



Course ECS 3390
Course Title Professional and Technical Communication
Professor Dr. Christina Montgomery
Term Fall 2022
Meetings Hybrid, TR (Thursdays in person class session)

Professor's Contact Information

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Office hours: Email and request a time/day that will work best for you. We will meet in Teams.

General Core Area 010 Communication

Description: Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Objectives: **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Teamwork (TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility (PR)—to include the ability to connect choices, actions, and consequences to ethical decision-making

General Course Information

Pre-requisites, Co-Requisites, and Other Restrictions: RHET 1302 and Junior standing

ECS 3390 Course Description

Expands students' professional and team communication skills and strategies in technical contexts. Integrates writing, speaking and group communication by developing and presenting technical information to different audiences. Written assignments focus on creating professional technical documents, such as proposals, memos, abstracts, reports and letters. Presentation assignments emphasize planning, preparing and delivering dynamic, informative and persuasive presentations. Attendance at first class mandatory.

Course Learning Outcomes:

- Ability to enhance credibility through communication that adheres to professional and ethical norms.

- Ability to adapt to different purposes, constraints, and audiences.
- Ability to develop arguments with front loaded claims and appropriate evidence.
- Ability to use visual rhetoric to enhance message effectiveness.
- Ability to collaborate in a team to research, plan, and present information.
- Ability to research, draft, and edit documents that adhere to technical and professional standards.
- Ability to prepare organized speeches and present them with appropriate verbal and nonverbal delivery.

ABET Student Outcomes

For the BE, CE, EE, ME, SE and TE programs (Engineering Accreditation Commission)

- a) An understanding of professional and ethical responsibility.
- b) An ability to communicate effectively.

For the CS program (Computing Accreditation Commission)

- a) An understanding of professional, ethical, legal, security, and social issues and responsibilities.
- An ability to communicate effectively with a range of audiences

Required Textbooks and Materials

E-Textbook:

Business and Technical Communication: A Guide to Writing Professionally, Third Edition by Maribeth Schlobohm and Christopher Ryan. Copyright 2020 by Kendall Hunt Publishing Company. (Please note: it is important that you purchase the third edition of this text as a required part of the course is taking quizzes available only through this version of the e-text.)

Click here to purchase the text: <https://he.kendallhunt.com/product/business-and-technical-communication-guide-writing-professionally-0>

Internet connectivity

Access to internet is a requirement for the course. The course uses eLearning, which you should check frequently. Reliable connectivity is necessary for class preparation, submission of assignments, and work on group projects.

Technical Requirements/Policies

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared

with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Policies

Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Your success in this course is a function of your level of engagement and your preparation for class. Your informal writing/participation grade will include: syllabus email; discussion board posts (12); peer review (3); interview stream (2); and quizzes (10). The informal/participation grades will be assessed as credit/no credit. You will not receive credit for work that is incomplete e.g., a discussion board post that does not include the two follow up comments to peers. I am interested in the quality of your remarks on the discussion boards and in peer review rather than the quantity. Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or studies responding in discussion boards and in your formal assignments. I will keep track of your informal/participation grade over the semester and input your final informal/participation grade to eLearning the last week of the semester. You cannot make up informal assignments.

Class Attendance

You are expected to attend all in person classes, read assigned material, perform assignments, and contribute to the course. Although I expect you to attend all classes, you may miss one class without explanation or penalty. Additional absences will be reflected in your Communication Competency grade. Absences are also likely to adversely affect your grades in additional ways, as low-impact assignments conducted in class cannot be made up outside of class. Just as in a business, I encourage you to let me know in advance if you know when you are going to miss class and explain your absence if you have missed a class for which you did not give advanced notice. More than three unexcused absences could result in failure of the course. Out of respect for your fellow class members and your instructor, you are expected to be on time for class. Each set of three tardy arrivals is treated as one absence.

Assignment Submissions

All assignments that are to be submitted through eLearning must be submitted via eLearning for credit. (Submitting assignments via e-mail is only acceptable if there is a problem with the eLearning system. Otherwise, submission of assignments by any other method for work that is assigned to be submitted through eLearning, will not be accepted and will result in a grade of zero.) Assignments should be submitted as MS Word files or as a .pdf (**not google docs, .odt, etc.**) so that grading comments and edits can be tracked. If your group is using google docs to coordinate your writing project, leave

ample time for formatting headings, tables, sources, etc. in Word before the submission deadline.

Late Work

In industry-related technical communication and in just about any other part of the working world, deadlines are a reality. Failure to meet deadlines leads to issues such as costly delays in product releases, breaking of contracts, lost current or future business, and inconvenienced co-workers. Consequently, this class will focus on the need to meet deadlines.

All assignments are due on the assigned date. Similarly, all presentations are to be conducted on the assigned dates. If the date for your presentation or any deliverable is a problem, you must notify me as soon as possible so that we can address the situation and consider any alternatives. Do not request a new date and time for a presentation in class on the day your presentation is scheduled. It cannot be rescheduled at that point, and you will receive a zero for your grade if you are not able to present.

Late submissions for written work will receive a 33% deduction if submitted within 24 hours of the deadline. Another 33% (for a total of 66%) deduction will be applied if submitted between 24 hours and 48 hours after the deadline. After 48 hours, no credit will be given for the assignment. Please note that the time posted in eLearning will serve as the official time of submission. Incorrect attachments will be evaluated as final submissions, unless alternative submissions are made to the instructor via UTD email prior to the assignment's deadline. Please also note that seconds, minutes, or hours late all qualify as being late. Build in sufficient time when submitting assignments to ensure that the eLearning posted time is prior to the deadline.

Personal Circumstances

If personal circumstances impact your performance, please address the circumstances with me as soon as possible. Initiating the conversation late in the semester or well after the situation has arisen will limit the likelihood of us finding alternatives or any opportunity to work around your personal circumstances.

Professionalism

Students are expected to operate in this course in a civil and professional way. Similarly, when working with classmates on projects outside of class and/or online, students are expected to work with fellow students in a cooperative manner.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Additional Resources

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

The Writing Center

The UT Dallas Writing Center is a free resource for students seeking help with a writing assignment. Tutors are available to work with you online on your assignment during all stages of the writing process.

The UTD Writing Center philosophy stems from the peer-to-peer model of collaborative learning. Students and Peer Leaders engage in one-on-one conversations about their work and Peer Leaders will lead sessions by asking open-ended, engaging questions which allow the student to take ownership of their own writing. The Writing Center aims to provide direct, honest feedback to students in each tutoring session. The main goal of our Writing Center is to help the writer, not just the piece of writing.

Check out their website for more information about how to submit a paper and receive feedback: <https://www.utdallas.edu/studentsuccess/writing-and-speaking/writing-center/>

Assignments and Grading

ASSIGNMENT	VALUE
A1 Job Application Package	10%
A2 Group Cross-cultural assignment and status report	10%
A3 Individual Recommendation Report	15%
A4 Individual Presentation	10%
A5 Group Feasibility Report and status report	15%
A6 Group Presentation and status report	10%
A7 Course Reflection Memo	10%
Informal Assignments: Peer Review (3) Discussion Board Posts (12) Interview Stream (2) Quizzes (10)	15%
Communication Competency	5%
TOTAL	100%

Note: Students must complete and submit ALL major assignments to pass the course.

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Final Grade Levels

A+ 97-100	A 93-96	A- 90-92
B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72
D+ 67-69	D 63-66	D- 60-62
F 59 and under		

I will make use of the +/- system in grading as stipulated by the current University of Texas at Dallas Undergraduate Catalog.

Course Calendar for ECS 3390

T Aug 23 A1 Job Application Package

To Read: Chapter 1 (Principles of Professional and Technical Communication); Chapter 3 (Gaining, Retaining, and Advancing Employment); Course Syllabus

To Do Individual:

- ☐ View Lectures on Chapter 1 and Chapter 3 located in Chapter Lectures folder
- ☐ Review Resume Samples in A1 assignment folder
- ☐ Draft Resume
- ☐ Complete Discussion Board (DB) 1 post (maximum 500 words by Friday at noon)
- ☐ Email instructor and note that you have received and read the syllabus and state two things you would like to learn about in this class by midnight Thursday, 9/25

R Aug 25 Class: Introduction to Class and A1 Job Application Package

To Do Individual:

- ☐ Finish resume
- ☐ Email draft of resume to instructor and assigned peer (assigned peers can be found in the A1 folder) by midnight Friday
- ☐ Complete Peer Feedback using A1 resume peer review guide on assigned peer's resume and email to peer by Sunday at noon (copy instructor on peer feedback)
- ☐ Draft cover letter following guide posted under A1 assignment folder
- ☐ Complete chapter quiz on textbook website for Chapter 1 and Chapter 3 by next Thursday
- ☐ Comment on two peers' DB posts before next class meeting

T Aug 30 A1 Job Application Package

To Read: Chapter 2 (Audience) and Chapter 7 (Telephone, Text, Email, Letters, Memos)

To Do Individual:

- ☐ View lecture on Chapter 2 and Chapter 7 in Chapter lectures folder
- ☐ Email draft of cover letter to peer by noon
- ☐ Peer Feedback on assigned peer's cover letter using A1 cover letter peer review guide by noon, Weds, Aug 31 (copy instructor on feedback)
- ☐ Review A1 Job Application Rubric
- ☐ Complete Discussion Board (DB) 2 post (maximum 500 words by Friday at noon)

R Sep 1

A1 Job Application Editing and Final Submissions
No Class Meeting

To Do Individual:

- ☐ A1 Final Revisions
- ☐ **A 1 due by 11:59 p.m. in assignment submissions**
- ☐ Complete chapter quiz for Chapter 2 and Chapter 7 before Tuesday
- ☐ Review A2 Cultural Memo
- ☐ **Complete Interview Stream 1 and Self-Reflection by 11:59 p.m., Tuesday, Sep 13**
- ☐ Comment on two peers' DB posts before next Thursday

T Sep 6

A2 Cultural Memo

To Read:

- ☐ Chapter 8 (Reports, Proposals, and White Papers)

To Do Individual:

- ☐ View lecture on Chapter 8 in Chapter lectures folder
- ☐ Complete DB3 post (maximum 500 words by Friday at noon)

To Do Group:

- ☐ Check A2 Folder for groups
- ☐ Create a timeline for the project
- ☐ Discuss group expectations
- ☐ Research cultures
- ☐ Review IEEE Documentation Guide
- ☐ Draft memo

- ☐ Maintain daily status report

R Sep 8

A2 Cultural Memo

Meet for Class Workshop

To Do Individual:

- ☐ Comment on two peers' DB posts before Thursday
- ☐ Complete chapter quiz on Chapter 8 before Thursday
- ☐ Review A3 Individual Recommendation Report and A4 Individual Presentation

To Do Group:

- ☐ Continue drafting memo
- ☐ Maintain daily status report
- ☐ Review A2 Rubric and work on final draft revisions
- ☐ **A2 and status report due by 11:59 p.m.**

T Sep 13

A3 IRR

To Read: Chapter 6 (Document, Poster, and Presentation Design)

To Do Individual:

- ☐ View Chapter 6 lecture in Chapter lectures folder
- ☐ Complete pre-write for IRR
- ☐ Begin researching for IRR
- ☐ Complete DB4 post (maximum 500 words by Friday at noon)
- ☐ **Interview Stream/Self-Reflection 1 due by 11:59 p.m.**

R Sep 15

Reports, Writing Introductions, Synthesizing Research, and Presentations

Meet for Class Workshop

To Do Individual:

- ☐ Work on drafting IRR projects
- ☐ Comment on two peers' DB posts before Thursday
- ☐ Review IRR Student Samples
- ☐ Review Setting Up IRR Handout
- ☐ Review IEEE Handout
- ☐ Complete chapter quiz on Chapter 6 before Thursday

T Sep 20

A3 IRR

To Do Individual:

- ☐ Work on IRR Projects
- ☐ Complete DB 5 post (maximum 500 words by Friday at noon)
- ☐ Email for optional A3 Conference time (submit draft or paper outline to instructor by midnight before conference day)

R Sep 22

A3 IRR Paper Conferences by appt

Meet for Class Workshop

To Do Individual:

- ☐ Work on IRR Projects
- ☐ Comment on two peers' DB posts before Thursday

T Sep 27

A3 IRR Paper Conferences by appt

To Do Individual:

- ☐ Submit IRR draft to peer by 11:59 p.m. –peer groups and A3 peer review guide found in A3 folder.
- ☐ Return IRR feedback to peer by Thursday at 11:59 p.m. (copy instructor on peer feedback)
- ☐ Complete DB 6 post (maximum 500 words by Friday at noon)

R Sep 29

A3 IRR Paper Conferences by appt

No Class Meeting

To Do Individual:

- ☐ A3 IRR Final Draft Workshop—"The Uneven U"; Review handout in editing workshop folder and complete editing workshop
- ☐ Start working on A4 presentation
- ☐ Comment on two peers' DB posts before Thursday

T Oct 4

A3 IRR

To Read: Chapter 5 (Writing and Working Collaboratively)

To Do Individual:

- ☐ View lecture on Chapter 5 in Chapter lecture folder
- ☐ Review rubric for A3 IRR
- ☐ Work on final draft revisions for A3
- ☐ Review A4 Student Samples

- ☐ Complete DB 7 post (maximum 500 words by Friday at noon)
- ☐ **A3 IRR Paper due by 11:59 p.m.**

R Oct 6

A4 IRR Presentations
No Class Meeting

To Do Individual:

- ☐ Review rubric for A4 Presentation
- ☐ Work on final revisions for A4
- ☐ Comment on two peers' DB posts before Thursday
- ☐ Complete chapter quiz on Chapter 5 before Thursday

T Oct 11

A5/A6 Group Feasibility Study

To Read:

- ☐ Chapter 9 (Stand Alone and Supplemental Documents)

To Do Individual:

- ☐ View lecture on Chapter 9 in Chapter lectures folder
- ☐ Complete DB8 post (maximum 500 words by Friday at noon)
- ☐ **A4 IRR Presentation due by 11:59 p.m.**

To Do Group:

- ☐ Check A5/A6 folder for groups
- ☐ Create a timeline for the project, including A6 presentation
- ☐ Discuss group expectations
- ☐ Assign group roles/responsibilities
- ☐ Choose one member's IRR project to use for A5 Feasibility Study
- ☐ Begin drafting and researching A5
- ☐ Maintain daily status report

R Oct 13

A5 Feasibility Study
Meet for Class Workshop

To Do Individual:

- ☐ Comment on two peers' DB posts before next class session

To Do Group:

- ☐ Work on researching A5
- ☐ Review IEEE Guidelines
- ☐ Review A5 Student Samples
- ☐ Maintain Daily Status Report
- ☐ Complete chapter quiz on Chapter 9 before next class session

T Oct 18

A5 Feasibility Study

To Read: Chapter 10 (Presentations)

To Do Individual:

- ☐ Watch Chapter 10 lecture in Chapter lectures folder
- ☐ Complete DB9 post (maximum 500 words by Friday at noon)

To Do Group:

- ☐ Drafting A5
- ☐ Maintain Daily Status Report

R Oct 20

A5 Feasibility Study

Meet for Class Workshop

To Do Individual:

- ☐ Comment on two peers' DB posts before Thursday
- ☐ Complete chapter quiz on Chapter 10 before Thursday

To Do Group:

- ☐ Drafting A5
- ☐ Review A5 Rubric
- ☐ Maintain Daily Status Report

T Oct 25

A5/A6 Feasibility Study

To Do Individual:

- ☐ Complete DB10 post (maximum 500 words by Friday at noon)

To Do Group:

- ☐ Work on drafting A6
- ☐ Review A6 Student Samples
- ☐ Maintain Daily Status Report

R Oct 27

A5/A6 Feasibility Study

Meet for Class Workshop

To Do Individual:

- ☐ Comment on two peers' DB posts before Tuesday

To Do Group:

- ☐ Check for Tuesday conference time on elearning (one or all group members can be present)
- ☐ Work on drafting A6
- ☐ Review A6 Rubric
- ☐ Maintain Daily Status Report
- ☐ Check course homepage for assigned presentation slot

T Nov 1

A5/A6

To Read: Chapter 4 (Social Media and Intellectual Property)

To Do Individual:

- ☐ Complete DB11 post (maximum 500 words by Friday at noon)
- ☐ Watch Chapter 4 Lecture in lectures

To Do Group:

- ☐ Submit A5 Draft to Instructor by noon on Wednesday, Nov 3
- ☐ Revisions to A5
- ☐ Continue work on A6
- ☐ Maintain Daily Status Report

R Nov 3

A5 Feasibility Study Conferences by appt No Class Meeting

To Do Individual:

- ☐ Comment on two peers' DB posts before Tuesday
- ☐ Complete chapter quiz on Chapter 4 before Tuesday

To Do Group:

- ☐ Revisions to A6
- ☐ Maintain Daily Status Report
- ☐ Practice A6 Presentation (meeting space available in Bb Collaborate in your group assignments)

T Nov 8	<p>A5/A6 Drafting</p> <p>To Do Individual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete DB12 post (maximum 500 words by Friday at noon) <p>To Do Group:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue work on A5/A6 <input type="checkbox"/> Maintain Daily Status Report
R Nov 10	<p>A5/A6</p> <p>No Class Meeting</p> <p>To Do Individual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comment on two peers' DB posts before Thursday <p>To Do Group:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A5 and Due by 11:59 p.m. to assignment submissions <input type="checkbox"/> A6 and A5/A6 Status Reports due to assignment submissions BEFORE scheduled presentation time
T Nov 15	<p>A5/A6</p> <p>To Do Group:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue work on A6 <input type="checkbox"/> Practice presentations
R Nov 17	<p>A6 Group Presentations</p> <p>Meet during class time for presentations</p> <p>To Do Individual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend group presentations <input type="checkbox"/> Interview Stream 2/Self-Reflection due by 11:59 p.m., Tuesday, Nov 29 <p>To Do Group:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to work on A6 if your group has not presented
T Nov 22	No Class—Fall Break
R Nov 24	No Class—Fall Break
T Nov 29	A7 Course Reflection

To Do Individual:

- ☐ Review A7 Course Reflection Assignment
- ☐ Begin drafting A7
- ☐ Interview stream 2/Self-Reflection due by 11:59 p.m.

To Do Group:

- ☐ Continue working on A6 if your group has not presented

R Dec 1

A6 Group Presentations

Last class meeting: Meet during class time for presentations

To Do Individual:

- ☐ Attend group presentations
- ☐ Review rubric for A7
- ☐ Drafting A7

T Dec 6

A7 Course Reflection

To Do Individual:

- ☐ Final Draft Editing on A7
- ☐ **A7 Due to assignment submissions by 11:59 p.m.**

R Dec 8

A7 Course Reflection

To Do Individual:

- ☐ Complete Course Evaluation (link on course homepage)

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.