San José State University
Department of English and Comparative Literature
English 107—Professional Technical Writing, Spring 2012

Instructor: Kelly Harrison	Office: FO222, 924-4496
Section: 3, T 6:00 – 8:45, CL 111-incubator	Office hours: T 4:00 – 5:30, by appointment
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Wiki: engl107.pbworks.com	Canvas: sjsu.instructure.com

REQUIRED TEXTS, WEBSITES, AND MATERIALS

- *Technical Writing: Principles, Strategies, and Readings*, Diana C. Reep. ISBN 978-0-205-72150-4
- Recommended: *Chicago Manual of Style*, 16e ($35 online through bn.com or $60 in bookstore)
- Microsoft Office (available from Spartan Bookstore, student discount)
- Adobe CS6 (info for student download will be emailed to enrolled students)
- Blue or black pens for in-class writing, colored pen (green, purple) for peer editing
- Internet access and email, flash drive strongly recommended

PREREQUISITES

- English 1A/B
- Upper-division standing
- Strongly recommended: English 100W, English 106

COURSE DESCRIPTION

English 107 introduces you to the techniques, demands, and responsibilities specific to the field of Technical Communications. You will learn to prepare and present technical information effectively and efficiently to both general and specialized audiences. **This course requires substantial work outside of class time. A typical 3-unit class demands 10 hours of homework per week. Consider this a minimum!**

CANVAS ONLINE CLASS AND WIKI

I may post course materials to Canvas and/or the Wiki. Plan to use the online resources for posting your assignment drafts for peer review and group work.

Canvas login:
URL: https://sjsu.instructure.com   Username: SJSU 9-digit ID
Help: http://www.sjsu.edu/at/ec/canvas/student_resources/index.html

Wiki: http://engl107.pbworks.com

ACADEMIC POLICIES

You are responsible for reading the SJSU academic polices available online:
http://www.sjsu.eu/english/comp/policyforsyllabi.html

- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

WORK OPPORTUNITIES

This class runs very similarly to an office environment wherein you learn a lot by doing the work. This also means you must be responsible for your learning. You cannot come to class, sit, and expect to passively learn. Get active, involved, and work with team. This is how you'll work "in the real world," so why not start doing it now?

Many of my former students are working for high-tech companies. Internships and job opportunities often come my way. I will forward these to the class during the semester. If you look for work after this semester, check in with me and I'll do my best to help you find work.

LEARNING OBJECTIVES

Class learning objectives (CLOs):
1. Students will learn to assess information/documentation needs for varying technical audiences.
2. Students will learn how to apply for jobs, interview, and create resumes, curriculum vitae, and cover letters, and they'll explore the field of technical communications, professional organizations, and standards, and career development
3. Students will learn to write concise and detailed instructions, procedures, and processes, including appropriate use of lists (numbered and bulleted).
4. Students will learn styles, tones, grammar, and usage appropriate for technical documents.
5. Students will understand the general principles and processes for writing technical documents, including ethical and legal responsibilities, use of graphics, design elements for page layouts and online media, and modern production cycles.
6. Students will learn approaches to research for technical documentation, including interviewing SMEs and accessing equipment.
7. Students will learn methods, approaches, and skills used by professional technical writers, including indexing, peer editing, and production tools, and they'll learn how to apply those principles and processes to the composition of clear and purposeful technical documents designed to inform, instruct, define, describe, analyze, recommend, report, or persuade

The English Department also includes the following student objectives (ESOs) for courses in the major:

Objective	Assignments that meet this objective
1. read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;	All reading assigned as homework
2. show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.	Not applicable to this course.
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;	Letters, manual, online help projects. All writing in class and out.
4. develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;	Manual, cover letter, online help project
5. articulate the relations among culture, history, and texts.	Not applicable to this course, although we will discuss Global English and the effects of a global audience on technical communications.

COURSE REQUIREMENTS

In this course, you will write and edit technical materials and you will learn and use computer technology to create the following projects:

1. **Wiki-based or website portfolio** of your course projects (50 points)
2. **Resume/CV and cover letter** in .doc/.pdf and html (50 points)
3. **Technical documentation project** (400 points): You will design, write, revise, and publish printed and printable (.doc/.pdf) technical materials targeted for a specific audience (~2500 words). The 400 points will be broken into smaller deliverables per the course schedule. You will design the material (proper layout, headings, links, etc) that will consist of the following parts:
   - a title page and copyright page
   - a generated/linked table of contents
   - an introduction appropriate to the content
   - chapters/sections with the following:
     · description/definition of key terms/elements
     · process/procedures as appropriate
     · conceptual material
     · links to related content as appropriate
     · graphics and/or links to video, Flash or other multimedia
   - index (generated)
2. **Online in epub/tablets and HTML** (200 points): Based on the same content as your project, you will convert the text to HTML files, complete with links. You will also use InDesign to produce your documentation for an ebook and/or tablet (Nook, Kindle, iPad, Android device).
3. **Quizzes, Workshops, Class Participation, Status Reports** (100 points): Includes participating in online and in-class discussions, asking questions, responding to other students' work in workshop, doing in-class and out-of-class writing and editing activities. *In-class assignments cannot be made up if you are not in class.*
4. **Poster session and presentation** (100 points): You will present your project to the class in the form of a brief oral presentation and final poster session open to the English department.
5. **Final Exam** (100 points): Based on readings, class discussions and activities. Comprehensive.

Total points determine your grade as follows:

A	=	930 points +	B-	=	800-829	D+	=	670-699
A-	=	900-929	C+	=	770-799	D	=	630-669
B+	=	870-899	C	=	730-769	D-	=	600-629
B	=	830-869	C-	=	700-730	F	=	below 600

GRADING

The grading standards in English 107 are extremely high. If you do well in this class, you will have demonstrated professional-level work.

The A assignment is professional, publishable quality, well organized and well developed. To earn an A grade, the material must demonstrate a clear understanding and fulfillment of the assignment, use language effectively for the given situation, and be free of grammatical, mechanical, and usage errors. Ask yourself, "Is this something I'd see published by a major high tech company?" That's an A. Yes, the bar is set high.

The B assignment is professional but needs some minor polishing before it can be published. B-level material demonstrates competence in the same categories as the A paper; the chief difference is that the B paper will show some slight weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The C assignment will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development (not enough detail) or grammar. A C grade reflects work that is not ready for publication without editing or revision. The sentence construction may be less mature, and the use of language less effective and correct than the B essay.

The D paper will neglect one of the assigned tasks or be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The material may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It might contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer's ability to communicate.

The F paper will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It might contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

LATE ASSIGNMENTS AND ATTENDANCE

You are adults and responsible for attending class and turning in assignments on time. What would happen if you missed work? Could you ask your boss what you missed? If you must miss class, contact a **classmate** about what we covered. **Do not email me** asking me what we discussed or if you missed "anything important". (You did.) Instead, contact a classmate for that material.

It's OK to email me if you need clarification on an assignment or need to arrange an appointment to meet in person. Please use standard English (including capitals and punctuation) in all emails to me. Please do not use text messaging or chat abbreviations (like ur, i, lol, etc). Treat your communications with me as you would with an employer. Yes, I'm an English teacher, and yes, I expect professional language skills from college students!

You cannot make up in-class projects, discussions, quizzes, or other work. If you turn in an assignment late, you will lose one full grade for each day the assignment is late. That is, an A becomes a B after one day, and then a C after two days. Each day is a calendar day, not a class session!

I will not take any assignments more than one week late.

QUIZZES, CLASS ASSIGNMENTS, AND HOMEWORK

Throughout the semester, I will give quizzes on the assigned reading and assignments. These quizzes will not be announced in advance and cannot be made up. I will assign various responses to reading and other short writing assignments both in and out of class.

COMPUTERS & TECHNOLOGY IN THE CLASSROOM

If you have a laptop, you may bring it to class. The Incubator Classroom has laptops that you may use throughout the semester. However, I expect that you will use the computer for classwork and not email, Twitter, Facebook, web browsing, or other non-class activities. Respect the fact that your classmates paid a lot of money to be here and they want a good learning environment.
Cellphones must be on vibrate during class. If you have an emergency and need to text or check a call, do it discretely. I will ask you to stop using your phone if I find you are distracting other students.

STUDENT TECHNOLOGY RESOURCES ON CAMPUS

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU WRITING CENTER

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU PEER CONNECTIONS

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

COURSE SCHEDULE

Homework is listed on the **date assigned** and is due the following class session.

Week/ date	Class session	Homework and materials to study
1 Jan 29	Welcome! Course overview Intro to incubator classroom. Cover Letters (block, modified block), Resume vs CV Intro to PBWorks Wiki Email intro to Kelly	Write resume and cover letter email drafts Buy/order textbook, familiarize yourself with pbworks.com. Email Kelly with your skill set and introduction. Use "English 107" as subject line. Read: Ch 15, Resumes, Ch 14, Letters, Pg 459, Business matters
2 Feb 5	**Workshop resumes (printed) —25pts** "Styles" in MSWord, TOCs Interviewing skills Topics for your projects, intro to page layout and templates Gathering information, researching sources & SMEs **Due at end of class: Cover letter email and resume attachment (.docx) —25pts**	Read: Ch 1, Tech wtg, Ch 6, Document design, Appendix, Grammar Find online doc to share with class Post resume to Wiki or your website
3 Feb 12	Project proposal brainstorm Specs: grade tracker app Style guides & documentation plans Graphics, images, videos, and other media (Photoshop simplified)	Project proposal Ch 2, Collaboration, Ch 3, Audience, Ch 4, Organization
4 Feb 19	**Due: Project proposal—20 pts** Definitions & Descriptions Writing: low-hanging fruit to tough as diamonds	Ch 5, Revision & style Ch 8, Definitions Ch 9, Descriptions Ch 10, Instructions

6 Feb 26/28	**Due: Definition/description sample—20pt** Research and writing Project workday	Work on project Ch 11 & 12, Reports
7 Mar 5/7	**DUE: Project Style Sheet —20pts** Writing instructions, process v procedure	Skim Ch 13, Types of reports
8 Mar 12/14	**Due: Process/Procedure sample—20pts** Indexing in MSWord	Indexing
9 19 Mar 12 21 Mar 12	**Due: First draft due—100pts** Peer review and editing HTML intro and Dreamweaver demo	Peer review and editing HTML tutorial online
	SPRING BREAK MARCH 25 – 29	
10 Apr 2	**Due: Peer reviews to authors—50pts** Begin online help project: MS Help Chunking text, online content	HW: Ch 7, Web Wtg
11 Apr 9	**Due: 1-page online plan—20pts** Continue Help workshop	Jakob Nielson & Usability HW: Pg 463-470
12 Apr 16	**Due: Final manual (print/PDF) —200pts**	HW: pg 478, Etiquette
13 Apr 23	**Due: Online project draft—50pts** **Due: Review of online project** **(25pts, end of class)** Online project peer reviews	Read Ch 16, Oral Presentations
14 Apr 30	**Due: Presentations to class—50pt** Online help peer reviews con't Presentation skills	Complete posters, online projects
15 May 7	LAST DAY OF CLASS **Poster session—100pts** **Due: Wiki/Web portfolio—50pts** **Due: Online project —200pts**	Study for final
FINAL EXAM: Tuesday, May 21, 6:00-8:45 **—100 points** **Due: Letter to Kelly—20pts**		

Important SJSU dates Spring 2013

Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day

Technical Manual – Grading Rubric for final draft

Name: _____

Manual Title: _____

Points	Description and grading criteria
_____/20	**Layout/Design.** Document has professional look and feel, including appropriate headers, footers, page numbers, fonts, and heading styles.
_____/10	**Title page, copyright, Table of Contents**. Document has professional title and copyright. Table of contents contains autogenerated chapters and first/second-level headings.
_____/10	**Preface/Introduction.** Material follows professional publishing standards for content. Prefaces are author comments regarding book-writing process or concepts; introduction explains what is covered in the book, who the book targets, and how the information is organized/presented (e.g. conventions)
_____/50	**Chapters.** Content is logical, complete, and concise. Includes procedures, conceptual information, reference material as appropriate for subject matter. Paragraphs fit content type. Proper use of bullet or numbered lists.
_____/20	**Organization.** Manual as a whole is well-organized. Information flow has a logical pattern. Headings separate content into usable, clear segments.
_____/40	**Grammar, punctuation, usage.** 35-40pt for press-ready copy with no or a few, very minor errors; 30-34pts for minor errors numbers more than 6 or 1-3 major errors; <30 for more serious errors or numerous minor errors.
_____/20	**Audience.** Document has proper tone and word choice for the audience needs. Terms are defined appropriately. Information fits audience needs.
_____/20	**Backmatter.** Appendix and glossary are optional, but if included, they contain appropriate content. Index is complete, thorough, and follows professional standards for formatting, wording (i.e. *See* and *See Also*, use of "and" and prepositions in entries).
_____/10	**Graphics.** Appropriateness of material in graphics, figures, photographs, and/or screenshots. Images are clear, appropriately sized, and labeled as necessary.
_____/200	**TOTAL SCORE**

Comments: