Course Description:

**Prerequisite:** Students must first successfully complete the core curriculum requirement in rhetoric before taking ENG 2413.

In this course, we will explore professional communication writing styles and methods of exposition, including but not limited to: definition, description, and problem-methods-solution. We will focus on terms and the form of texts to analyze the audience, purpose, style, and visual elements of professional communication genres.

ENG 2413 is approved support work for a Bachelor of Arts degree in English with a Professional Writing concentration.

**Required Course Text:**


**Supplies:**

Folders
Flash drive

**Course Objectives:**

During this course, you will practice writing skills and electronic communication skills for different workplace settings so that you may develop a “voice” of authority in your own field and learn the basics of visual support in writing.

**Assignments and Evaluation:** (All major assignments must be completed to earn credit for the course.)

The sequence of writing assignments and daily class activities will be connected and will gradually move from the familiar to the less familiar. For this course, students will create five major portfolios (an accumulation of course material arranged to illustrate what students have accomplished) and an oral presentation.

All students will complete both Portfolio One “Writing Definitions, Descriptions, and Instructions” and Portfolio Two “Job-Application Materials.” However, for Portfolios Three through Five, students will select one of the following assignment sequences to complete:
**Option One: Research Project**

Students will develop a research project centering on a technical subject (e.g., limited professional development opportunities for students within a particular academic discipline) relevant to their academic major, UTSA campus community, and/or workplace.

For Option One, students will complete a research proposal with bibliography, progress reports, recommendation report using a problem-methods-solution organization, and in-class oral presentation (“Solution(s) to Problem”).

**Option Two: Civic Engagement Project**

Option Two introduces students to the concept of Civic Engagement (or Service learning). Students will focus on a local agency/organization/NFP and explore its needs and wants. The goal of this option is for students to have the opportunity to collaborate with local agencies and assist these agencies through the skills of technical writing used for this course.

For Option Two, students will complete a project proposal, progress reports, specialized project for agency/organization/NFP, and completion report. Note: For the project proposal, students might propose designing one to two publicity materials (e.g., flyer, brochure, and newsletter) for the agency/organization/NFP.

Finally, students will develop an in-class oral presentation reflecting on what they have learned about both civic engagement and technical communication from their experience collaborating with the agency/organization/NFP.

Follow MLA-style or APA-style format and documentation conventions for all formal assignments submitted.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Writing/Activities, Reading Quizzes, In-class Student Conferences, Peer Review Workshops</td>
<td>10%</td>
</tr>
<tr>
<td>Memo (outlining interests/plans for Research Project or Civic Engagement Project) (Due: 1-Feb.)</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Portfolio 1 (Due: 10-Feb.):</strong> Writing Definitions, Descriptions, and Instructions</td>
<td>15%</td>
</tr>
<tr>
<td><em>Project Documents:</em> Extended Definition, Process Description, Set of Instructions</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio 2 (Due: 24-Feb.):</strong> Job-Application Materials</td>
<td>10%</td>
</tr>
<tr>
<td><em>Project Documents:</em> Memo, Résumé, and References Page</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio 3 (Due: 9-March):</strong></td>
<td>10%</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Oral Presentation and Research Proposal with Bibliography (for Option One) or Oral Presentation and Project Proposal (for Option Two)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Portfolio 4 (Due: 30-March):</strong></th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Project Document:</em> Written Progress Report</td>
<td></td>
</tr>
<tr>
<td>If completing Option Two, students will also submit formal contracts. The contract will outline both the student’s and organization’s expectations for the service-learning project, including but not limited to: (1) the student’s responsibilities for completing the specialized project, (2) days and times for meetings, (3) deadlines for submitting printed or electronic drafts, (4) and the deadline to submit the final document(s).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Oral Progress Reports (Dates: TBA)</strong></th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio 5 (Due: 16-April):</strong></td>
<td>20%</td>
</tr>
<tr>
<td><em>Project Document:</em> Recommendation Report (for Option One) or Completion Report (for Option Two)</td>
<td></td>
</tr>
<tr>
<td>Note: I will communicate with each organization to further evaluate students’ performances on their service-learning projects.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Oral Presentation (Date: TBA)</strong></th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: Assignment due dates are subject to change.</td>
<td></td>
</tr>
</tbody>
</table>
Grade Point Distribution:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Reading Quizzes:

I will give both announced quizzes and pop reading quizzes during the semester. A missed quiz as a result of a tardy cannot be made up. A missed quiz as a result of an absence cannot be made up unless the absence is officially sanctioned by the college.

Course Policies:

Attendance:
Students may *miss up to three class periods* without penalty to their grade. The teacher will deduct five points per additional unexcused absence (absence that is not officially sanctioned by the university) off of a student's final grade. Students are responsible for all work and for keeping up with assignments announced in their absence. Students will not be able to make up or receive credit for work specifically designed to be completed in class.

The teacher will not drop students for failure to attend the course. As per university policy, students who do not attend class or stop attending class and do not withdraw from the course will receive failing grades.
Late Assignments:
Late assignments - without previous arrangement before the due date - are penalized. Please note that if a paper is due to be handed in during class and you elect not to attend class that day, the paper is penalized for being late. The teacher will deduct an additional five points off of a student’s grade for each day it is late.

Revision Policy:
Students may revise two assignments that have been turned in on time. Further revisions are awarded at the teacher’s discretion.

Class Participation:
Read assigned course readings prior to class. Be prepared to discuss them as a class and in small groups. You will participate in small group activities throughout the semester. You will also periodically engage in peer-review workshops to offer each other feedback on each other’s project documents for portfolio assignments. Offer your peers positive, constructive feedback on their work. I will provide prompts to help you critique each other’s work.

Classroom Civility:
As students, it is important to maintain a classroom environment that is respectful to all individuals and is conducive to academic learning. Diverse and contrasting viewpoints, lively discussion, and questioning are encouraged and valued within the boundaries of civil behavior that respects the educational objectives of the course, the Department, and the University.

Inappropriate behavior in the classroom shall result, minimally, in a private conference with the teacher and possibly a request to leave the class.

Distracting or inappropriate behavior includes but is not limited to:
- Repeated disregard for policies spelled out on the course syllabus, such as prohibition of mobile phones, PDAs, iPods, etc.
- Sleeping during class
- Excessive, continual chatting with other students, unrelated to course activities, while class is in session.
- Continual interruption of other students during class discussions or lectures.
- Disruption of other students’ work time or disruption of lectures.
- Continual challenges to teacher’s authority (interrupting, arguing, and ongoing disregard for project requirements or course material).
- Insulting, intimidating, or offensive remarks to or physical behavior towards other students or teacher.
- Intentional or repeated damage to equipment and furniture.

Scholastic Honesty:
The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work. Scholastic dishonesty includes, but is not limited to:
- Cheating on a test or other class work
- Plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own written work offered for credit)
- Collusion (the unauthorized collaboration with another person in preparing college work offered for credit)
If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the College, and the Student Judicial Affairs Coordinator.

**Note:** I have zero tolerance for plagiarism and/or cheating. Please note that violations may result in the failure of the course itself or removal from the University.

**The Writing Center:**

The WRC is here for students. Paid tutors with degrees in English and some Writing Program professors serve as tutors. You are strongly encouraged to visit the center for assistance with your writing. The tutors will not grade or edit your work, so come prepared. The Writing Center tutors are there to assist with your writing, organization, and development. The tutor room is located in (JPL 2.01.12D). Check the Writing Center website for scheduling and appointments: [http://www.utsa.edu/twc](http://www.utsa.edu/twc)

**Disability Services:**

Disability Services (DS) at the University of Texas at San Antonio promotes equal access to all university programs and activities for students with disabilities, providing services that enable students with disabilities to participate in and benefit from all University programs and activities. To be eligible for their services, students must schedule an appointment with DS to discuss needs and register for services. Once you are registered, DS will outline your required class accommodations in a letter to give to your professors—as soon as possible after the beginning of class. I am happy to work with you in any area requested by DS. Further information is available at: [http://www.utsa.edu/disability/index.htm](http://www.utsa.edu/disability/index.htm)

**The Roadrunner Creed:**

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner,

I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

**The University of Texas at San Antonio Academic Honor Code:**

**A. Preamble**

The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit
of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. Honor Pledge
In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: “As a UTSA Roadrunner I live with honor and integrity.”

C. Shared responsibility
The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.

Note: The schedule is tentative and might change before you come to class. I will also assign additional readings (e.g. journal articles) during the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due/ Class Activities</th>
<th>Readings for Next Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>(W) Jan. 18</td>
<td>Introductions, Review course syllabus</td>
<td>Chapter 1, “Introduction to Technical Communication”</td>
</tr>
<tr>
<td>(F) Jan. 20</td>
<td></td>
<td>Chapter 2, “Understanding Ethical and Legal Considerations”</td>
</tr>
<tr>
<td>(W) Jan. 25</td>
<td>Chapter 14, “Writing Letters, Memos, and E-mails”</td>
<td></td>
</tr>
<tr>
<td>(F) Jan. 27</td>
<td>Chapter 20, “Writing Definitions, Descriptions, and Instructions” p.p. 540-49 (Definitions)</td>
<td></td>
</tr>
<tr>
<td>(M) Jan. 30</td>
<td>Chapter 20, p.p. 549-57 (Descriptions)</td>
<td></td>
</tr>
<tr>
<td>(W) Feb. 1</td>
<td>Memo due</td>
<td>Chapter 20, p.p. 558-74 (Instructions)</td>
</tr>
<tr>
<td>Census, 5pm</td>
<td></td>
<td>Chapter 10, “Writing Effective Sentences”</td>
</tr>
<tr>
<td>(F) Feb. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>(M)</td>
<td>Feb. 6</td>
<td>Appendix C, “Editing and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proofreading Your Documents”</td>
</tr>
<tr>
<td>(W)</td>
<td>Feb. 8</td>
<td>Peer Review Workshop</td>
</tr>
<tr>
<td>(F)</td>
<td>Feb. 10</td>
<td>Portfolio One due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(M)</td>
<td>Feb. 13</td>
<td></td>
</tr>
<tr>
<td>(W)</td>
<td>Feb. 15</td>
<td></td>
</tr>
<tr>
<td>(F)</td>
<td>Feb. 17</td>
<td></td>
</tr>
<tr>
<td>(M)</td>
<td>Feb. 20</td>
<td></td>
</tr>
<tr>
<td>(W)</td>
<td>Feb. 22</td>
<td>Peer Review Workshop</td>
</tr>
<tr>
<td>(F)</td>
<td>Feb. 24</td>
<td>Portfolio Two due</td>
</tr>
<tr>
<td>(M)</td>
<td>Feb. 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(W)</td>
<td>Feb. 29</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(F)</td>
<td>March. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(M)</td>
<td>March 5</td>
<td></td>
</tr>
<tr>
<td>(W)</td>
<td>March 7</td>
<td>Peer Review Workshop</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Section</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(F) March 9</td>
<td>Portfolio Three due</td>
<td>Chapter 7, “Organizing your Information”/ Chapter 17, “Writing Informational Reports”</td>
</tr>
<tr>
<td>(M) March 12</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>(W) March 14</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>(F) March 16</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>(M) March 19</td>
<td></td>
<td>Chapter 8, “Communicating Persuasively”</td>
</tr>
<tr>
<td>(W) March 21</td>
<td></td>
<td>Chapter 9, “Writing Coherent Documents”</td>
</tr>
<tr>
<td>(F) March 23</td>
<td></td>
<td>Chapter 12, “Creating Graphics”</td>
</tr>
<tr>
<td>(M) March 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(W) March 28</td>
<td>Peer Review Workshop</td>
<td></td>
</tr>
<tr>
<td>(F) March 30</td>
<td>Portfolio Four due</td>
<td>Chapter 19, “Writing Recommendation Reports”</td>
</tr>
<tr>
<td>(M) April 2</td>
<td></td>
<td>Chapter 13, “Reviewing, Evaluating, and Testing Documents and Web Sites”</td>
</tr>
<tr>
<td>(W) April 4</td>
<td></td>
<td>Reading TBA</td>
</tr>
<tr>
<td>(F) April 6</td>
<td>2-3 page typed draft of Completion Report (Option 1) or Recommendation Report (Option 2) due</td>
<td>Reading TBA</td>
</tr>
<tr>
<td>(M) April 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event/Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>(W) April 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(F) April 13</td>
<td>Peer Review Workshop</td>
<td></td>
</tr>
<tr>
<td>(M) April 16</td>
<td>Portfolio Five due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sign up for Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>(W) April 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(F) April 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(M) April 23</td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>(W) April 25</td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>(F) April 27</td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>(M) April 30</td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Last day for undergraduates to drop an individual course</strong></td>
<td></td>
</tr>
<tr>
<td>(W) May 2</td>
<td><strong>Last day of class</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>May 3-4</td>
<td><strong>Student Study Days</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(No classes)</td>
<td></td>
</tr>
<tr>
<td>(T) May 8</td>
<td>Final Exam Period: 7:30am – 10:00am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** I reserve the right to modify the syllabus at any point in the semester.