8/28	Planning the resume and cover letter; Analyzing your audience and purpose **Reading:** NYT Article in Week 2 Readings folder https://www.nytimes.com/2016/10/22/business/how-to-write-a-cover-letter-that-stands-out.html **Assigned:** Produce a Career Fact Sheet
Friday 8/30	Resumes and Cover Letters Continued Writing for our Audience; Strong Vocabulary/Writing Practice **Reading:** *TC* Ch. 3 (pp. 43-57) & Ch. 5 (pp. 86-112) **Assigned:** Finish and Print Draft Career Fact Sheet to bring to class
Week 3	**Résumé & Career Fact Sheet**
Monday 9/02 NO CLASS	NO CLASS — LABOR DAY Print your working draft!
Wednesday 9/04	**Class Workshop:** In-class peer review **Due:** Draft Career Fact Sheet, and job ads for peer review **Assigned:** Draft your Resume
Friday 9/06	Rhetoric and your Résumé—ethos, pathos, and logos; Reflections We will discuss Reflective Cover memos for this project and future project submissions. **Assigned:** Draft Résumé for in-class peer review next class **Reading: :** *TC* Ch. 6 (pp 116-146)
Week 4	**Mock Interviews/Working Collaboratively**
Monday 9/09	Intro to writing and working collaboratively; Interviewing/Mock interviews **Due:** Draft Job Application Packet for in-class peer review **Assigned:** Finalize materials and revise Job Application Packet **Reading:** *TC* Ch. 4 (pp. 60-80)
Wednesday 9/11	writing and working collaboratively; Interviewing/Mock interviews Cont. **Due at midnight:** Project #1: Job Application Packet **Assigned:** Interview Questions
Friday 9/13 NO CLASS (Conferences)	Mock Interviews – Find a place to meet with your partner to conduct mock interviews *No class (use this time to meet)* **Due:** Interview Questions for partner **Assigned:** After your interview, draft a reflection from the prompt on GC
Week 5	**Project #2: Technical Description/Process Analysis**
Monday 9/16	Intro to Project #2: Technical Description/Process Analysis; Topic brainstorming **Due at midnight:** Interview Reflection (GC) **Reading:** *TC* Ch. 2 (pp. 30-39) & Ch. 6 (pp. 116-144) **Assigned:** Keep brainstorming ideas for descriptions and make notes

Wednesday 9/18	Designing Print Documents & Online Documents **Reading:** *TC* Ch. 11 (pp. 247-286) **Assigned:** Create a flowchart or other outline about your tech. description/P.A.
Friday 9/20	Designing Online Documents; Thinking about global audiences **Due:** Your visual map/outline about description **Assigned:** Digitize your print map/outline and upload it to GC folder
Week 6	**Technical Description/Process Analysis**
Monday 9/23	Authorship vs. Ownership What is Copyright? The Creative Commons? Intellectual Property? **Due:** Defined process and potential graphics for in-class workshop/flowcharts **Reading:** *TC* Ch. 8 (pp. 172-189)
Wednesday 9/25	Ethics and Technical Descriptions/Process Analysis How does Ethics apply to technical communication? **Reading:** *TC* Ch. 9 (pp. 192-210) **Assigned:** Draft Technical Description/Process Analysis
Friday 9/27	Tightening Descriptions: Moving from the General to Specific Considering locality; audience; "common knowledge;" and definitions Drafting Reflections **Assigned:** Prepare for in-class peer review. Bring all draft materials.
Week 7	**Technical Description/Process Analysis Cont.**
Monday 9/30	**Class Workshop:** In-class peer review **Due:** Draft Technical Description/Process Analysis for peer review Group Work **Assigned:** Draft Individual Reflection
Wednesday 10/02	Wrap up Technical Descriptions; Intro to Midterm Proposals **Due at midnight:** Project #2: Technical Description/Process Analysis & Individual Reflections
Friday 10/04	Midterm Proposals; The genre of a proposal What does a proposal look like across different genres? **Reading:** *TC* Ch. 16 (pp. 422-447) **Assigned:** Start drafting your midterm proposal
Week 8	**Midterm Proposals**
Monday 10/07	**Midterm Check-In, Midterm Proposals Cont.** Genres of proposals; PACT In-Class work/small peer review **Due:** Draft of Midterm Proposal (hard copy or online access) **Assigned:** Find 1 example of a manual or instructions page to bring in to class Draft Midterm Reflection (due Wednesday in class)
Wednesday 10/09	Introduction to Project #3: Instruction Set Instructions and Games **Due:** Midterm Reflection/Proposal (GC) **Assigned:** Bring in 1 HARD COPY of instructions from your own experience/life/interests, etc. & Brainstorm 3-5 games or topics for your own instruction set
Friday 10/11 NO CLASS	**NO CLASS – FALL BREAK**

Week 9	Instruction Set
Monday 10/14	Intro to Globalization and Accessibility **Due:** 1 example of a manual or instructions page in the "real world" and brainstorming mind map, outline, etc. **Reading:** Globalization/Translation online reading TBA
Wednesday 10/16	Preparing Instructions for a Global Audience; Accessibility cont. **Reading:** *TC* Ch. 10 (pp. 213-242) **Assigned:** Translation assignment **Assigned:** Draft Technical Description/Process Analysis for Group Work
Friday 10/18	Reflections for Instruction Sets; About Process **Due:** Translation assignment **Assigned:** Draft Reflection & Technical Description/Process Analysis for peer review/in-class work next class.
Week 10	Instruction Set Cont.
Monday 10/21	**In-Class Work Day** You may bring your materials to class to work with a group/partner to trouble shoot instructions, take pictures of the process, etc. We will work in class, conference, and share where we are in our writing processes. Please bring all draft materials to class (or have access to them) to work. **Assigned:** Finish Reflection and continue finalizing Project 3 **Class Workshop:** In-class peer review **Due:** Draft Technical Description/Process Analysis for peer review **Assigned:** Finish Instruction Set
Wednesday 10/23	Project #3 Reflections and Wrap-up **Assigned: Finish** Project #3 Instruction Set & Individual Reflection **Reading:** *TC* Ch. 13 (pp. 336-356) & Ch. 17 (pp.448-468)
Friday 10/25	Project #3 Wrap-up; Reflection Wrap-up; Overview of Feasibility Report (Project #4) We will sign up for one-on-one conferences in class on a Google Doc **Due at midnight:** Project #3 Instruction Set & Individual Reflection **Reading (to be completed over the canceled class days):**
Week 11	Conferences
Monday 10/28	No class – individual conferences, mid-term grades & research!
Wednesday 10/30	No class – individual conferences, mid-term grades & research! (Have readings done for next class)
Friday 11/01	What is feasibility? Planning & Writing Reports; Feasibility Reports Cont. We will assign groups and group roles in class. **Reading:** *TC* Ch. 20 (pp. 537-575) **Assigned:** Review the expectations of your group role. Finalize group roles, exchange contact info, set up a shared Google Drive folder, and draft a list of group goals and expectations (due in-class HARD COPY on Monday 11/11)

Week 12	Project #4: Feasibility Report
Monday 11/04	Feasibility tests and methods; Conducting a mock feasibility test Navigating the Corporate Workplace and Relationships within it. **Reading:** *TC* Ch. 12 (pp. 292-331) **Assigned:** Draft Report
Wednesday 11/06	Organizing Group Work We will revisit groups and group roles in class. You will have time to work on your drafts and plans/schedules with your groupmates, as well as draft a list of goals and checkpoints to hit throughout the upcoming classes. **Assigned:** Draft your portion of the Feasibility Report. Review the assignment sheet for specific elements required in your portion of the report.
Friday 11/08	Ethics and Feasibility Reports What to consider when problem-solving. How does ethics apply to feasibility reports? Assigned: Continue working on your portion of the feasibility report. Review and revise your peers' contributions.
Week 13	Feasibility Report Cont.
Monday 11/11	Interpreting and Compiling Data; Preparing for Presentations Discuss presentation portion of this project and visual representations of data **Class Workshop:** In-class peer review **Due:** Group Goals and Expectations Contract **Assigned:** Meet with group; keep drafting!
Wednesday 11/13	Interpreting and Compiling Data Cont.; and Peer Review Preparation Begin drafting and writing assigned portions of the report. Remember to have access to these materials next class to report your findings to group mates for an informal progress report/check-in. **Assigned:** Prepare for in-class peer review. Bring all draft materials and notes to class. Begin preparing to present as a group.
Friday 11/15	Interpreting and Compiling Data; and peer review **Class Workshop:** In-class peer review and work day Please come to class prepared with all materials and notes to work on the group's paper of the Feasibility Report. **Due:** Draft Report for Peer Review **Assigned:** Make revisions and work on presentation
Week 14	Feasibility Report and Intro to Final Portfolio
Monday 11/18	Project #4 Wrap-up; Presenting your Group's Research We will dedicate this day to discussing and planning group presentations for the feasibility report. **Due Friday before 5PM:** Project #4: Usability/Feasibility Report **Assigned: Prepare for Group Presentations.** Finalize visual components of your presentation to bring to class.
Wednesday 11/20	<u>**Group Presentations**</u> **Due: Presentation Materials**

Friday 11/22	**<u>Group Presentations</u>** We will take time in class to complete a short reflection on the project and the experience of group work. **Due: Presentation Materials** <mark>Due before 5PM in my mailbox:</mark> Project #4: Usability/Feasibility Report **Assigned:** Finalize reflection and **have it printed for class on Monday (10/02)**
11/23-12/01 Fall Recess – No Class	
11/23-12/01 No Class	No Class – Happy Thanksgiving Break
Week 15	**Final Portfolio & Final Reflections**
Monday 12/02	Planning the Reflective Essay/Final Reflection; Portfolio Organization **Reading:** **Assigned:** Draft Portfolio
Wednesday 12/04	**Due:** Draft Portfolio (draft Final Reflection optional); Evaluations Assigned: Draft Final Reflection
Friday 12/06	Final Reflections; Revising and Editing Responding to the questions posed; Breaking down revision **Assigned:** Draft and have access to a copy of your final reflection next class
Week 16	**Presentations, Final Report Due & Evaluations**
Monday 12/09	Final Portfolio Reflection Cont. Grammar Lesson in 10 minutes-or-less A fun activity! Please bring a draft of your final reflection to participate. **Due:** Draft Final Reflection (hard copy preferred, but have access to it)
Wednesday 12/11	Course Evaluations & Closing **<mark>Due: Final Portfolio and Final Reflection</mark>** Office Hours and Last-Minute Conferences I will be in my office during our regularly scheduled class time. You may request a one-on-one or small group conference with me during this time. Please sign up to the Google Doc on the GC Hub to claim a timeslot, or email me with your request.
Friday NO CLASS	NO CLASS – PREP DAY FOR FINALS

List of Fall 2019 Career Events:
<u>Mountaineertopia</u>
Saturday, August 24 | 11:00 a.m. to 3:00 p.m. | Student Recreation Center

<u>Career Kick-Off Tailgate Party</u>
Friday, August 30 | Noon to 3:00 p.m. | Mountainlair Plaza

Meet the Firms
Thursday, September 5 | 6:00 to 9:00 p.m. | Erickson Alumni Center

John Chambers College of Business and Economics Career Fair
Wednesday, September 11 | 1:00 to 5:00 p.m. | Student Recreation Center

Statler College of Engineering and Mineral Resources Career Fair
Thursday, September 12 | 10:00 a.m. to 3:00 p.m. | Student Recreation Center

WVU Career and Internship Fair
Wednesday, September 25 | 10:00 a.m. to 3:00 p.m. | Mountainlair Ballrooms

Agriculture and Natural Sciences Career and Internship Fair
Wednesday, October 16 | 10:00 a.m. to 2:00 p.m. | Agricultural Sciences Building

Graduate and Professional School Fair
Tuesday, October 22 | 3:00 to 7:00 p.m. | Student Recreation Center
Wednesday, October 23 | Noon to 4:00 p.m. | Mountainlair Commons

John Chambers College Professional Development Conference
Friday, October 25 | 10:30 a.m. to 3:00 p.m. | Mountainlair Ballrooms

Health Careers and Internship Fair
Wednesday, November 6 | Noon to 5:00 p.m. | Erickson Alumni Center

Design Career and Internship Fair
Thursday, November 14 | 10:00 a.m. to 2:00 p.m. | Agricultural Sciences Building