

# WRTG 3310: technical writing

22590 // TR 10:50am–12:05pm // Thompson 105

## what is this course?

### from the Undergraduate Bulletin:

A workshop course in professional and technical writing. Students work on several writing projects, both in groups and as individuals. Some sections will use writing internships with state agencies and businesses to give students the opportunity to write in the workplace and examine the issues of professional communication.

### from me:

Welcome to WRTG 3310, a course that focuses on the theory and practice of technical communication. This semester, we will apply rhetorical problem-solving principles to a range of professional situations and genres to give you a broad overview of the challenges and goals of technical communication.

## Dr. Allison H. Hitt



Thompson 323



MW 11am-2pm  
& by appt.



(501) 450-5607



[ahitt@uca.edu](mailto:ahitt@uca.edu)

## what are the course goals? (what will I learn?)

In WRTG 3310, individuals and teams will do the following:

- analyze audiences and rhetorical situations
- create professional documents that are well written and designed
- introduce, conduct, and reflect on basic usability testing
- gain an understanding of the rhetorical, technical, and ethical aspects of technical communication
- work individually and collaboratively to research and write reports about workplace communication issues

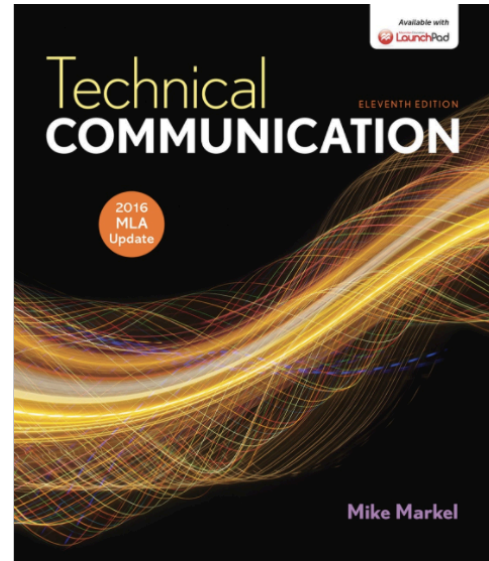
## what do I need?

### required.

Markel, Mike. *Technical Communication*. 11th ed. Boston: Bedford/St. Martin's, 2015.

### additional.

I will make additional readings available as PDFs through Google Classroom, which you will use throughout the semester to submit your work and access course materials.



## what will we be doing?

### project 1: what is technical communication? (15%)

To get a sense of what technical communication is, you will compose three memos on three key elements from our initial readings: understanding your audience's needs, making ethical choices, and writing clearly. **(due 2-2)**

### project 2: instructions design (30%)

Effective technical communication has both clear content and design. For this project, you will first analyze the content and design of an instruction set. Next, you will design instructions for a specific digital task. We will do in-class usability testing of your instructions, and you will submit a memo detailing the rhetorical choices you made about both content and design. **(due 3-9)**

### project 3: group feasibility study (35%)

Next, you will work in teams of 3 to address a professional communication problem. Your team will identify a local issue and client, research three feasible solutions, and write a report with your recommendation. Your team will produce two deliverables: a proposal **(due 3-30)** and a report **(due 4-18)**.

### project 4: digital portfolio (20%)

Finally, you will create a digital portfolio that reflects your professional identity. You might create a website (e.g., WordPress) or a profile (e.g., LinkedIn). You will write a reflection about your understanding of technical communication and how your portfolio is a clear and accessible representation of that. **(due 5-4)**

## how will we be graded?

A: 90-100%	B: 80-89%	C: 70-79%	D: 60-69%	F: 59% & below
------------	-----------	-----------	-----------	----------------

## what are Dr. Allison's expectations?

**Accessibility.** I am committed to creating a classroom environment that is respectful of and inclusive to different learning and composing needs. Accessibility is a collaborative effort, and if we can work together to make the class more accessible, please let me know.

**Late Work.** Deadlines are crucial in professional contexts. They are similarly important in this course, where project planning and time management are part of the skill set that you should be developing. Assignments are due by the time specified on Google Classroom, and late projects will be reduced by 25 points per business day.

**Respect.** You are expected to behave professionally in your contributions to class discussions, feedback given to peers, interactions with me, and the work you do on class assignments. You will occasionally work collaboratively, and you are expected to contribute to the success of your team. **You do not have to agree with someone to treat them, their ideas, and their work respectfully.**

**Technology.** Technology is an integral part of the writing process, and we will be exploring a range of professional technologies. We will use Google Classroom to submit work and to access calendars, readings, and course notes.

You will be expected to check your e-mail daily and to respond promptly (just as you will expect me to do). All email messages to me regarding this class should include "3310" in the subject line and should be respectful and professional.



Sometimes, things happen that are beyond our control. If you need an extension for a project, please email me 24 hours before the deadline with your request, an estimate of how long you need, and a current draft.

## what are UCA's expectations & policies?

**Academic Integrity.** The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. (<http://uca.edu/integrity/>)

**WRTG policy.** Plagiarism is the intentional or unintentional borrowing or stealing of another's words, thoughts, or ideas and passing them off as your own. If a student in a WRTG course turns in a paper that includes an extended passage that has been a.) written for him or her by someone else for pay or as a favor, or b.) copied from a print or electronic source written by another author, even if some of the words have been changed, that student will immediately be dropped from the course, receiving a WF grade.

If a student in a WRTG course turns in a paper that has borrowed from other sources and fails to give complete and unambiguous credit to every source (e.g. quotation marks, in-text citations, or the bibliography is missing or incomplete), that paper will receive a grade of 0 (zero).

**Accommodations.** The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Support Services, 450-3613. (<http://uca.edu/disability/eligibility-for-services/>)

**Attendance.** If a student in a WRTG course misses two weeks' worth of classes—i.e., six classes of a MWF course, four classes of a TTH or MW course, or two classes of a one night a week course—and/or a student in a MWF or TTH class misses a week's worth of classes consecutively without contacting the instructor, the instructor may drop the student from the course.

**Building Emergency Plan.** An Emergency Procedures Summary (EPS) for Thompson Hall will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every

student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

In the event of an evacuation order, classes that meet in Thompson 105 will exit through the east door and reconvene at the Harding Centennial Plaza fountain to await further instructions from campus police. In the event of a shelter in place order, we will lock doors and stay away from windows. In the event of a tornado, we will shelter in first floor stairwells, restrooms, or kitchen.

**Disruptive Behavior.** Any student whose behavior regularly interferes with the instructor's ability to conduct class and foster student learning (or who severely impedes the conduct of class) may be dropped from the class. Students dropped for disruptive behavior will receive a grade of WF, and a record of this disciplinary action will remain on the student's university file.

**Student Evaluations.** Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on "Evals" in the top right.

**Title IX Disclosure.** If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator.

<https://uca.edu/titleix>

**Upper-Division Core Communication.** This course is designated [C] which means it satisfies your **Communication** component of the Upper Division Core. Communication courses promote effective communication: the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups. (<http://uca.edu/core>)