**(Prerequisite: ENG 215)**

**COURSE DESCRIPTION**

This course provides students an introduction to the process of technical and business communications. Topics include the processes for capturing a needs analysis and organizing thoughts to write clear, precise, concise, and grammatically correct workplace prose. Student will produce in written and oral form a variety of professionally prepared reports and correspondence for diverse audiences.

**INSTRUCTIONAL MATERIALS**

**Required Resources**

Smith-Worthington, D., Jefferson, S. (2011). *Technical writing for success* (3rd ed.). Mason, OH: Cengage.

**Supplemental Resources**

Purdue Online Writing Lab. (2011). Professional, technical writing. Retrieved from <http://owl.english.purdue.edu/owl/section/4/16/>

Tips for Writing Technical Papers. (2009). General format. Retrieved from <http://infolab.stanford.edu/~widom/paper-writing.html>

**COURSE LEARNING OUTCOMES**

1. Define technical communication and how it corresponds to the unique qualities of the workplace.
2. Illustrate the relationship between how audience characteristics match the context of technical writing.
3. Locate sources for use in document preparation.
4. Describe writing process strategies for technical communications.
5. Outline the strengths and opportunities for improvement of all communications.
6. Revise draft documents to improve audience comprehension.
7. Explain ideas in proper format using accurate details and relevant examples.
8. Design effective graphics for visual presentations.
9. Use syntax, tone, and word choice appropriate to technical communications.
10. Employ correct Edited Standard Written English (ESWE).
11. Prepare reports, project requirements, and other various technical writing genres.
12. Organize ideas logically.
13. Identify the ethical principles and practices of professional technical writers.
14. Articulate problem resolution strategies.
15. Prepare proposals for technical products and/or services.
16. Use technology and information resources to research issues in technical writing.
17. Write clearly and concisely about technical writing using proper writing mechanics.

**WEEKLY COURSE SCHEDULE**

The standard requirement for a 4.5 credit hour course is for students to spend 13.5 hours in weekly work. This includes preparation, activities, and evaluation regardless of delivery mode.

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| **Week** | **Preparation, Activities, and Evaluation** | **Points** |
| 1 | Preparation   * Reading(s)   + Chapter 1: What Is Technical Writing?   + Chapter 2: Audience And Purpose * e-Activity   + Use the Internet to find an example of technical writing for a product you use often. Be prepared to discuss.   Activities   * Discussions   Evaluation   * None | 20 |
| 2 | Preparation   * Reading(s)   + Chapter 3: Technical Research   + Chapter 4: Writing Process   Activities   * Discussions   Evaluation   * None | 20 |
| 3 | Preparation   * Reading(s)   + Chapter 5: Brief Correspondence   + Chapter 15: Ethics in the Workplace   Activities   * Discussions   Evaluation   * None | 20 |
| 4 | Preparation   * Reading(s)   + Chapter 6: Document Design And Graphics   + Chapter 7: Writing For the Web * e-Activities   + Research the Internet for one example of a well-designed graphic and one example of a poorly designed graphic. For on-ground classes print the graphic and bring to class. For online students record the URL. Be prepared to discuss.   Activities   * Discussions   Evaluation   * Assignment 1: Code of Conduct Memo-Draft | 20  50 |
| 5 | Preparation   * Reading(s)   + Chapter 8: Informative Reports   + Chapter 9: Investigative Reports * e-Activity   + Go to the PR Newswire Website, located at <http://www.prnewswire.com/news-releases/news-releases-list/>. Click on “Specialty News” under “News Releases” to choose a recent news release pertaining to the category of “Science & Tech.” Be prepared to discuss.   Activities   * Discussions   Evaluation   * Assignment 2: Creating an FAQ for a Website | 20  100 |
| 6 | Preparation   * Reading(s)   + Chapter 10: Instructions   Activities   * Discussions   Evaluation   * Assignment 3: Code of Conduct Memo – Revision * Assignment 4: Informative Report – Draft | 20  100  50 |
| 7 | Preparation   * Reading(s)   + Chapter 11: Employment Communication   + Chapter 12: Presentations * e-Activity   + Bring your resume to class. Be sure to omit any sensitive or classified information on your resume that you do not feel comfortable sharing with others in the class. On-ground students should bring a hard copy to class. Online students should provide an electronic copy in a format suitable for the discussion board.   Activities   * Discussions   Evaluation   * Assignment 5: Sample Instructions – Draft | 20  50 |
| 8 | Preparation   * Reading(s)   + Chapter 13: Recommendation Reports   Activities   * Discussions   Evaluation   * Assignment 6: Information Report – Revision | 20  100 |
| 9 | Preparation   * Reading(s)   + Chapter 14: Proposals   Activities   * Discussions   Evaluation   * Assignment 7: Sample Instructions – Final | 20  100 |
| 10 | Preparation   * Reading(s)   + Chapter 16: Technical Reading   + Tech Writing Tips, located at the end of the textbook   Activities   * Discussions   Evaluation   * Assignment 8: Proposal Critique | 20  100 |
| 11 | Preparation   * Reading(s): None   Activities   * Discussions   Evaluation   * None | 20 |

**GRADING SCALE – UNDERGRADUATE**

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| --- | --- | --- |
| **Assignment** | **Total Points** | **% of**  **Grade** |
| Assignment 1: Code of Conduct Memo – Draft | 50 | 6% |
| Assignment 2: Creating an FAQ for a Website | 100 | 11% |
| Assignment 3: Code of Conduct Memo – Revision | 100 | 11% |
| Assignment 4: Informative Report – Draft | 50 | 6% |
| Assignment 5: Sample Instructions – Draft | 50 | 6% |
| Assignment 6: Information Report – Revision | 100 | 11% |
| Assignment 7: Sample Instructions – Final | 100 | 11% |
| Assignment 8: Proposal Critique | 100 | 11% |
| Participation (22 discussions worth 10 points apiece) | 220 | 27% |
| Totals | 870 | 100% |

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| **Points** | **Percentage** | **Grade** |
| 783 – 870 | 90% – 100% | A |
| 696 – 782 | 80% – 89% | B |
| 609 – 695 | 70% – 79% | C |
| 522 – 608 | 60% – 69% | D |
| Below 522 | Below 60% | F |

**Assignment 1: Code of Conduct Memo – Draft**

Due Week 4 and worth 50 points

You are a manager at a call center. The company frowns upon phone calls and texting during work hours. You have looked the other way a few times, but it has started to get out of hand. You need to write a memo reminding everyone that private phone and text message use on company time is viewed as a violation of the company’s code of ethics.

Write a 1-page memo in which you address the situation, emphasizing the violation of the company’s code of conduct. In your document, you should:

1. Ensure the memo is clear and brief.
2. Choose language to match the purpose and tone for the situation and audience.
3. Format the memo accurately and according to the details in the textbook.
4. Create an effective opening that establishes goodwill without obscuring the message.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

The specific course learning outcomes associated with this assignment are:

* Illustrate the relationship between how audience characteristics match the context of technical writing.
* Explain ideas in proper format using accurate details and relevant examples.
* Employ correct Edited Standard Written English (ESWE).
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric.

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| **Points: 50** | **Assignment 1: Code of Conduct Memo – Draft** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Ensure the memo is clear and brief.  Weight: 15% | Did not submit or incompletely ensured the memo is clear and brief. | Insufficiently ensured the memo is clear and brief. | Partially ensured the memo is clear and brief. | Satisfactorily ensured the memo is clear and brief. | Thoroughly ensured the memo is clear and brief. |
| 2. Choose language to match the purpose and tone for the situation and audience.  Weight: 40% | Did not submit or incompletely chose language to match the purpose and tone for the situation and audience. | Insufficiently chose language to match the purpose and tone for the situation and audience. | Partially chose language to match the purpose and tone for the situation and audience. | Satisfactorily chose language to match the purpose and tone for the situation and audience. | Thoroughly chose language to match the purpose and tone for the situation and audience. |
| 3. Format the memo accurately and according to the details in the textbook.  Weight: 15% | Did not submit or incompletely formatted the memo accurately and according to the details in the textbook. | Insufficiently formatted the memo accurately and according to the details in the textbook. | Partially formatted the memo accurately and according to the details in the textbook. | Satisfactorily formatted the memo accurately and according to the details in the textbook. | Thoroughly formatted the memo accurately and according to the details in the textbook. |
| 4. Create an effective opening that establishes goodwill without obscuring the message.  Weight: 20% | Did not submit or incompletely created an effective opening that establishes goodwill without obscuring the message. | Insufficiently created an effective opening that establishes goodwill without obscuring the message. | Partially created an effective opening that establishes goodwill without obscuring the message. | Satisfactorily created an effective opening that establishes goodwill without obscuring the message. | Thoroughly created an effective opening that establishes goodwill without obscuring the message. |
| 5.Clarity,writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Assignment 2: Creating an FAQ for a Website**

Due Week 5 and worth 100 points

Review the Strayer University Website to find an opportunity to write a FAQ that does not exist but would be useful to an intended audience. You will format the document as if it would be going on the Website, but you will write the document in Microsoft Word or equivalent word processing software.

Write a one to two (1-2) page FAQ sheet for the intended audience and purpose. On a separate page within the same document, write a paragraph that identifies the intended audience and purpose of the FAQ sheet you have created. (Submit one document in total with both components included.) Your assignment cannot be graded without this analysis. In your document, you should:

1. Match the intended audience and purpose for situation and tone.
2. Format FAQ Web page(s) accurately and according to the details in the textbook.
3. Ensure that content is measured, concise, and applicable.
4. Craft a document that is easy to read.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required page length.

The specific course learning outcomes associated with this assignment are:

* Illustrate the relationship between how audience characteristics match the context of technical writing.
* Explain ideas in proper format using accurate details and relevant examples.
* Use syntax, tone, and word choice appropriate to technical communications.
* Employ correct Edited Standard Written English (ESWE).
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric.

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| **Points: 100** | **Assignment 2: Creating an FAQ for a Website** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Match the intended audience and purpose for situation and tone.  Weight: 15% | Did not submit or incompletely matched the intended audience and purpose for situation and tone. | Insufficiently matched the intended audience and purpose for situation and tone. | Partially matched the intended audience and purpose for situation and tone. | Satisfactorily matched the intended audience and purpose for situation and tone. | Thoroughly matched the intended audience and purpose for situation and tone. |
| 2. Format FAQ Web page(s) accurately and according to the details in the textbook.  Weight: 15% | Did not submit or incompletely formatted FAQ Web page(s) accurately and according to the details in the textbook. | Insufficiently formatted FAQ Web page(s) accurately and according to the details in the textbook. | Partially formatted FAQ Web page(s) accurately and according to the details in the textbook. | Satisfactorily formatted FAQ Web page(s) accurately and according to the details in the textbook. | Thoroughly formatted FAQ Web page(s) accurately and according to the details in the textbook. |
| 3. Ensure that content is measured, concise, and applicable.  Weight: 35% | Did not submit or incompletely ensured that content is measured, concise, and applicable. | Insufficiently ensured that content is measured, concise, and applicable. | Partially ensured that content is measured, concise, and applicable. | Satisfactorily ensured that content is measured, concise, and applicable. | Thoroughly ensured that content is measured, concise, and applicable. |
| 4. Craft a document that is easy to read.  Weight: 25% | Did not submit or document was very difficult to read. | Document was difficult to read | Document was somewhat difficult to read. | Document was fairly easy to read. | Document was easy to read. |
| 5. Clarity, writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Assignment 3: Code of Conduct Memo – Revision**

Due Week 6 and worth 100 points

You are a manager at a call center. The company frowns upon phone calls and texting during work hours. You have looked the other way a few times, but it has started to get out of hand. You need to write a memo reminding everyone that private phone and text message use on company time is viewed as a violation of the company’s code of ethics.

Rewrite your earlier Code of Conduct (Assignment 1) utilizing the professor’s feedback on organization, format, tone, and editorial issues. Review the example memo in the textbook before submission. In your document, you should:

1. Ensure the memo is clear and brief.
2. Choose language to match the purpose and tone for the situation and audience.
3. Format the memo accurately and according to the details in the textbook.
4. Create an effective opening that establishes goodwill without obscuring the message.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

The specific course learning outcomes associated with this assignment are:

* Illustrate the relationship between how audience characteristics match the context of technical writing.
* Revise draft documents to improve audience comprehension.
* Explain ideas in proper format using accurate details and relevant examples.
* Employ correct Edited Standard Written English (ESWE).
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric.

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| --- | --- | --- | --- | --- | --- |
| **Points: 100** | **Assignment 3: Code of Conduct Memo – Revision** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Ensure the memo is clear and brief.  Weight: 15% | Did not submit or incompletely ensured the memo is clear and brief. | Insufficiently ensured the memo is clear and brief. | Partially ensured the memo is clear and brief. | Satisfactorily ensured the memo is clear and brief. | Thoroughly ensured the memo is clear and brief. |
| 2. Choose language to match the purpose and tone for the situation and audience.  Weight: 40% | Did not submit or incompletely chose language to match the purpose and tone for the situation and audience. | Insufficiently chose language to match the purpose and tone for the situation and audience. | Partially chose language to match the purpose and tone for the situation and audience. | Satisfactorily chose language to match the purpose and tone for the situation and audience. | Thoroughly chose language to match the purpose and tone for the situation and audience. |
| 3. Format the memo accurately and according to the details in the textbook.  Weight: 15% | Did not submit or incompletely formatted the memo accurately and according to the details in the textbook. | Insufficiently formatted the memo accurately and according to the details in the textbook. | Partially formatted the memo accurately and according to the details in the textbook. | Satisfactorily formatted the memo accurately and according to the details in the textbook. | Thoroughly formatted the memo accurately and according to the details in the textbook. |
| 4. Create an effective opening that establishes goodwill without obscuring the message.  Weight: 20% | Did not submit or incompletely created an effective opening that establishes goodwill without obscuring the message. | Insufficiently created an effective opening that establishes goodwill without obscuring the message. | Partially created an effective opening that establishes goodwill without obscuring the message. | Satisfactorily created an effective opening that establishes goodwill without obscuring the message. | Thoroughly created an effective opening that establishes goodwill without obscuring the message. |
| 5. Clarity, writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Assignment 4: Informative Report – Draft**

Due Week 6 and worth 50 points

Choose a familiar household appliance (e.g., vacuum, toaster, hair dryer).

Write a one to two (1-2) page mechanism description (written in your own words) telling an audience of fifth graders in a science class how the appliance works. The document must include:

1. Headings
2. At least one graphic
3. A logical spatial order

In your document, you should:

1. Ensure the document is clear and brief.
2. Exercise logic in your design, including placement of headers and graphics.
3. Use appropriate language for the audience and purpose.
4. Follow the steps identified in the textbook.
5. Cite source(s), including any graphics.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required page length.

The specific course learning outcomes associated with this assignment are:

* Explain ideas in proper format using accurate details and relevant examples.
* Design effective graphics for visual presentations.
* Use syntax, tone, and word choice appropriate to technical communications.
* Prepare reports, project requirements, and other various technical writing genres.
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric.

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| --- | --- | --- | --- | --- | --- |
| **Points: 50** | **Assignment 4: Informative Report – Draft** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Ensure the document is clear and brief.  Weight: 20% | Did not submit or incompletely ensured the document is clear and brief. | Insufficiently ensured the document is clear and brief. | Partially ensured the document is clear and brief. | Satisfactorily ensured the document is clear and brief. | Thoroughly ensured the document is clear and brief. |
| 2. Exercise logic in your design, including placement of headers and graphics.  Weight: 20% | Did not submit or incompletely exercised logic in your design, including placement of headers and graphics. | Insufficiently exercised logic in your design, including placement of headers and graphics. | Partially exercised logic in your design, including placement of headers and graphics. | Satisfactorily exercised logic in your design, including placement of headers and graphics. | Thoroughly exercised logic in your design, including placement of headers and graphics. |
| 3. Use appropriate language for the audience and purpose.  Weight: 20% | Did not submit or incompletely used appropriate language for the audience and purpose. | Insufficiently used appropriate language for the audience and purpose. | Partially used appropriate language for the audience and purpose. | Satisfactorily used appropriate language for the audience and purpose. | Thoroughly used appropriate language for the audience and purpose. |
| 4. Follow the steps identified in the textbook.  Weight: 20% | Did not submit or incompletely followed the steps identified in the textbook. | Insufficiently followed the steps identified in the textbook. | Partially followed the steps identified in the textbook. | Satisfactorily followed the steps identified in the textbook. | Thoroughly followed the steps identified in the textbook. |
| 5. Cite source(s), including any graphics.  Weight: 10% | Did not submit or incompletely cited sources, including any graphics. | Insufficiently cited sources, including any graphics. | Partially cited sources, including any graphics. | Satisfactorily cited sources, including any graphics. | Thoroughly cited sources, including any graphics. |
| 6. Clarity, writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Assignment 5: Sample Instructions – Draft**

Due Week 7 and worth 50 points

Pick a favorite snack food that requires you to take at least eight steps to prepare.

Write one to two (1-2) pages of instructions on how to fix the snack you picked. Imagine your audience is third grade Girl Scouts who have little or no experience in a kitchen. Along with your instructions (in the same document), write a 1-page explanation of the steps you took to create the document and the rationale for your approach. In your document, you should:

1. Write instructions and explanations clearly and briefly.
2. Use appropriate tone and language for the intended purpose and audience.
3. Organize the instructions and the document.
4. Provide an explanation and rationale of the approach.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

The specific course learning outcomes associated with this assignment are:

* Explain ideas in proper format using accurate details and relevant examples.
* Design effective graphics for visual presentations.
* Use syntax, tone, and word choice appropriate to technical communications.
* Prepare reports, project requirements, and other various technical writing genres.
* Organize ideas logically.
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic / organization of the paper, and language and writing skills, using the following rubric.

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| --- | --- | --- | --- | --- | --- |
| **Points: 50** | **Assignment 5: Sample Instructions – Draft** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Write instructions and explanations clearly and briefly.  Weight: 20% | Did not submit or incompletely wrote instructions and explanations clearly and briefly. | Insufficiently wrote instructions and explanations clearly and briefly. | Partially wrote instructions and explanations clearly and briefly. | Satisfactorily wrote instructions and explanations clearly and briefly. | Thoroughly wrote instructions and explanations clearly and briefly. |
| 2. Use appropriate tone and language for the intended purpose and audience. Weight: 25% | Did not submit or incompletely used appropriate tone and language for the intended purpose and audience. | Insufficiently used appropriate tone and language for the intended purpose and audience. | Partially used appropriate tone and language for the intended purpose and audience. | Satisfactorily used appropriate tone and language for the intended purpose and audience. | Thoroughly used appropriate tone and language for the intended purpose and audience. |
| 3. Organize the instructions and the document.  Weight: 20% | Did not submit or incompletely organized the instructions and the document. | Insufficiently organized the instructions and the document. | Partially organized the instructions and the document. | Satisfactorily organized the instructions and the document. | Thoroughly organized the instructions and the document. |
| 4. Provide an explanation and rationale of the approach.  Weight: 25% | Did not submit or incompletely provided an explanation and rationale of the approach. | Insufficiently provided an explanation and rationale of the approach. | Partially provided an explanation and rationale of the approach. | Satisfactorily provided an explanation and rationale of the approach. | Thoroughly provided an explanation and rationale of the approach. |
| 5. Clarity, writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Assignment 6: Information Report – Revision**

Due Week 8 and worth 100 points

Choose a household appliance in which you have some familiarity (e.g. vacuum, toaster, hair dryer).

Rewrite your earlier mechanism report (Assignment 4), making the necessary adjustments for format and content. If necessary, tighten up (condense) or expand on the appliance information. Review the clarity and brevity of content and correct editorial issues. Read the mechanism report example in the textbook if you have not done so already. The document must include:

1. Headings
2. Graphics
3. A logical spatial order
4. A citation of any graphic(s) if taken from a source

In your document, you should:

1. Ensure the document is clear and brief.
2. Exercise logic in design, including placement of headers and graphics.
3. Use appropriate language for the audience and purpose.
4. Follow the steps identified in the textbook.
5. Cite source(s), including any graphics.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required page length.

The specific course learning outcomes associated with this assignment are:

* Revise draft documents to improve audience comprehension.
* Explain ideas in proper format using accurate details and relevant examples.
* Design effective graphics for visual presentations.
* Use syntax, tone, and word choice appropriate to technical communications.
* Prepare reports, project requirements, and other various technical writing genres
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic / organization of the paper, and language and writing skills, using the following rubric.

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| --- | --- | --- | --- | --- | --- |
| **Points: 100** | **Assignment 6: Information Report – Revision** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Ensure the document is clear and brief.  Weight: 20% | Did not submit or incompletely ensured the document is clear and brief. | Insufficiently ensured the document is clear and brief. | Partially ensured the document is clear and brief. | Satisfactorily ensured the document is clear and brief. | Thoroughly ensured the document is clear and brief. |
| 2. Exercise logic in design, including placement of headers and graphics.  Weight: 20% | Did not submit or incompletely exercised logic in design, including placement of headers and graphics. | Insufficiently exercised logic in design, including placement of headers and graphics. | Partially exercised logic in design, including placement of headers and graphics. | Satisfactorily exercised logic in design, including placement of headers and graphics. | Thoroughly exercised logic in design, including placement of headers and graphics. |
| 3. Use appropriate language for the audience and purpose.  Weight: 20% | Did not submit or incompletely used appropriate language for the audience and purpose. | Insufficiently used appropriate language for the audience and purpose. | Partially used appropriate language for the audience and purpose. | Satisfactorily used appropriate language for the audience and purpose. | Thoroughly used appropriate language for the audience and purpose. |
| 4. Follow the steps identified in the textbook.  Weight: 20% | Did not submit or incompletely followed the steps identified in the textbook. | Insufficiently followed the steps identified in the textbook. | Partially followed the steps identified in the textbook. | Satisfactorily followed the steps identified in the textbook. | Thoroughly followed the steps identified in the textbook. |
| 5. Cite source(s), including any graphics.  Weight: 10% | Did not submit or incompletely cited source(s), including any graphics. | Insufficiently cited source(s), including any graphics. | Partially cited source(s), including any graphics. | Satisfactorily cited source(s), including any graphics. | Thoroughly cited source(s), including any graphics. |
| 6. Clarity, writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Assignment 7: Sample Instructions – Final**

Due Week 9 and worth 100 points

Pick a favorite snack food that requires you to take at least eight steps to prepare.

Rewrite your earlier sample instructions draft (Assignment 5) to incorporate feedback from your professor on the simplicity, tone, clarity, and format of the submission. Review the instructions example in the textbook if you have not done so already. Imagine your audience is third grade Girl Scouts who have little or no experience in a kitchen. Along with your instructions, write a 1 page explanation of the steps you took to create the document and rationale for your approach. In your document, you should:

1. Write instructions and explanations clearly and briefly.
2. Use appropriate tone and language for the intended purpose and audience.
3. Organize the instructions and the document.
4. Provide an explanation and rationale of the approach.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

The specific course learning outcomes associated with this assignment are:

* Revise draft documents to improve audience comprehension.
* Explain ideas in proper format using accurate details and relevant examples.
* Design effective graphics for visual presentations.
* Use syntax, tone, and word choice appropriate to technical communications.
* Prepare reports, project requirements, and other various technical writing genres.
* Organize ideas logically.
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic / organization of the paper, and language and writing skills, using the following rubric.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Points: 100** | **Assignment 7: Sample Instructions – Final** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Write instructions and explanations clearly and briefly.  Weight: 20% | Did not submit or incompletely wrote instructions and explanations clearly and briefly. | Insufficiently wrote instructions and explanations clearly and briefly. | Partially wrote instructions and explanations clearly and briefly. | Satisfactorily wrote instructions and explanations clearly and briefly. | Thoroughly wrote instructions and explanations clearly and briefly. |
| 2. Use appropriate tone and language for the intended purpose and audience. Weight: 25% | Did not submit or incompletely used appropriate tone and language for the intended purpose and audience. | Insufficiently used appropriate tone and language for the intended purpose and audience. | Partially used appropriate tone and language for the intended purpose and audience. | Satisfactorily used appropriate tone and language for the intended purpose and audience. | Thoroughly used appropriate tone and language for the intended purpose and audience. |
| 3. Organize the instructions and the document.  Weight: 20% | Did not submit or incompletely organized the instructions and the document. | Insufficiently organized the instructions and the document. | Partially organized the instructions and the document. | Satisfactorily organized the instructions and the document. | Thoroughly organized the instructions and the document. |
| 4. Provide an explanation and rationale of the approach.  Weight: 25% | Did not submit or incompletely provided an explanation and rationale of the approach. | Insufficiently provided an explanation and rationale of the approach. | Partially provided an explanation and rationale of the approach. | Satisfactorily provided an explanation and rationale of the approach. | Thoroughly provided an explanation and rationale of the approach. |
| 5. Clarity, writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Assignment 8: Proposal Critique**

Due Week 10 and worth 100 points

In this assignment you will be rewriting and critiquing the proposal provided. There are at least six improvements to be made in the document. Your job is to identify the six improvements and then, using track changes, rewrite or fix the error. Also, using the comments tool, give a brief explanation to why it is wrong and why you fixed it the way you did. **Note:** If your word processing program does not have track changes, you will need to insert comments in brackets using red font at the improvement location.

In your document, you should:

1. Identify at least six proposal weaknesses using track changes.
2. Include a critique paragraph of at least 150 words at the end of the document.
3. Discuss improvements for each of the weaknesses in your critique.
4. Ensure both the comments and critique are concise and error-free.

Your assignment must follow these formatting requirements:

* Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; references must follow APA or school-specific format. Check with your professor for any additional instructions.
* Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required page length.

The specific course learning outcomes associated with this assignment are:

* Outline the strengths and opportunities for improvement of all communications.
* Revise draft documents to improve audience comprehension.
* Employ correct Edited Standard Written English (ESWE).
* Prepare proposals for technical products and/or services.
* Use technology and information resources to research issues in technical writing.
* Write clearly and concisely about technical writing using proper writing mechanics.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Points: 100** | **Assignment 8: Proposal Critique** | | | | |
| **Criteria** | **Unacceptable**  **Below 60% F** | **Meets Minimum Expectations**  **60-69% D** | **Fair**  **70-79% C** | **Proficient**  **80-89% B** | **Exemplary**  **90-100% A** |
| 1. Identify at least six proposal weaknesses using track changes.  Weight: 20% | Did not submit or incompletely identified at least six proposal weaknesses using track changes. | Insufficiently identified at least six proposal weaknesses using track changes. | Partially identified at least six proposal weaknesses using track changes. | Satisfactorily identified at least six proposal weaknesses using track changes. | Thoroughly identified at least six proposal weaknesses using track changes. |
| 2. Include a critique paragraph of at least 150 words at the end of the document.  Weight: 25% | Did not submit or incompletely included a critique paragraph of at least 150 words at the end of the document. | Insufficiently included a critique paragraph of at least 150 words at the end of the document. | Partially included a critique paragraph of at least 150 words at the end of the document. | Satisfactorily included a critique paragraph of at least 150 words at the end of the document. | Thoroughly included a critique paragraph of at least 150 words at the end of the document. |
| 3. Discuss improvements for each of the weaknesses in your critique.  Weight: 25% | Did not submit or incompletely discussed improvements for each of the weaknesses in your critique. | Insufficiently discussed improvements for each of the weaknesses in your critique. | Partially discussed improvements for each of the weaknesses in your critique. | Satisfactorily discussed improvements for each of the weaknesses in your critique. | Thoroughly discussed improvements for each of the weaknesses in your critique. |
| 4. Ensure both the comments and critique are concise and error-free.  Weight: 20% | Did not submit or incompletely ensured both the comments and critique are concise and error-free. | Insufficiently ensured both the comments and critique are concise and error-free. | Partially ensured both the comments and critique are concise and error-free. | Satisfactorily ensured both the comments and critique are concise and error-free. | Thoroughly ensured both the comments and critique are concise and error-free. |
| 5. Clarity, writing mechanics, and formatting requirements  Weight: 10% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |

**Weekly Course Schedule**

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course. For more information about your course, whether on-ground or online, access your online course shell.

The expectations for a 4.5 credit hour course are for students to spend 13.5 hours in weekly work. This time estimate includes preparation, activities, and evaluation regardless of the delivery mode.

**Instructional Materials**

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class. When available, Strayer University provides a link to the first three (3) chapters of your textbook(s) in eBook format. Check your online course shell for availability.

Review the online course shell or check with your professor to determine whether Internet-based assignments and activities are used in this course.

Strayer students are encouraged to purchase their course materials through our designated Strayer Bookstore. <http://www.strayerbookstore.com>  If a lab is required for the course, the Strayer Bookstore is the only vendor that sells the correct registration code so that Strayer students may access labs successfully.

**Discussions**

To earn full credit in an online threaded discussion, students must have one original post and a minimum of one other post per discussion thread.

Please note: Material in the online class will be made available on the previous Thursday. As it is always possible that students could lose their work due to unforeseen circumstances, it is a best practice to routinely save a working draft in a separate file before posting in the course discussion area.  
  
Professors hold discussions during class time for on-ground students. Check with your professor if any additional discussion participation is required in the online course shell outside of class hours.

**Assignments**

A standardized performance grading rubric is a tool your professor will use to evaluate your written assignments. Review the rubric before submitting assignments that have grading rubrics associated with them to ensure you have met the performance criteria stated on the rubric.

Grades are based on individual effort. There is no group grading; however, working in groups in the online or on-ground classroom is acceptable.