**H.U 3120: Technical and Scientific Communication**  
**Summer A 2009**

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Phone: 487-2066  
Office: Walker 329A  
Office Hours: 11:00-noon, M-Th, and by appointment  
Class Time and Place: 9:35-10:50 am, M-Th, Walker 116  
Selected readings, as assigned  
Class listserv: 3120brady

**Course Description**

Technical and Scientific Communication (TSC) is a study of written and oral communication in professional settings. It emphasizes audiences, writing processes, genres, visual communication, collaboration, professional responsibility, and clear expression.

**Course Goals**

TSC seeks to familiarize you with representative communication demands of today's workplace. Specifically, it offers you professional strategies for:

- Planning, drafting, and revising  
- Writing for a variety of audiences  
- Collaborating and co-locating with a team  
- Designing visually effective texts  
- Reviewing your own work, as well as that of others  
- Producing rhetorically sensitive documents

**Course Policies**

**Email and Course Materials:**  
Check your email regularly since I will use the class listserv to post updates, explain assignments, and clarify readings.

**Academic honesty:**  
Unless the assignment calls for a collaborative effort, I expect that the work you submit will be yours. If you are referring to, or using, other sources, including your own work for another class or project, remember to acknowledge them, using proper form. Evidence of copied or plagiarized work is cause for serious disciplinary action by the University.
If you have questions about your work with other sources, see me. I consider learning how to document sources a challenge; if you don’t remember how to do this—or never learned—this is the class to secure that technique.

**Attendance:**
I expect you to attend every class meeting, on time and ready to participate fully and thoughtfully. If you miss more than three classes, I will drop your final grade. If you miss six, I will fail you.

**Replacement work:**
Keep electronic copies of your work since you are responsible for replacing it should it be misplaced.

**Late work:**
I will not accept late work, unless you make arrangements with me well in advance of the deadline.

**Collaborative and co-located work:**
Group members are responsible for working as a team. Appraise each other of your current work by emailing drafts at the end of each day. Co-located workplace teams experience, and manage, scheduling conflicts. I expect you to do the same.

**Discrimination and Harassment:**
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 access to education and services at MTU, please call Dr. Gloria Melton, Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action office (7-3310).

Beyond this, I encourage engaged discussion; I also expect it to be courteous and respectful.

**Assignments**

**Reading:**
I expect you to read the texts assigned on the calendar before the assigned class session and to be prepared to discuss them. Expect quizzes.

**Writing:**
Although I may modify the assignment topics and due dates during the semester, I plan five major assignments for this class; due dates are listed in the course calendar. I will distribute detailed assignments at the beginning of each project. Read them carefully. Save all your class materials and take notes on your progress throughout the term. Doing
so will help you remember what you’ve worked on and thus make the portfolio project easier to complete.

Making Information Useful Based on Rhetorical Analysis (week 1)
Writing for users/user documentation (weeks 2-4)
Recommending for problem solving (weeks 4-5)
Writing career documents (weeks 6-7)
Developing a persuasive portfolio (weeks 1-7)

Review and Final Drafts:
When I review drafts of your writing, send them to me as Word attachments on email. I'll use the “comment” function and return them to you, again as email attachments.

When I grade final drafts, give them to me in hard copy, along with all the planning documents and drafts you have accumulated during the document cycle.

When peer draft reviews are scheduled for class, bring two sets of paper copies with you.

Grading
Making Information Useful Based on Rhetorical Analysis 20%
User documentation 25%
Recommendation report cycle 20%
Résumé and cover letter 15%
Portfolio 10%
Social practices (engaged and courteous participation) 10%

Grading Standards
You can earn an A or B in this class if you complete all assignments and reach deadlines, do quality work, and show some genuine commitment. You'll earn a C if you meet deadlines with satisfactory effort or if some of your assignments are incomplete. You'll receive a D or F if your assignments are poorly executed or overdue, or if your attendance, participation, or effort is unsatisfactory.

A — truly excellent. A work is an example of highly effective professional writing. It makes its purposes clear, reflects concern for its audience’s needs and responses, and is detailed, persuasive, effectively organized, exhibits appropriate format and tone, and is grammatically correct.

B — very good. B work is effective and would succeed in most professional communication circumstances. It may lack the polish or effectiveness of an A.

C — satisfactory. C work is effective though it lacks features necessary to succeed completely with a professional audience. Its purpose may not be entirely clear, it may not be effectively organized, it may not exhibit an appropriate tone or format, or it entails grammatical errors that make it difficult to read or understand than necessary.

D — poor. D work does not communicate effectively for several reasons. It may display an inadequate understanding of purpose or audience. It may lack information or be unpersuasive. Its organization may be confusing or misleading, and its tone or format
may be inappropriate. It may be difficult to understand or contain serious errors in grammar.
F—unacceptable. F work does not satisfy the requirements of the assignment.

<table>
<thead>
<tr>
<th></th>
<th>A — truly excellent</th>
<th>B — very good</th>
<th>C — satisfactory</th>
<th>D — poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets assignment</td>
<td>Yes</td>
<td>Yes</td>
<td>Most aspects</td>
<td>Significant gaps</td>
</tr>
<tr>
<td>Argument</td>
<td>Interestingly &amp; clearly advanced</td>
<td>Clearly advanced</td>
<td>May be good, but only implied</td>
<td>Ambiguous or absent, generic or trite</td>
</tr>
<tr>
<td>Support</td>
<td>Valid &amp; sufficient support provided</td>
<td>Some gaps or weak support</td>
<td>Some support, but weak or not clearly relevant</td>
<td>Poor support or connections not shown</td>
</tr>
<tr>
<td>Insight</td>
<td>Original &amp; creative</td>
<td>Demonstrates thought</td>
<td>Conventional or generic</td>
<td>Superficial or incomplete</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical ordering</td>
<td>Establishes &amp; follows a pattern</td>
<td>Follows a pattern</td>
<td>Generally follows a pattern; some gaps</td>
<td>Unapparent pattern or hard to follow</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Coherent &amp; unified</td>
<td>Usually coherent and unified</td>
<td>Some incoherent or not unified</td>
<td>Incoherent or lacking unity</td>
</tr>
<tr>
<td>Transitions</td>
<td>Provided as needed</td>
<td>Provided as needed</td>
<td>Sometimes missing</td>
<td>Enough missing to cause confusion</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>Correct &amp; varied, according to meaning</td>
<td>Correct, with some variety</td>
<td>Correct, but elementary</td>
<td>Surface errors, such as comma splices or fragments</td>
</tr>
<tr>
<td>Diction</td>
<td>Precise, correct, creative</td>
<td>Correct</td>
<td>Some debatable word choices</td>
<td>Frequent misuse of words</td>
</tr>
<tr>
<td>Spelling</td>
<td>Correct</td>
<td>Correct</td>
<td>Very few mistakes</td>
<td>Misspellings confuse meaning</td>
</tr>
</tbody>
</table>