

This is supplementary material for the Julianne Newmark and Tiffany Bouelle webtext “Fostering Community through Metacognitive Reflection in Online Technical Communication Courses,” published in *Kairos: A Journal of Rhetoric, Technology, Pedagogy*, 26(2), available at <http://kairos.technorhetoric.net/26.2/praxis/newmark-bouelle/index.html>

English 219 Professional and Technical Writing

Fall 2016 Online

Section 29

Instructor: Dr. Julianne Newmark (Julianne Newmark Engberg)

Office: Humanities 367

Office Hours: Friday 2-4 p.m. (and by appointment)

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Course description:

The purpose of this course is to introduce the different types of writing situations found in the workplace and to give you the chance to practice responding to them. This class is practical and practice-oriented. You will learn to analyze and understand your readers’ needs in order to develop a coherent structure, a clear style, and appropriate multimodal elements for each project. These projects, which range from one-page memos to presentations and PSAs, will familiarize you with various methods of composing effectively in a professional setting.

Course Outcomes

Rhetoric, the theory of effective communication, is the foundation for technical and professional writing. As writers, you will strive to effectively communicate with your audience. To do so, you must consider your audience, the context, your purpose, and how you present your information. For the course outcomes, we will use 21st century versions of the rhetorical canons. The rhetorical canons—used in communication since ancient Greece and Rome—were originally applied to oratory. However, they have been adapted over time to apply to different rhetorical situations. In modern society, communication occurs multi-modally, which means that people use multiple modes, or media, to communicate: presentations, websites, videos, brochures, etc. For this class, each of your assignments will have a multimodal component; in addition, you will also composing written documents and components.

The outcomes for this course (using the rhetorical canons adapted for the 21st century) are as follows:

- **Invention:** The rhetorical canon of invention calls for rhetors to think carefully about how an argument is developed and refined. In our courses, the invention stage includes brainstorming, as well as revising throughout the course of the project. Students write multiple drafts and receive feedback from various sources, including peers and outside resources like the writing center, in an effort to develop written and multimodal projects.
- **Arrangement:** Similar to the design of a speech, each written and multimodal document should maintain a clear and logical progression. In addition, students must consider the balance and alignment of visual elements when designing documents. For instance, if designing a brochure, students consider the way the document leads the reader through the text; if designing a website, students consider how to make the site easy to navigate.
- **Style:** Whether a document is meant to be informative, persuasive, or evaluative, technical communicators should consider their rhetorical situation and adapt their writing accordingly. Thus, within the technical communication class, students learn to persuade audiences using the rhetorical appeals (ethos, pathos, and logos), as well as making

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stylistic decisions regarding tone, level of formality, word choice, syntax, etc. Style relates to multimodality as well; specific to digital rhetoric, students examine how text, voice, sound, and images work together to persuade the audience.

- **Delivery:** While “delivery” originally referred to delivering a speech, from a 21st-century perspective, we can think of this as the method for delivering your information to your reader. This applies to both the design and organization of documents as well as different media used for delivering multimodal compositions. Delivery is the consideration of how an audience will interact with all elements the document or multimodal project you are composing, including text, images, and sound.
- **Memory:** The Greeks discussed memory in terms of an orator’s memorization of a speech; however, in the digital world, memory may be thought of in a different capacity. Metacognition, or reflecting on your own learning, can enhance memory, allowing students to recall certain skills when developing future text-based and multimodal projects. Students must reflect on the work they are doing in the course, examining the five rhetorical canons and reflecting on how each contributed to the rhetorical effectiveness of the multimodal project. Students should consider how their memory of technical writing concepts improved (i.e., how they could build upon concepts learned early in the semester and apply them to other projects) and how they can use what they have learned in the future.

To show your understanding of the outcomes, for each major writing assignment, you will describe how you accomplished the course outcomes by reflecting on the work you completed for that assignment. You will be expected to articulate how you improved in the five areas of the rhetorical canons as you were inventing, creating, and publishing your projects. You will do this for each of the outcomes on your Google site under the appropriate outcome subheading. Each description of how you the individual outcomes should be a decent-sized paragraph long.

Textbook

Technical Communication Today, 5th Edition by Richard Johnson-Sheehan
Publisher: Pearson/Longman / Copyright: 2012 / 5th edition / Format: Paper
ISBN-10: 0-321-90798-1 / ISBN-13: 978-0-321-90798-1

Technical requirements

Because this is an online class and we will be working with multimodal formats, you'll want to have reliable access to an internet connection as well as a computer with speakers/headphones and a mic. Access to a camera that records videos and stills will also be necessary in creating the multi-modal elements of your projects.

Grading

During the semester, you will complete a number of major and minor writing projects, online exercises, and reading quizzes. Below is a breakdown of the assignments and their points. Please refer to the Course Schedule for a complete list of readings, quizzes, assignments and due dates.

Grading breakdown:

- Project 1 (Instructions) 10 percent 100 points
- Project 2 (Analytical Report) 10 percent 100 points
- Project 3 (Proposal PPT and PSA) 10 percent 100 points
- Portfolio 25 percent 250 points

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- Participation (discussion boards, 45 percent 450 points reading responses, peer review, IA review, quizzes, etc.)
- Total 100 percent 1,000 points

Grade Scale

Letter grade value ranges are as follows:

A+ 98-100+%	A 93-97.9%	A- 90-92.9%
B+ 87-89.9%	B 84-86.9%	B- 80-83.9%
C+ 77-79.9%	C 74-76.9%	C- 70-73.9%
D+ 67-69.9%	D 64-66.9%	D- 60-63.9%
F 0-59.9%		

Here is an explanation of the grades you earn:

- A+ to A Ready to go! Your assignment needs very little or no revision. You have created a high quality assignment that is complete in content, well organized, and shows both verbal and visual style.
- B+ to B Almost there! Your assignment is well done but needs some revision in content, organization, or verbal and visual style. Effort is apparent but you need to pay more attention to detail.
- C+ to C Run of the mill! You included all the things asked for in the assignment but your assignment needs work on content, organization, or verbal and visual style. There are errors and your assignment needs more creativity and effort.
- D+ to D Back to the drawing board! You completed the assignment but it needs a lot of revision. Your content is incomplete, your organization is hard to follow, and verbal and visual style is missing. Your assignment shows very little effort.
- F Big Problem! You didn't submit the assignment, you didn't follow the directions in the assignment, or you committed plagiarism.

Please note: You must earn a C to receive credit for this course in most majors.

Other course policies and information:

Student Conduct

This is a university class, and we expect you to behave maturely. Even though this is an online class, you will interact regularly with your classmates and your instructional team. You are expected to act in a professional manner, treating everyone in the course with civility. The instructor reserves the right to withdraw any student who is misbehaving in the virtual classroom.

Projects:

During the semester, you will compose three major projects: instructions, analytical report, and proposal. We will provide more detail about these assignments during the semester. Each project is 10 percent of your final grade. You are also expected to revise each project for inclusion in your final portfolio.

Each of your projects will be multimodal. This means that they will utilize more than just one mode for communication—i.e., they will be multimedia projects. In addition to utilizing

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alphabetic texts, your projects will also contain visual elements, video and/or audio elements, and be designed effectively.

Portfolio:

Your final portfolio is the capstone project for the course. You will create a professional portfolio that includes a resume, application letter, and the final versions of your three major projects, reflecting the revisions you’ve done over your drafts. The portfolio must also contain in-depth reflections on the course outcomes, plus a final meta-cognitive video reflection on the home page (more details on this on Learn). You will update your portfolio throughout the semester and then complete the resume and application letter assignments toward the end of the semester. The grade for the portfolio will come from the final draft, which you will turn in at the end of the semester.

Quizzes:

Throughout the semester, you will take two kinds of quizzes: 1) quizzes on the assigned readings; 2) quizzes on the projects to ensure that you have watched the videos and read the supplementary material. Quizzes are open book. You will only have 15 minutes to complete each quiz (and you cannot retake them); therefore, it will be a good idea to do the work ahead and not rely solely on your ability to look the answers up during the quiz. You can take the quizzes ahead of time, but you cannot take them once the deadline has passed. It’s your responsibility to know when the quizzes are scheduled.

Reading Responses:

Periodically, you will be asked to write a reading response to a case study in the textbook. Please think critically about the situation and respond with how you think the problem should be addressed.

Discussion Boards:

You will be asked to participate in discussion boards on a variety of topics. You must post your thoughts on the assigned topic, and you must respond to at least one peer’s posting. The point of the discussion boards is to facilitate conversations among the students about course content. Please take full advantage of these discussion boards; they can lead to fruitful discussions about what you’re learning in class.

Peer Review:

For each of your major projects (instructions, analytical report, and proposal) as well as your resume and cover letter, you will share your rough drafts with your classmates. You are expected to provide thoughtful, in-depth suggestions to your classmates to help them improve their projects. Likewise, they are expected to provide you with feedback to improve yours. We want each student to give feedback to at least two classmates. However, sometimes students don’t follow the directions, and therefore a few students don’t end up with feedback from two peers. Because of this possibility, we are also providing you with the opportunity to receive help from another source: an instructional assistant.

Instructional Assistant Review:

For your three major projects, you will be asked to share your rough drafts with an instructional assistant. The instructional assistants are upper-level undergraduate or graduate students who can provide you with valuable feedback on your projects. It’s still your responsibility to make

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sure you’re doing the assignment correctly, but this can be a valuable resource to help you as you work on your projects. While everyone is required to submit to the Instructional Assistant discussion board, feedback is provided on a first-come, first-serve basis. Please get your draft in early in order to take advantage of this important resource. Our IA for Section 29 in Fall 2016 is Tutor22. You will see her on our Learn site.

Standard Policies:

Drop Policy

If students do not complete assignments for three consecutive weeks (including the first three weeks), the instructor reserves the right to withdraw them from the course. Dropping or being dropped from a course can affect your GPA, enrollment status, and financial aid/award status. Always talk to your instructor before it’s too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen-week semester will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for violating attendance policy.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.
- In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

Sharing Student Texts

Please consider what you write for this class to be public property within the classroom environment. You will often be expected to share your writing with classmates. Avoid writing about topics that you may not be prepared to share with others, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. By being enrolled in this course, you have agreed to share what you write with your instructor and classmates.

Plagiarism Policies & Procedures

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source.

Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases

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If an instructor thinks a student may have plagiarized, he or she will follow these steps:

- Meet privately with the Core Writing director, course coordinator, TA mentor or other instructor to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Dean of Students;
- If you are an athlete, the instructor will contact Henry Villegas, Director of the Lobo Center for Student Athlete Success.

Possible Consequences

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class;
- Fail the class.
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Dean of Students, who maintains a file of past plagiarism cases. The instructor may use the Dean of Students Adjudication form or simply direct a memo to Rob Burford (rburford@unm.edu), Judicial Affairs Specialist, Dean of Students Office. The UNM Student Code of Conduct also addresses Academic Dishonesty at <http://pathfinder.unm.edu/policies.htm>.

CAPS Writing & Language Center Services Information

Located on the 3rd floor of Zimmerman Library, the Writing and Language Center at UNM’s Center for Academic Program Support (CAPS) offers a number of services to students free of charge:

- Individual appointments;
- Virtual tutoring lab;
- Drop-in writing labs in various locations across campus;
- Writing and language workshops;
- English as a Second Language (ESL) Tutoring.

CAPS tutors can assist you at all stages of the writing process, from understanding assignment guidelines to improving your grammar. But before visiting the Writing and Language Center, remember the following:

- Don’t wait until the last minute to bring your paper to CAPS and expect someone to “fix it”;
- CAPS tutors work with you, not for you;
- Individual appointments must be made in advance, so use your course and sequence calendars to predict when you might want to meet with a CAPS tutor;
- You must first register in person at the CAPS office before you can make appointments online;
- It may take up to 48 hours to receive feedback through the Virtual Tutoring Lab.

For more information, visit CAPS online at <http://caps.unm.edu/> or call 277-7205.

ADA Accommodation Policy

Equal Access: If you have a qualified disability that requires some form of accommodation to ensure your equal access to learning in this class, please see me as soon as possible so that we can work together to address your needs. A qualified disability is one that has been diagnosed and documented through UNM's Accessibility Resource Center. See <http://as2.unm.edu/> for

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more information.

Respectful Campus Policy

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment.

The administrator for the online Core-Writing courses (ENGL 110, 120, 219, 220) is Dr. Tiffany Bouelle. If you have any questions or concerns about the course that your instructor is unable to address, please contact her at tbourell@unm.edu.