SYLLABUS

instructor

Diane Keranen
email: dkeranen@mtu.edu (best way to reach me)
office: Walker Arts & Humanities Center room 312
phone: 487-3235
office hours: 2:00-3:00, M-W-F, and by appointment

class meets: 1:05-1:55, M-W-F

classroom: Walker Arts & Humanities Center, room 134
computer lab: Humanities Digital Media Zone, room 113

class email list: techcomm2-I@mtu.edu
I reserve the right to revise the syllabus, course schedule, projects, and assignments.

required materials


3-RING BINDER(s)—Don't purchase this until you know more about the work you'll be doing in this class and can better determine a presentation method that will be best for your work.

course description

A study of written and oral communication in technical and scientific environments; emphasizes audience, writing processes, genres of scientific and technical discourse, visual communication, collaboration, professional responsibility, clear and correct expression. Students write and revise several documents and give oral report(s). Computer Intensive.

Restrictions: May not be enrolled in one of the following Class(es):
Freshman, Sophomore
Pre-Requisite(s): UN 1002 or UN 1003

Attributes: HASS Supplemental List, World Cultures

HU3120 is a course in rhetoric that recognizes that communication 'best practices' are not universal but are, instead, dependent on the audience, situation, and purpose for getting things done. This course will familiarize you with some of the communication demands of the professional workplace and challenge you to critically consider, evaluate, and determine the technical communicator’s responsibility to stakeholders in the rhetorical situation. This course will also provide opportunities that will require you to demonstrate you can meet these demands.

what you need to do to pass this class

You need to learn the basic tools of "tech comm" and demonstrate your competency using them. Competency is likely to be different among class
participants, demonstration of competency will be used to determine your grade. Having competence is not enough to do well in this class. It must be demonstrated clearly in your work. There will be three projects this semester: a smaller career documents project, a major semester-long learning project, and your course portfolio project.

You need to exercise professional social practices and be attentive to all of your communications regardless of the form they take: assignments & projects, expressing your ideas in class; responses to colleagues; body language in the classroom; emails to me and to the class list, etc., and demonstrate proficiency in reading, critique, projects, reflection, and social practices. And you must complete the work of the course to get a grade (see "grading" below).

**grading**

You must finish all assignments, participate in a portfolio review, and turn in a complete portfolio to fulfill the requirements of this class and receive a grade.

**Letter grade scale:**
- A—Excellent/exceptional (100-95%)
- AB—Very good (94-90%)
- B—Good (89-85%)
- BC—Above average (84-80%)
- C—Average (79-75%)
- CD—Below average (74-70%)
- D—Inferior (69-65%)
- F—Failure (64-0)

**PORTFOLIO**—For more detailed information, see the assignment sheet for this project, but for now know that every project you work on needs to be included in your portfolio. Keeping clear and concise records of your work will follow you into your professions, and I expect you to develop excellent practices in this class. Keep digital and printed versions of all of your drafts of all projects and feedback you receive.

**SOCIAL PRACTICE**—Social practice includes such things as arriving prepared to participate in class, contributing constructively to class discussion, fulfilling your responsibility to your group, asking questions in class, answering questions in class, showing professional courtesy and respect to your colleagues, etc. Participation in class will help you and everyone in the class learn, remember, and apply the concepts of this course. Effective communication comes out of listening to colleagues in and out of class and bringing relevant, productive, and sophisticated thinking to class discussions that is informed by the readings, lessons, and your own experience of technical communication.

**Grade breakdown by %**—portfolio=80%; social practices=20%

**evaluation of your work**

Among the questions I will be asking myself when evaluating your work:

- Would this work be appropriate in a professional setting?
- Does this work demonstrate the student is attentive to the rhetorical situation, audience, and purpose for this project?
- Does this work demonstrate effective and appropriate visual, oral, and/or written strategies?
- Does this work demonstrate the student can incorporate relevant and
compelling research?
- As the audience for this work, would I be impressed/satisfied/ disappointed/furious to be handed this project?
- Is this work free from mechanical, spelling, and grammatical errors?

attendance policy
I expect you to hold yourself accountable for your decision to take this class and to follow through on that choice. If you miss class, send an email to the class list to find out what you missed, or ask your peers to fill you in. Do not email me to ask if you "missed anything important," because I can tell you now that the answer is "yes." This is not a lecture course so you'll be missing out on interactions that can not be replicated outside of class. If you have extraordinary circumstances, then, of course, meet with me to discuss what you've missed.

Attending class means you need to bring three things: your person, your thinking, and your participation. Attending class physically is only worth partial credit. The more impressive your class participation; the higher your social practice grade. I will not be taking attendance, so the impression you leave me with, is the impression that leads to your grade.

email policy
Feel free to email me with any questions you have regarding this class. I check my email frequently, and usually respond within a day, but this is not a 100% guarantee. Allow me a couple of days to get back to you. I'll do my best to keep up with my email.

Use the class email list to supplement our class discussion it you think of something to contribute to our discussion after class is over. The list offers opportunities for excellent social practice.

Do NOT email me any homework unless I specifically ask you to do so.

the writing center
If you haven't already, check out the Michigan Tech Writing Center. It's located in Walker, room 107, and their hours are posted. The Writing Center is an excellent resource for improving your writing, so check them out early in the semester. Visit them on the web.

responsibility and mutual respect
Face it, college is hard work. You are an adult and here by choice so you are responsible for a high level of professional integrity. Plagiarism and cheating prevent you from learning that which will help you succeed. If you have trouble keeping up with coursework, either in this class or others, help is available for you to succeed at college, so make use of it when needed. Talk to me if you start falling behind in this class. I will help you.

university policies
Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.
If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

*Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310* 

**Academic Integrity:** [www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html](http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html)

**Affirmative Action:** [www.admin.mtu.edu/aaoo/](http://www.admin.mtu.edu/aaoo/)

**Disability Services:** [www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability](http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability)


This page was last updated on: 8/31/09
scientific and technical communication
hu3120, section 2—fall 2009

SCHEDULE

This page will be updated throughout the semester.
It was last updated on: 9/3/09

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introduction to tech comm

Week 1, August 31-September 4
Monday—introductions: you, me, and this class
Wednesday—read pages 1-8 of Writing for the Technical Professions (WTP) before class today; in-class written exercise: "defining technical communication and role of technical communicator"
Friday—read pages 9-16 of WTP; in-class project rhetorical situation & stakeholders (print this worksheet and bring it to class today); begin career documents project; bring your current resume in editable computer file format (.doc )

Week 2, September 7-11
Monday—Labor Day recess, no class today
Wednesday—read pages 16-29 in WTP before class today; career documents project due today and bring a printed copy of your career documents and completed rhetorical situation & stakeholders worksheet (tba) for assessments & discussion
Friday—K-Day recess begins at noon today, no class today

research & proposals

Week 3, September 14-18
Monday—read pages 30-37 in WTP before class today; in-class review of career documents project; begin semester course project(s)
Wednesday—read pages 223-234 in WTP before class today; in-class project; reviewing the RFP
Friday—read pages 347-353 in WTP before class today; project meeting to form teams, identify projects, and determine initial research approaches

Week 4, September 21-25
Monday—read pages 353-359 in WTP before class today; in-class project: proposal practice (tba)
Wednesday—project proposal drafts are due in class today so bring either a printed copy or a .doc or .pdf on removable media
Friday—all-teams meeting; project planning

The schedule after today is only a general outline to give you an idea of
project benchmarks; each team will need to determine exact deadlines for their specific project, but I'm providing a rough outline of what the schedule will generally look like. Most of the reading will be assigned early in the segment (see week 5 below), and shorter, project driven, supplemental readings will also be assigned as needed. A formal technical document will be due at the end of each segment.

organizing & designing for stakeholders

Week 5, September 28-October 2
Monday—read pages 54-75 and 247-259 in WTP before class today
Wednesday—
Friday—

Week 6, October 5-9
Monday—
Wednesday—
Friday—designed prototypes due today for peer review & report (tba) session

prototype & user testing

Week 7, October 12-16
Monday—read (handout TBA) before class today
Wednesday—
Friday—prototypes & user-test due today for user-testing session; user-testing review & report (tba)

production of documents

Week 8, October 19-23
Monday—
Wednesday—
Friday—

Week 9, October 26-30
Monday—
Wednesday—
Friday—

project reports

Week 10, November 2-6
Monday—
Wednesday—
Friday—

project presentations

Week 11, November 9-13
Monday—
Wednesday—
Friday—presentations due today for peer review
project rollouts & final reports

Week 12, November 16-20
formal presentations to clients & users this week
Monday—
Wednesday—
Friday—final project reports due today

individual course portfolio & summary report

Week 13, November 30-December 4
Monday—
Wednesday—
Friday—

portfolio reviews & finishing up our class

Week 14, December 7-11
Monday—
Wednesday—
Friday—finished individual portfolios are due today, there is no final exam in this class