

English 235 Technical Writing | Summer 2018

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Office location: R230
Office Hours: Monday and Wednesday 11:30 – 12:00
Online via Canvas Email M – F twice a day, mornings and evenings (times I am on line vary)

Books and Required Materials:

- *Practical Strategies for Technical Communication* by Mike Markel
- You may use an older version. The content between the first and second edition is similar. Page numbers will be different.

Course Information

Course Outcomes & How They Will Be Met

After completing this class, students should be able to:

- ✓ Write documents such as summaries, instruction manuals, analyses, proposals, and research reports using accepted professional formats
- ✓ Design a research strategy to solve a specific problem for a specific client
- ✓ Conduct secondary and primary research
- ✓ Propose a clearly reasoned, convincingly supported solution to a client's problem
- ✓ Paraphrase, summarize, and quote information with integrity and document sources accurately, following the accepted form for the field of inquiry
- ✓ Design visually effective documents and presentations
- ✓ Revise and edit to improve clarity, economy, and rhetorical effectiveness

These outcomes will be met through writing assignments and prewriting activities. A detailed description of how these activities will be met is included in the Course Schedule section below.

Grading Policies and Procedures

Where to Find Assignments & Grades

- Assignments are located on the Canvas course site in the course Modules.
- I enter grades in the Canvas grading tool.
- Please track your grades on Canvas. I do not hand out mid-term grade reports.

Assignment Submission & Completion Policies

- All major assignments (worth 50 or more points) must be completed and submitted to obtain credit for the class. You will receive a failing grade for the course if you do not complete all major writing assignments.
- You may elect to not complete minor assignments. However, this choice will result in a grade reduction. Not doing smaller assignments usually has a negative impact on how well you write major assignments.
- Submission instructions are provided for each assignment in the Modules and in class if you are in one of my hybrid or live classes.

Plagiarism and Academic Honesty

- **Inadvertent plagiarism**, which makes up the vast majority of the types of plagiarism that I see in my classes, occurs because students have not learned the skills to avoid this type of plagiarism – I do not view this as malicious or cheating. However, I expect that all my students learn the skills necessary to avoid plagiarism (you will thank me for making you do this later).
- I will be using a plagiarism checker, Vericite, which is linked to Canvas and all major paper assignments. After submitting your paper, please check to see what your Vericite score is. Review the report to see what you can do to rewrite language that may be inadvertently plagiarized.
- Inadvertent plagiarism will result in a failing score on the assignment. You will have the opportunity to revise the paper for full credit.
- Incidents of willful and knowing plagiarism or cheating (defined below under the Student

Code of Conduct and Academic Integrity section) will be referred to the Dean of Student Success. I reserve the right to give a failing grade for the assignment and/or the course if a student willfully plagiarizes or cheats.

Fair Use and Copyright Law Guidelines

All of us (me too!) will do our best to abide by copyright law, which protects the ownership rights people who have created writing, arts, pictures, movies, digital media, websites, or any combination thereof.

We will respect this ownership because each time we write, we are creating materials that are protected by copyright laws, whether at school or in the workplace.

Under all circumstances, when information or part of a copyrighted work is used, we must provide appropriate citations and attributions to the source. We must cite when we take ideas from another source and incorporate that information into our writing by summarizing or paraphrasing – in text citations are NOT just used when quoting. How to create citations and attributions will be taught as part of the class.

Guidelines for Making Research Copies:

Limit research copies to works that are used for purely academic purposes and are:

- Single chapters from a book (less than 10% of the source)
- Single articles from a journal (less than 10% of the source)
- Single paragraphs from an article (less than 10% of the source)
- Several charts, graphs, or illustrations from an article or book
- Other similarly small parts of a work.

Guidelines for Digitizing and Using Others' Work in Written or Multimedia Materials for Educational Purposes

You may incorporate others' works into a written or multimedia work and display and perform that work while doing:

- Class assignments
- Examinations
- Portfolios
- Educational symposia

Guidelines for Digitizing and Using Images (Photographs, Drawings, Graphics not Part of a Larger work) for Educational Purposes

Since images are a complete work, the use of them may be a violation of copyright law.

Therefore, you should:

- Point to (embed the URL in your work) instead of incorporating the image
- Request a license the image for use

If these solutions are not feasible, given the type of work you are creating, locate images that are part of the Creative Commons, and create appropriate attributions. This process will be covered in class, and you are encouraged to contact me for additional help creating Creative Commons attributions.

Grading Percentages and Method

Numerical percentage grades appear on the Canvas grading tool. At the end of the quarter, I use these percentages to enter a letter grade for you in the college grading record system.

A = 93% and higher; A- = 90% and higher; B+ = 87% and higher; B = 83% and higher; B- = 80% and higher; C+ = 77% and higher; C = 73% and higher; C- = 70% and higher; D+ = 67% and higher; D = 60% and higher; F = 59% and below

Peer Editing Process and Grading

The Eight Measures of Excellence form the basis for the grading rubric. The Writer's Checklists at the end of content chapters are also used to assess whether requirements for the assignment have been met.

Learning how to responsibly collaborate with others during the writing process is a critical workplace skill. Therefore, this process is worth up to 20 points – 10 points for submitting the draft and 10 points for editing.

As you peer edit, you should ask yourself the following questions:

- Have I given the measure and quality of editing help that I would like to receive from a co-worker? (Assume that you are being paid to produce the document and that you like your job and wish to stay with the company a long time.)
- Have I addressed each of the Measures of Excellence in my comment?
- Have I checked my peer's paper to see if the document meets the requirements listed in the Writers Checklists?

Late Work Policies

Minor Assignments and Class Participation Points

- Late class participation (graded discussions, for example) and minor assignments cannot be made up except for “good cause” using the late work petition process, which is stated below.

Major Written Assignments

- Major written assignments (50 points or more) are due on the posted date and time.
- If you submit the assignment before I finish grading the assignments for your class, five (5) percentage points will be taken off the graded assignment score.
- If you submit an assignment after I have concluded the grading for the class, unexcused late assignments lose ten (10) percentage points off the total points you received after grading.
- Late assignments may not be revised under the Rewrite Policy.

Petition Process

- I invite you to petition to be excused from the late penalties on major written assignments and smaller assignments for good cause. Good cause includes, but is not limited to: illness, having a disability, family emergencies, and not being a native speaker of English.
- I expect you contact me well before the assignment due date to discuss your situation or with reasonable promptness after you get an illness that prevents you from contacting me in advance.
- Submit a written plan for how you will complete all late assignments; this includes when you will make up late work and how you will keep up with current work. If you need assistance creating the plan, please ask me to assist you.

Grading Methods for Assignments

- I typically grade major assignments within seven (7) days of receiving the assignments. I will notify the class if a life crisis prevents me from keeping to this schedule.
- I grade all assignments, other than credit/no credit assignments, using rubrics that are attached to the assignments on Canvas.
- I will write some comments on your documents but expect me to primarily use the grading rubric to show areas needing improvement.
- For correctness issues, I will mark the first page or so closely to demonstrate the frequency of mistakes to you. In the grading comments, I will note repeated errors.
- For conciseness issues, I will use Word Rake to assist me in marking basic problems. I will audit what this algorithm marks, to ensure the marks are accurate. You will receive a Word Rake report to help you identify areas where you could write more concisely.

- To learn from mistakes made on essays and assignments, review my comments, the sample I will provide to compare your work to, the grading rubric, and the Word Rake report. Take your document to the Writing Lab if you need additional assistance.

Rewriting Policy

I will, from time to time, invite the entire class to revise an assignment. This typically occurs for the first assignment or two at the beginning of the quarter (because I am a Growth Mindset instructor). When I invite the entire class to revise, I replace the first score entirely.

For papers where I do NOT invite the entire class to revise:

- You may choose to rewrite one (1) major written assignment that received a C- (72%) or lower.
- Submit the revision within one (1) week of receiving the graded assignment back.
- No late assignment may be rewritten.
- The scores you receive will be averaged.
- Assignments submitted during the last two weeks of the quarter may not be rewritten.

Extra Credit & Course Evaluation

If you do the course evaluation, you will receive:

- 5 points of extra credit applied to your lowest major paper.

It is extremely important for you to do the evaluation under any circumstances; evaluating is like voting. You need to let me and the campus know how we are doing in meeting your needs – please comment in a thoughtful and constructive manner.

I reserve the right to add additional extra credit assignments for critical campus initiatives. Because of my revision policies, you will not need a lot of extra credit.

Process for Appealing Grades

If you feel that you have been unfairly graded or if there is a mistake in how I entered your score, INBOX me on Canvas with the following information:

- What assignment and grade you wish me to review and what your concerns are.

Most grade appeals are a result of a typographical error made in entering the score or an electronic issue with the grading tool on Canvas (this happens from time to time). Therefore, most students should expect that I will, upon notification, promptly correct these errors.

If the appeal is based upon your belief that the score I gave you is not justified under the grading rubrics, you should explain why you believe that score is not justified. I will need to know:

- how long you spent doing the assignment
- what (if any) help you sought from the Writing or Reading Labs, and
- an explanation as to why you did not contact me for assistance (if you were confused) in advance of the due deadline (students who ask me for help regularly typically do considerably better than passing work).

I will consider your request fully, respectfully, and give you a written response within two business days.

You have the right to appeal my final decision to the Chair of the English Department if you disagree with my response. (You have the right to make these types of appeals for all your classes.)

College Grading Policy

The college grading policy is explained in the current Course Catalog and can also be found at the [Grading Policy link](#).

Campus Attendance Policy

Attendance expectations for hybrid and in-person classes only:

Students are expected to attend all scheduled class meetings whenever possible. While attendance requirements are up to individual faculty members in the Arts & Humanities Division, active participation and regular attendance are essential to students' success.

Unless students have accommodations regarding attendance that have been approved through the Disability Resource Center, they should not be absent more than 20% of the total class time scheduled. When absences go beyond 20%, instructors' policies may result in one of the following:

1. Students may earn a grade of "F" for the course.
2. Students may earn a lower final grade.

Students should carefully review each instructor's syllabus to make sure they understand the attendance policy and the consequences for missing class. In some classes, even a small

number of absences (less than 20%) can affect students' grades, undermine their progress, and make it difficult to catch up. In cases of legitimate hardship, students may also request that instructors grant a "HW" (hardship withdrawal), which is a non-credit grade.

Students with accommodations regarding attendance must actively communicate with the instructor (and consult with the DRC) about each absence to determine if the accommodation applies.

Participation in online courses:

Students taking online courses should carefully review each instructor's syllabus regarding expectations for course participation. Most online courses require regular, meaningful participation from students, starting on the first day of each quarter.

Required Books and Materials

- Access to a computer that will connect to Canvas
- *Practical Strategies for Technical Communication* by Mike Markel – any version

Help with Canvas

The following link takes you to the college Canvas help page for students:

- <http://depts.bellevuecollege.edu/helpdesk/students/canvas/>

Classroom Learning Atmosphere

Instructor's Expectations

Recommended Reading Level:

- Sophomore college level reading skills (students who cannot fluently read at this level should expect to work harder than students with this reading level and may still perform poorly on papers and exams)

Recommended Writing Level:

- English 101 or equivalent with a passing grade (students writing below the level of the course should expect to work harder than prepared students and may still perform poorly on papers and exams)

General Expectations:

1. Put in your best efforts to learn—ignore your grades because they will be better if you become truly interested in learning.
2. Plan to spend 10 – 15 hours per week.
3. Disclose disabilities that might impact your performance by registering with the Disability Resource Center (details on pg. 6). I cannot legally provide accommodations until you register with the DRC.
4. If English is not your native language and reading is challenging or time consumptive, I recommend you register for an additional credit or two of English 180 Critical Reading in the Humanities Lab (1-2 credits) or English 080 Improving Reading Skills (non-college credit) to support you in this class.
5. Request a personal tutor from the Academic Success Center if you are getting below a C level grade in the class after the second week, so that you get timely support with your studies.
6. Regularly work with the Writing Lab to help you to learn to produce more correct writing.
7. Be aware of the specific student rights, responsibilities, and appeal procedures that are listed in the Student Code of Conduct at:

- <http://www.bellevuecollege.edu/policies/id-2050/>

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

[Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (<https://www.bellevuecollege.edu/inclusion/>)

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

[Policy 2950 Accommodations for Reasons of Faith or Conscience](http://www.bellevuecollege.edu/policies/id-2950p-2/)

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College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

Spanish and Chinese versions of the anti-discrimination statement are available at [Important Links](#).

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that may impact someone on campus with the Title IX Coordinator. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at [Title IX](#).

(<http://www.bellevuecollege.edu/titleix/>)

If you have any concerns, you may report to: [Report Concerns](#)

(<https://www.bellevuecollege.edu/reportconcerns/>)

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Division Statements

Read the [Student Procedures and Expectations for the Arts and Humanities Division](#) and the [Arts and Humanities Commitment to Student Growth and Development](#).

These expectations apply to our class and are part of my syllabus.

There are other disclosures and links to helpful information at the [Arts and Humanities Student Information page](#).

Campus Copyright Policies and Plagiarism Checker

Campus copyright policies (which apply to all of us) are found at the following URL:

- <http://www.bellevuecollege.edu/policies/id-3600/>

Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at:

- <http://www.bellevuecollege.edu/policies/id-2050/>

Important Links

See [“Important Links” page online](#) for more information about BC E-mail, access to MyBC, the Disability Resource Center (DRC), Public Safety, the Academic Calendar, the Academic Success Center, and more.

Help with Canvas

Students can find help with Canvas by going to the [Student Canvas Help site](#).

Final Exam Schedule

The final exam schedule is found at the [Final Exam Schedule](http://www.bellevuecollege.edu/courses/exams/).
(<http://www.bellevuecollege.edu/courses/exams/>)

Course Calendar

The assignments for the course and the calendar are located in the Modules on Canvas. All assignments are automatically linked to the Canvas calendar that will show assignments for all of the classes you select to show on the calendar.