course description
In this course, we will study the genres of scientific and technical communication and the rhetorical, ethical, and intercultural aspects of communicating effectively in the professional workplace. Emphasis will be placed on understanding the ways communication happens in different fields, collaboration and teamwork, and developing targeted and persuasive oral, written, and visual communication.

course objectives
By the end of this semester, you should have:

- acquired an understanding of the role and purpose of scientific and technical communication
- critically analyzed different technical communication mediums
- gained an understanding of the rhetorical situation and audience requirements
- investigated the legal, ethical, and intercultural aspects of professional communication
- learned ways to effectively present information in a variety of professional formats, including selecting appropriate style, tone, and design
- practiced presentation, writing, and design skills

course materials
The following materials are required for this class:

- Select readings available at www.hu.mtu.edu/~clweberb/3120
  [Print these and bring them to class on the day the reading assignment is due.]

attendance and participation
Participation is crucial to your understanding of the course material and contributing to and learning from your fellow students. As this is a condensed summer course, you are allowed only two unexcused absences; subsequent absences will affect your final grade. Assignments are due on the day scheduled to receive full credit whether you attend class or not. If you are ill or have an emergency, please email me prior to an absence to make other arrangements.

a note on this course
It is an expectation of this course that we are preparing for work in the professional world. Therefore, my expectation is that we are working collaboratively as professionals in the classroom and that you will come to class adequately prepared, and put forth your best effort in writing, discussion, presentation, and group collaboration. Please see me at any time with questions or concerns. I look forward to working with you!
grading
Your final grade for this course will be calculated on the following scale:

- class participation (includes daily assignments and activities, small group work, assessments, and contributions to the learning environment) 15%
- memos and letters, research report 20%
- résumé and cover letter package 10%
- individual and group presentations 25%
- group project proposal [proposal, progress reports, final report] 30%

All assignments are due on the day they are assigned. If you know you will be absent, it is your responsibility to turn in assignments prior to class. You are also responsible for assignments given on the day you are absent — see a classmate for details or e-mail me in advance.

academic integrity
In this course, we will review ways to appropriately credit resources. Failing to do so results in plagiarism, regarded as a serious academic offense. If you ever have further questions about this issue, please talk to me or consult a coach in the Writing Center (7-2007).

accommodation
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act [ADA] of 1990. If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).

assignments
Some assignments for this course will be completed individually, others should be completed in collaboration with other students. Major assignments are detailed below (additional assignments will be given in-class).

<table>
<thead>
<tr>
<th>Individual assignments:</th>
<th>Collaborative assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>research memo</td>
<td>project pitch and letter of intent</td>
</tr>
<tr>
<td>research report</td>
<td>progress memo</td>
</tr>
<tr>
<td>informative presentation</td>
<td>project proposal</td>
</tr>
<tr>
<td>résumé and cover letter package</td>
<td>proposal presentation</td>
</tr>
<tr>
<td>assessment memo</td>
<td></td>
</tr>
</tbody>
</table>

Research Memo
[2 pages, due Monday, July 7]

I, as your instructor [also your audience], have given you the following report assignment. Based on your understanding of the goal and intention of the assignment, prepare a memo to me that details how you intend to fulfill this assignment. Include individual steps, procedures, research, etc. that you will take to complete the task, the order in which this will take place, and issues/questions you will be addressing. Consider organizational and other strategies for preparing a "reader-directed" document. Your goal is to persuade your audience that you have the understanding and capability to complete this assignment.
In this report, you will continue to investigate the role(s) of technical communication in your field. Your report should rely on information obtained from interviews with instructors and/or professionals and analyses of trade journals, newsletters, or other publications. You should interview at least one individual (instructor or professional) and you should browse through at least two years' worth of a publication specific to your field.

In your report, first introduce your field, then explain what you learned in the interview and in your periodical review, and then provide a strong conclusion regarding the role of professionals in your field where technical communication is concerned. Provide charts, figures, and other visuals where appropriate.

Questions to consider include:

- What do professionals in your field write? What types of writing can you expect to do in your field? How much writing can you expect to do in your field?
- What do professionals in your field read? Why are these communications important? Why would a professional in your field choose to read the publication you've reviewed?
- Who authors most of the published writing in your field? What are their credentials? What are their positions?
- In what ways are oral and visual communication strategies used in your field? What messages are communicated through these modes?
- What communication strategies are most prevalent? How do authors communicate their messages and try to persuade their audience?
- Where do you see yourself fitting in this field? What position would you ideally hold? How would you define yourself as a technical communicator in this field and in this position?

Informative Presentation

[3 minute oral presentation with visual support, due July 14-15]

In this presentation, your objective is to provide an informative overview of technical communication in your profession. The content should be based on the investigation results described in your informational report, and should focus on the role and type of technical communication that exists in your professional discourse community. In addition, consider the following questions: How will you (and your fellow students) be expected to communicate as a professional? What skills will be required of you? What can be learned about how knowledge is transmitted in your field from the types of technical communication that currently circulate? What role does/will communication play in the continued emphasis on developing "knowledge workers"?

For this presentation, also consider your audience. What might be of shared interest? Are there others in the same field in your audience? How might you achieve your audience’s attention? Use visual aids to engage and inform your audience.

additional requirements:
- detailed outline (due day of presentation, before presentation begins)
- self evaluation (due class period immediately following presentation)
- peer evaluation – 2 copies (due class period immediately following presentation)

TIP: Refer to handouts on evaluation, outlines, and visual design as you prepare for your presentation. Practice your presentation prior to delivery.
Résumé and Cover Letter
(due Monday, July 28)

This assignment has several steps:

1. Perform a search for a job for which you would like to apply. Investigate the Career Center, Web sites of companies you are interested in, regional newspapers, or online job postings for potential positions. This must be a posting from a specific company (not a mailbox number or anonymous lead). Be sure to print out a copy of the job description you chose and submit this with your résumé and cover letter.

2. Tailor your résumé to the job description. [Think audience and persuasion.]

3. Write a cover letter to accompany your résumé. Presume the audience of the cover letter [if not noted in the job description] to be the Personnel Director of the company.

Submit all three documents together in a folder the day they are due.

Assessment Memo
(Memos must be emailed or delivered to me by 12pm Thursday, August 7. I will not issue a grade until I have received and reviewed this memo.)

In this assignment you will write a memo to me in which you discuss both your group and class participation. I will use this information as I determine final grades.

PART 1
1. Discuss your participation in the group project. What were your responsibilities? How well did you fulfill them? What obstacles did you face? What grade do you feel you deserve on this project, based on your own effort?

2. Briefly relate your impression of overall group dynamics and work schedule. How did the group function as a unit? What obstacles did you face? How would you evaluate the work of your peers?

PART 2
1. Discuss your work and participation in the class overall. Did you fulfill your responsibilities as a student and participant? What obstacles did you face? What have you learned in this class? What helped or hindered your ability to learn? What grade do you feel you deserve in this class, based on your effort and course requirements?

GROUP PROJECT
The goal of the group project is not only to provide you with experience working in a collaborative team, but also to provide an opportunity to address a relevant issue in your field and create an audience-directed piece of technical communication. More details on individual assignments will be given in-class.

Project Proposal
(draft due Thursday, July 31; final due Thursday, Aug 7)

In this proposal, you will identify a specific problem, conduct research into the problem, and then make recommendations for improvement/change. Your audience will be representatives from the local city councils in regard to the following Request for Proposal (RFP).

RFP: The Houghton/Hancock City Council is asking for qualified proposals to address issues relevant to enhancing quality of life in the area. Proposals may center around a) environmental issues, b) tourism, c) transportation, d) downtown revitalization, or e) general image and quality-of-life improvements. Proposals should provide cost-effective, timely solutions and prove relevant to the long-term viability of this region for current and future residents and businesses.
Proposals must be 8-10 pages, single-spaced, and include a detailed description of the objective, methods of improvement, staffing, and proposed budget. Your submitted proposal must also include cover, title page, letter of transmittal, executive summary, and copies of the résumés of the proposal team attached.

The following assignments are precursors to your final project. All assignments should be completed as a group.

Letter of Intent and Project Pitch
[Due Tuesday, July 22]

Letter of intent: In a one-page letter addressed to me, outline the purpose, context, and plan of action for completion of your group project. Address what issue your group proposes to address, analyze the audience for this communication, and state how you intend to research your issue.

Project Pitch: As a group, prepare a short, informal presentation for the class describing the project you plan to address, issues/concerns you may have, and what you hope to ultimately accomplish. The presentation should be geared toward obtaining audience feedback [remember your audience and use visual aids]. Be prepared to answer questions; following each presentation we will have open class discussion and recommendations on your project approach.

Progress Memo
[2 pages, due Thursday, July 31]

In this memo, detail the progress your group has made in completing your proposal. Include issues, problems, concerns and successes. We will discuss your progress in our conference.

Proposal Presentation
[15 minute presentation, due August 5-6]

In this professional presentation, you will present your proposal to the class as if your audience included members of the primary audience. Your goal is to persuade your audience as to the viability of your proposal in the hopes of being awarded a contract. To do so, you must engage your audience's attention throughout by clearly stating the problem and solution, addressing potential concerns, providing strong evidence, and using visual aids. Dress appropriately and be prepared to answer questions.

Additional requirements:
- detailed outline of presentation [due Monday, August 4]

TIP: Consider seriously the rhetorical strategies you will need to persuade your audience in this presentation. How will you gain their interest/support? What is the importance of the issue you are addressing? Is your solution feasible? Why should your proposal win over others?
<table>
<thead>
<tr>
<th>date</th>
<th>in-class</th>
<th>due for today</th>
</tr>
</thead>
<tbody>
<tr>
<td>june 30</td>
<td>introduction to course</td>
<td>buy book</td>
</tr>
<tr>
<td>july 1</td>
<td>what is tech comm? rhetorical strategy</td>
<td>Woolever, introduction, web: &quot;rhetoric of neutrality&quot;</td>
</tr>
<tr>
<td>july 2</td>
<td>persuasion, audience; professional journals</td>
<td>Woolever, chapter 1, p. 9-16 web: &quot;writing like an engineer&quot;; &quot;newton's rhetorical conversion&quot;</td>
</tr>
<tr>
<td>july 3</td>
<td>memos, letters, and email; clear and effective writing</td>
<td>Woolever, chapter 6, guide p. 483-492</td>
</tr>
<tr>
<td>july 7</td>
<td>planning, research, organizing; reports and studies</td>
<td>Woolever, chapter 1, p. 17-end; chapters 2, 3, and 10 Research Memo</td>
</tr>
<tr>
<td>july 8</td>
<td>visual design</td>
<td>Woolever, chapter 4; web: design handout</td>
</tr>
<tr>
<td>july 9</td>
<td>effective presentations</td>
<td>Woolever, chapter 13; web: &quot;absolute powerpoint&quot;</td>
</tr>
<tr>
<td>july 10</td>
<td>editing, peer review</td>
<td>draft of Research Report; Woolever, chapter 5</td>
</tr>
<tr>
<td>july 14</td>
<td>INDIVIDUAL PRESENTATIONS</td>
<td>Informative Presentation</td>
</tr>
<tr>
<td>july 15</td>
<td>INDIVIDUAL PRESENTATIONS</td>
<td>Informative Presentation; Research Report</td>
</tr>
<tr>
<td>july 16</td>
<td>effective résumés, on-line media</td>
<td>Woolever, chapters 12, 17</td>
</tr>
<tr>
<td>july 17</td>
<td>collaboration, proposals</td>
<td>Woolever, chapters 11, 14; web: &quot;the nature of leadership&quot;</td>
</tr>
<tr>
<td>july 21</td>
<td>abstracts, executive summaries</td>
<td>Woolever, chapters 8, 9</td>
</tr>
<tr>
<td>july 22</td>
<td>GROUP PITCH</td>
<td>Project Pitch and Letter of Intent</td>
</tr>
<tr>
<td>july 23</td>
<td>project work</td>
<td>group work</td>
</tr>
<tr>
<td>july 24</td>
<td>conferences</td>
<td>group work</td>
</tr>
<tr>
<td>july 28</td>
<td>ethics and liability</td>
<td>Résumé and Cover Letter; Woolever, chapters 15, 16</td>
</tr>
<tr>
<td>july 29</td>
<td>ethics and liability</td>
<td>tba</td>
</tr>
<tr>
<td>july 30</td>
<td>intercultural communication</td>
<td>tba</td>
</tr>
<tr>
<td>july 31</td>
<td>conferences</td>
<td>Progress Memo; draft of proposal</td>
</tr>
<tr>
<td>aug 4</td>
<td>assessment, project work</td>
<td>outline of presentation</td>
</tr>
<tr>
<td>aug 5</td>
<td>GROUP PRESENTATIONS</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>aug 6</td>
<td>GROUP PRESENTATIONS</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>aug 7</td>
<td>turn in work</td>
<td>Project Proposal; Revised Résumé (attached to proposal) Assessment Memo</td>
</tr>
</tbody>
</table>

my office hours: tues/wed 4:30-5:30 pm in the CCLI