**AWD 3302: Advanced Writing for the Technical Professions**

**Markup for the Technical Professions**

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| Instructor: Kevin G. Smith  Email: [k.smith@neu.edu](mailto:k.smith@neu.edu)  Office: Holmes Hall 435  Office hours: 3:10-4:10 PM, MW, or by appointment | ENGW 3302  Summer 2, 2016  MTWR 1:30-3:10 PM  Ryder Hall 460 |

**Description of the Course:** This course is oriented around a shared collaborative project: the creation of a system of markup to structurally and rhetorically describe the kinds of writing and choices you make as writers in the technical professions. In order to do this, we will be using XML (eXtensible Markup Language), which will allow us to define a set of tags and rules for using those tags in our writing. Though XML is designed to be intuitive and easily readable by humans, there is no doubt that, for those of you who have no experience with writing XML, there will be a technical learning curve. This effort, though, will be fruitful in that it will allow us to develop an explicit, shared vocabulary for talking about the kinds of writing you undertake in your chosen fields of study; and not only will we develop this vocabulary, but you will leverage it in the completion of a range of genre-based writing tasks.

**Course Materials:**

* *AWD Toolkit* (available via PDF on Bb)
* Selected Readings (PDFs and links on Bb)
* A back-up method for all course work, such as Dropbox, a flashdrive, cloud, etc. (“my computer is broken” or “my flashdrive was lost” are not excuses I will accept for missed assignments).
* A laptop that can run </oXygen> XML Editor (see: <https://www.oxygenxml.com/xml_editor/download_oxygenxml_editor.html> for requirements). While you can compose XML in any text editor, Oxygen has a range of features (validation, auto-completion, prompts, etc.) that are particularly helpful for using it in this setting.

**About AWD (from the Writing Program)**

Advanced Writing in the Disciplines (AWD)considers issues in writing appropriate to students who are undertaking intensive study in their major field and who are beginning to contemplate life after college. Therefore, **students should have accrued 64 academic credits (including the current semester) before they take AWD and have completed or received credit for College Writing. Further, AWD is best taken after a student’s first co-op experience, thus providing useful reference points for the rhetorical issues addressed in class**. Additionally, student writing is the main object of attention and analysis, with students frequently sharing and discussing written work in class. Finally, AWD takes seriously the proposition that differences among fields have consequences for the kinds of writing pursued by members of those fields. As a result, students work to develop an understanding of the function of writing and research in their disciplines in contrast to abstract or universal ideas about “good” writing and research. It is this focus that makes AWD unique.

**About 3302 (from the Writing Program)**

Advanced Writing in the Technical Professions provides writing instruction for students in the College of Engineering and the College of Computer and Information Science. Students practice and reflect on writing in professional, public, and academic genres, such as technical reports, progress reports, proposals, instructions, presentations, and technical reviews, relevant to technical professions and individual student goals. In a workshop setting, students evaluate a wide variety of sources and develop expertise in audience analysis, critical research, peer review, and revision. *Prereq. (a) ENGW 1111, ENGW 1102, ENGL 1111, or ENGL 1102 and (b) junior or senior standing.*

**Course Breakdown:**

**Writing Project 1: Discourse Community Analysis** *|* **20% (5-7 pages)**

*Final Version Due Week 3*

For this project, you will interview a mentor in your field on the topic professionalism and the discourse of your professional community. After interviewing your mentor, you will critically analyze your findings and reflect back on the written and unwritten standards of your field.

**Writing Project 2: Group Project: Rhetorical Analysis of a Genre** *|* **20% (10-15 minute presentation + 1-2 page process memo for each group member)**

*Final Version due Week 4*

As a class we will pick a number of genres of writing. Each group will be assigned a genre, and present on the genre itself as well as rhetorically analyze an example of the genre.

**Writing Project 3: Research Project Proposal & Annotated Bibliography***|* **10% (1 page proposal + 1-2 page annotated bibliography)**

*Final Version Due Week 6*

This smaller assignment asks you to propose what your larger project will be in the class. Like Project 2, I ask that all research projects take up some kind of political question or problem.

**Writing Project 4: Multimodal Research Project + Presentation** *|* **25% (5-8 minute presentation in addition to a digital copy of your project and a process memo)**

*Final Version Due Week 8 (finals week)*

This larger researched multimodal project, in a genre of your choice, involves research, researched writing, reflective writing, and a presentation of your “work in progress.” The final version of this project will be submitted to me electronically during week eight, or finals week, along with a process memo.

**Blackboard Blog Posts, Peer Review Reports, and Process Memos** *|* **20% 500 words approximately (1-1.5 page each)**

Throughout the semester, you will be asked to complete smaller writing assignments (a total of 10). These include blog posts, peer review reports, and process memos—each worth 2%. All of these smaller writing assignments will be graded on completion.

**Blog Posts (4 total – due Thursdays by class time - see Course Calendar for due dates)**

Blackboard Blog Posts ask you to respond to a specific prompt, posted on the Blackboard “discussion board.” I expect blog posts to be thorough, engaging, and to raise questions that you could carry over into class discussion. Very brief or disengaged blog posts will not receive full credit. **Posts that are interactive, and which include your opinions, pictures, and hyperlinks as a way to engage your peers, are encouraged.** Students who comment on their peers’ post will be held in high esteem. Late blog posts will receive grades of 1/10.

**Peer Review Reports (4 total – See Course Calendar for due dates. Guidelines for these reports are on Blackboard under Assignments)**

Having someone else read your writing can feel uncomfortable and awkward. My goal as your instructor is to make it collaborative and meaningful, as well as fun. Therefore, for each formal peer review session, you will not only be reading and reviewing other students’ work, you will also be writing a short analysis of their work, analyzing your peers’ writing in the same way we analyze the readings we look at together as a class. I take peer review and instructor review very seriously, and I hope that you will learn to as well, as these sessions are a rare chance for you to receive devoted feedback on your writing. Because of our limited summer schedule, I will be giving you time to write these reports in class. Students who miss a peer review session will be given a zero on the peer review report.

**Process Memos: (2 total – See Project Guidelines on Blackboard under Assignments for more information)**

You will be asked to complete two process memos: one for Project 2 and for Project 4. Think of these as reflective writing exercises – but also as your chance to explain your writing process to me. For Project 2, which is a group project, the process memo serves as your method of communicating to me what your role was in the project. For Project 4, the process memo provides you with the space to give me the background and context for your multi-modal research project. Guidelines for these process memos are on Project 2 and 4 assignment sheets, and include guiding questions to direct your writing.

**Participation** *|* **5%**

Come to class prepared, on time, having completed the readings or prepared to peer review, and you get a more or less free 5%. Missing one of the peer reviews without a valid excuse loses you the 5%. Repeatedly texting, sleeping, or Facebooking in class loses you the 5%. Basically, the 5% is what you get for acting as a responsible student—it is a completion grade that you only lose through disrespectful classroom behavior.

**Assessment:**

A student must receive a grade of **C or bette**r in order to pass all required writing courses in the

Department of English. (C or better is necessary for graduation.) C- or D grades are not allowed in required writing courses.

An F grade indicates that the student has not fulfilled the requirements of the course as specified in the course syllabus. I make the final decision with respect to the final grade, if a passing grade. However, the decision of a grade lower than a C- —versus passing—is shared by an assessment group of three to four instructors at the Writing Programs’ end-of-term portfolio review.

*Please note: Failure to complete working drafts or peer reviews will dramatically lower your grade. Failure to complete revision will lead to a grade of no higher than a C. You must*

*complete all 4 projects to pass this class.*

**Grade Scale:** A: 94-100; A-: 90-93; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 73-76

Each project will be graded holistically, meaning that all components are taken together to build one Writing Project grade.

**Learning Goals:**

Our course aligns with the Northeastern Writing Program student learning goals:

1. You will write both to learn and to communicate what you have learned.

2. Students negotiate their own writing goals and audience expectations regarding conventions of genre, medium, and situation

3. You will formulate and articulate a stance through and in your writing.

4. You will revise your writing using responses from others, including peers, consultants, and teachers.

5. You will generate and pursue lines of inquiry and search, collect, and select sources appropriate to your writing projects.

6. You will effectively use and appropriately cite sources in your writing.

7. You will explore and represent your experiences, perspectives, and ideas in conversation with others.

8. You will use multiple forms of evidence to support your claims, ideas, and arguments

9. You will practice critical reading strategies.

10. You will provide revision-based response to your peers.

11. You will reflect on you writing processes and self-assess as a writer.

While we will address all the learning objectives, we will focus on goal 2: students negotiate their own writing goals and audience expectations regarding conventions of genre, medium, and situation. In short, this means that you will learn rhetorical flexibility, the ability to assess and make choices about your writing when faced with any writing task or genre. Keep this learning objective in mind throughout the semester.

**Submission and In-class work Guidelines:**

**On Time**—I penalize late work by subtracting a letter grade for each day, including weekends, that the assignment is submitted. Work is due by **class time (1:30 PM) on the date stated in the course outline.** Extensions are granted only in cases of emergency and only in advance (not the night before the assignment is due).

**Paper less**—I try to keep a paperless classroom. *This means that all of your work will be submitted electronically via email or Blackboard*. I cannot emphasize enough how important it is to *back-up your work*. **This also means that I encourage you to bring in readings and drafts on your laptop or tablet.** You can expect to bring your laptop to class nearly every day of class.

**With an Appropriate File Type and Name**—electronic files should be submitted as a .doc or .docx. No other file types will be accepted. Please name your files with your last name and project number. For example, if I submitted Project 1 electronically, I would name the file: Smith\_Project1. Please, no spaces. The more uniform your file type, the less likely your file will be lost in my “downloads” folder, which is huge and chaotic.

**Meet the Basic Requirements**—review the assignment guidelines on Blackboard under Assignments before handing in your work.

**Use Appropriate and Professional Citations**—in both working and final drafts. This means following the style guide required for your field.

**Course Policies:**

**Attendance**

Writing Program policy requires regular attendance at class meetings. Significant and/or frequent tardiness may be counted as unexcused absences at the instructor's discretion. Students also have the right to a limited number of excused absences due to a religious observance, illness, death in the family, required participation in athletic events, or other serious and unavoidable life circumstances. Students are responsible for notifying instructors when they must miss class for any reason. Instructors are responsible for determining whether a student will be excused from the class. Instructors are reminded that University Health and Counseling Services will not issue documentation of students’ illnesses or injuries. Because writing classes are conducted workshop-style and focus on revision, a student who misses too many class meetings or falls too far behind in making up work, even with a legitimate excuse, is not earning credit for the same course as the rest of the class. In that case, the instructor may suggest, but not require, that the student to withdraw from rather than fail the course.

**Communication Policy**

You can feel free to e-mail me throughout the week if you have questions or concerns about what is expected of you. However, think carefully before sending an email. Check the syllabus, course calendar, and project descriptions to make sure your question is not answered on any of those documents. Please do not expect an instantaneous response to emails. I generally respond to emails between the hours of 9 am and 5 pm. Also, please note that I expect a professional and respectful tone in all email communication—consider all correspondence in this course as practice for the professional world. Emails that do not adhere to professional email etiquette (“what’s up!” / no salutations) or that have an obvious answer on the syllabus will not receive a response.

**Readings and Discussion**

Please bring the assigned reading into class with you, either printed out or on your laptop or tablet. You will be required to reference these readings during class, engage in group work, and occasionally you may receive a surprise pop reading quiz (if I am feeling like discussion is lacking). Always be respectful of your peers and your instructor and refrain from engaging in snarky behavior during discussion (such as rolling your eyes, interrupting your peer(s), giggling, texting, or chatting).

**Academic Honesty**

Northeastern University is committed to the principles of intellectual honesty and integrity and to

respecting intellectual property. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work on tests and assignments. In required writing classes, this definition of plagiarism applies not only

to borrowing whole documents (other students’ papers, internet articles, published articles) but also to borrowing parts of another’s work without proper acknowledgment and proper paraphrasing or quotation. In these courses, students will receive instruction on using sources properly as well as feedback from instructors and peers. They will also be directed to important resources on avoiding plagiarism.

However, students bear the responsibility for writing, revising, editing, and proofreading their own work. Writing instructors who determine that plagiarism has been committed are obligated to respond. In cases of student error, instructors may provide additional instruction, require the student to repeat the assignment, and warn the student about the consequences of further infractions. If instructors determine that an incidence of plagiarism is intentional, they consult a Writing Program administrator. Based upon the severity of the infraction, the student may a) fail the assignment, b) fail the course, c) be reported to the Office of Student Conduct and Conflict Resolution, or d) any combination of these. Students may be failed regardless of whether the matter has been sent to OSCCR and regardless of that office’s findings.

**Be Respectful**

Remember that the writing you complete in this class is read and reviewed by your peers and by me, including any writing you complete in your blog posts. In this sense, all of your writing is public writing, and should be conducted with our classroom community in mind. Researched writing may feel messy, chaotic, experimental, and challenging. Peer review in particular may make you feel insecure but it also is an excellent way to share ideas, learn about your own writing, practice constructive criticism, network with potential colleagues, and make friends. Keep in mind that we are all growing as writers, so treat your peers and your instructor the way you would like to be treated as a budding professional and writer.

Also, I highly recommend you check out: [10 Things Every College Professor Hates](http://www.businessinsider.com/10-things-every-college-professor-hates-2014-8)

**Writing Center Support:**

The Northeastern University Writing Center offers free and friendly tutoring for any level writer, including help with conceptualizing writing projects, the writing process (i.e., planning, researching, organizing, drafting and revising), and using sources effectively. The Writing Center has two locations: 412 Holmes Hall (x4549) for advanced appointments and 136 Snell Library (x2086) for last minute appointments. Online appointments are also available. During Summer 2 The Writing Center is open from 10am-5pm Monday-Thursday, July 6th-August 17th. To make an appointment or learn more about the Writing Center visit [www.northeastern.edu/writingcenter](http://www.northeastern.edu/writingcenter). For writing tips and updates about the Writing Center, follow us via facebook at [NEUWritingCenter](http://www.facebook.com/NEUWritingCenter) and Twitter @NEUWrites. Questions about the Writing Center can be directed to Belinda Walzer, Writing Center Director, at [neuwritingcenter@gmail.com](mailto:neuwritingcenter@gmail.com).

**Other Support**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know immediately so that we can work together to appropriately meet your learning needs. You will need to provide documentation of your disability to the Disability Resource Center, located in 20

Dodge Hall (x2675)