Professor: Dr. Becky Jo Gesteland  
Office: Elizabeth Hall 449  
Office hours: MW 10:30am – 12:30 pm & TR 8:30-10:30 am  
Phone: 801-626-7083  
Email: [bgesteland@weber.edu](mailto:bgesteland@weber.edu) = best way to reach me in an emergency

### Course description & learning outcomes

This course prepares students for on-the-job writing and emphasizes the importance of audience analysis, graphics, and document design. Students study and practice writing and designing a variety of technical documents as they learn to write clearly, concisely, and persuasively to a specific audience for a specific purpose.

In this class, your objectives are to

1. Study the basic features of technical writing genres and learn how to modify these features in response to your audience and rhetorical situation and
2. Write usable, persuasive, clear, accurate, and readable documents.

Also, since this is a community-engaged learning (CEL)-designated class, we will be working toward these civic engagement-learning outcomes:

1. *Civic Knowledge*  
   Involves the process of applying discipline specific knowledge to civic engagement. Students are able to apply facts and theories from areas of academic study to civic engagement including their own participation in civic life, politics, and government.
2. *Civic Skills*  
   Involves the demonstration of engaging in a process to solve and increase the awareness of some civic problem. Students are able to collaboratively work across and within community contexts and structures.
3. *Civic Values*  
   Involves having a disposition to the world that understands the need for civic engagement. Students are able to demonstrate a sense of efficacy as well as respect for diversity, justice and equity.
4. *Civic Motivation*  
   Involves continued commitment to engaged citizenship. Students are able to articulate how their civic engagement experiences inform their future plans.

### Text

* Laura Gurak & John Lannon, *Strategies For Technical Communication In The Workplace*, 2nd edition. ISBN 9780205245529

### ADA note

If you require accommodations or services due to a disability you *must* contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413, [ssd@weber.edu](mailto:ssd@weber.edu), or <http://departments.weber.edu/ssd>.

### Assignments

You will be penalized for late work unless you have had a genuine emergency. Please see the complete schedule on Canvas for due dates.

|  |  |
| --- | --- |
| **Individual Assignments – 60 %** | **Points possible** |
| Reflection posts – 10 @ 10 points each | 100 |
| CCEL registration & training modules | 50 |
| Visual aid | 100 |
| Instructions | 100 |
| Progress report | 50 |
| Formal report | 200 |
| **Collaborative Assignments – 40 %** |  |
| Proposal to professor | 100 |
| Presentation to class | 100 |
| Product for community partner | 200 |

### Grading scale

Specific criteria will be provided for each assignment. At the end of the semester, I will add up the points you’ve received on the above assignments and convert them to a letter grade based on the following scale.

|  |  |  |  |
| --- | --- | --- | --- |
| A = 94-100 | B = 84-86 | C = 74-76 | D = 64-66 |
| A- = 90-93 | B- = 80-83 | C- = 70-73 | D- = 61-63 |
| B+ = 87-89 | C+ = 77-79 | D+ = 67-69 | E = 0-60 |

### Community-Engaged Learning (CEL) Project

The bulk of your work this semester involves community-engaged learning (CEL), specifically working as a team with a community partner. As a class, we will explore various theories and applications of technical writing, then, as a team, you will write a proposal to me, develop a technical writing product with your community partner, and present your experience to the class. The CEL component will require at least 20 hours of “service,” which must be spread over the course of the semester. Thus, you may NOT do all 20 hours in just one or two weeks or all at one time. Additionally, you must complete the minimum 20-hour requirement to be eligible for full credit on all CEL-related assignments and exercises.

The CEL project is woven into every assignment in this course, but these are the requirements specific to CEL:

1. Serve at least 20 hours collaborating with one of following [Community Partners](https://weber.instructure.com/courses/252542/wiki/community-partners) (CPs):
   * Family Connection Center (FCC)
   * Ogden Nature Center (ONC)
   * Pioneer Adult Rehabilitation Center (PARC)
2. Register and record your hours with WSU’s Center for Community Engaged Learning (CCEL).
3. Complete the required training modules.
4. Collaborate with your team member(s) on a CEL project and complete a contract with your agency.
5. Propose your project to me.
6. Analyze your CEL experience through reflection posts, a progress report, and a formal report.
7. Deliver a technical writing product to your community partner
8. Present your CEL experience to the class at the end of the semester.
9. Receive an evaluation of your service from your community partner & evaluate your group.

### Emergency closure

If for any reason the university is forced to close for an extended period of time, we will conduct our class via WSU Online. Look for announcements through the class website and your Weber email account.

### Plagiarism

WSU subscribes to Turnitin, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to [Turnitin.com](http://turnitin.com/) are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy. Plagiarism is a violation of the [WSU Student Code](http://documents.weber.edu/ppm/6-22.htm) and is not acceptable in this course (IV.D.2.b). If your writing appears plagiarized, or if sources are not documented properly, you may receive an E on the assignment. If repeated offenses occur, you will receive a failing grade for the class and I will notify the WSU Due Process Officer.

### Sustainability & technical support

As part of my ongoing efforts to work toward sustainability, this will be a paperless class. To read more about WSU’s commitment to sustainability, see the [Environmental Issues Committee website](http://www.weber.edu/environment" \t "_blank). All assignments (reading responses and papers) must be submitted to the online course management system, [Canvas](https://weber.instructure.com/courses/252542). I will orient you to the system on the first day of class; however, if you have any technical difficulties please consult the experts. For

* Technical assistance, contact the IT Help desk 801-626-7777 or [csupport@weber.edu](mailto:csupport@weber.edu)
* Canvas-related issues, contact WSU Online Help desk 801-626-6499 or [wsuonline@weber.edu](mailto:wsuonline@weber.edu)

### Schedule

🡪 All assignments and readings are due by the beginning of class, unless otherwise noted.

Abbreviations:  
CCEL = Center for Community Engaged Learning   
CP = Community partner  
<meet in groups or with CPs> = no formal class will be held

NOTE: The complete and updated schedule is on [Canvas](https://weber.instructure.com/courses/252542).