



Navajo Technical University

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Course Title: ENGL 1210-ONL - Technical Communication - Synchronous Online
Semester: Spring 2022 Credit Hours: 3 (42 contact hours) Cap: 15

Faculty: Brian Connolly **E-mail:** bconnolly@navajotech.edu
Office: Home/Mod 15 **Office Phone:** (831) 331-3149 (text preferred)
Office Hours: Tues. & Weds. 3:30 - 4:30 p.m. on Blackboard Collaborate; also by appointment

Class Location: Blackboard Collaborate - **Synchronous Online Class Meetings**
Class Meeting Times: Mondays and Wednesdays from 9:30 a.m. to 10:50 a.m.

Required Materials:

Textbooks: - Anderson, Paul. *Technical Communication: A Reader-Centered Approach, 9th Edition*. (Cengage Learning: 2018)
- *American Heritage Dictionary*, 4th Edition (or any other paperback dictionary)

Tools: -Laptop computer & Internet access - Notebook or composition book - Flash drive

Lab Fee: None

Mission Statement

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Sihasin*.

Course Description

Technical Communication (ENGL 1210) is an introductory study of written and verbal communications used in the technical professions with emphasis in the planning, execution, and editing of professional and technical documents and other communication media. This course will provide students with experience in professional correspondence and communicating technical information to a non-technical audience.

Student learning outcomes

1. Define the purpose, audience and objective for a given technical document analyze the primary audience for that communication
2. Design/format the pages and visuals for a document prepare and present oral presentations and briefings
3. Correctly use the format for several technical documents, including procedures, proposals, and job application materials

Grading Plan

Memo assignments (4 x 25 points) - throughout semester	100 points
Job Search (Written and oral tutorial) - midterm	200 points
Final written project (150 points, 50 for draft)	200 points
Final oral presentation (100 points; 50 for draft)	150 points
Attendance and participation (150 points)	150 points
Total possible	800 points

Grading Scale

725-800 points	A
650-724 points	B
575-649 points	C
475-574 points	D
0-474 points	F

A Note on Grading

This course is designed to allow as many as possible of students to succeed and pass the class, but it is up to you to determine how well you would like to do in the class, and to then take the necessary steps to achieve your goal. There will be no extra credit.

Please take advantage of all tutoring opportunities offered here at NTU (e.g. the Nitsáhákees Student Success Center), and feel free to ask me about these resources. All documents will be written according to the APA documentation style format, which can be found in your writing textbooks. All documents will be double spaced, typed in a standard 12 point font, and all margins should measure one inch.

Grading Policy

Each student must do his or her own homework and written assignments. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of assignments. Students must do their own work on all assignments. Cheating and plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

Participation

Students are expected to attend and participate in all class activities as listed above, as this accounts for **20% of the grade**. Points will be given to students who actively participate in class activities and ask questions of guest speakers and other presenters.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage (20%) of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from

class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades.

Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Course Policies & Instructor Expectations

- Attend class regularly
- Complete ALL reading assignments before class
- Participate actively in ALL class activities
- Turn in your assignments on time

It is the student's responsibility to advise me of any circumstance(s) that may affect attendance and performance. Students are expected to not only attend all classes, but to be on time and to be prepared for each class. Each student is also expected to contribute to class in a meaningful way, through discussion, peer editing, and other such opportunities.

Study Time Outside of Class for Face-to-Face Courses

For every credit hour spent in a class, a student is expected to spend **two hours (2)** outside of class studying the course materials and working on assignments.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course, per credit hour, a student is expected to spend **three hours (3)** per week studying course materials.

Study Time for Online Courses

For an online course, per credit hour, a student is expected to spend **four hours (4)** per week studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor.

Students with Disabilities

The Navajo Technical University and the English Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or who needs special accommodations, should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook, and is advised to contact the Special Needs Counselor, Virginia Edgewater, whose phone number is 786-4138.

Diné Philosophy of Education

An important approach to mastering the content of this course is to consider each assignment as part of a progression through the four seasons of the year and the four directions. Think about the Diné Philosophy of Education (DPE) as expressed through these words:

***Nitsáhákees*—thinking (east); *Nahat’a*—planning (south); *Liná*—doing or executing (west); and *Sihasin*—reflecting (north).** We can connect these to the ideas of this course in the following ways.

***Nitsáhákees*—(east): think clearly – learn to think for yourself – do your own work:** Think about reading assignments as you read them, and also think about what you’ll need to do to put the information into practice on a written assignment. Like the **spring season**, the reading assignments and ideas about writing are designed to plant seeds of information that will mature as you further reflect on them.

***Nahat’a*—(south): plan your schoolwork and assignments. Learn to plan and prepare for classes and assignments, and be on time and prepared for class.** Create plans to help you accomplish the task assigned. Plan on how you will complete the assignment should as we go over the ideas from readings in class and work on writing examples. Also plan what you’ll need to do and how long it might take to do the assigned work. Like the **summer season**, your planning helps you grow towards successfully completing assignments and the class.

***Liná*—(west): Use what you have learned in your everyday life, and use common sense and show respect for others at all times.** Practice your new skills by doing the work required for the course. Practice your new skills, and the ideas in what you’ve read and in what we’ve discussed by doing your homework assignments in a timely and engaged manner. Like the **autumn season**, you now harvest the information by completing assignments that demonstrate your full understanding and gather or store the knowledge you’ve gained for use in future assignments.

***Sihasin*—(north): Self-discipline: don’t be lazy; develop a positive attitude, and work in a disciplined way. Also, reflect on what you have learned, so that the ideas become part of you.** Evaluate your skills by reading the comments on completed and graded work so that you understand what you did correctly and where you might need more work. Consider how to use what you’ve already learned in future assignments and in other classes. Envision how your new skills can be used to achieve desired results in the future. Like the **winter season**, it’s time to reflect on the knowledge you’ve gained so that you can use it in conjunction with new seeds of knowledge you will gain in the next assignment.

Note: Please note that this syllabus may be changed depending upon class needs and circumstances related to the Covid-19 pandemic. Attached you will find the assignment steps for the written midterm assignment (résumé) and final project (intstruction set) and the corresponding rubrics which will be used to evaluate those assignmentst.

Weekly Schedule:

Week	Date	Chapters - TBD	Assignments - details TBD
1	1/18-1/21	Classes begin January 18, 2022	Introduction
	1/21/22	Last day to add/drop w/o W	
2	1/24 - 1/28	Chapter 1	1st memo assignment.
3	1/31 - 2/4	Chapter 3	
4	2/7 - 2/11	Chapter 4	2nd memo assignment.
5	2/14 - 2/18	Chapter 2	Begin work on résumé/cover letter
6	2/21 - 2/25	2/21 HOLIDAY: Presidents's Day 2/25/22 Spring Graduation Petition due	Work on résumé/cover letter
7	2/28 - 3/4		Midterm drafts due; Employment Expo memo assignment
8	3/7 - 3/11	Midterm Week	Midterm Week - Résumé/Cover Letter & Mock Interview
9	3/14 - 3/18	SPRING BREAK	
10	3/21 - 3/25	Chapter 26 - Instructions	Discuss final project
11	3/28 - 4/1	3/31/22: Last day to withdraw with a "W"	Project proposal (memo assignment)
12	4/4 -4/8		Work on final project
13	4/11 -4/15	Appendix A - APA format for citations	Work on final project
14	4/18 - 4/22		Drafts of final written project due (draft exchange - peer review); work on presentation drafts
15	4/25 - 4/29	Final Presentations: Weeks 15 & 16	
16	5/2 - 5/6	Final presentations	
17	5/9 - 5/13	Final Papers	Finals Week: Final paper due 5/9/22
	5/12/22	Grades due to the Registrar	
	5/13/22	Spring Graduation	

Summative assessment: résumé-with-rubric

Assignment steps

1. Review the job ad that you selected and identify what the employer requires regarding education, skills, qualifications, etc.
2. Design an experiential résumé (following the example from the text, page 32 or 33) that incorporates assigned format/layout and shows how your information fits what the employer is looking for in an applicant based upon your findings in step one.
3. Bring your first draft of your **typed** résumé to class to exchange for guided peer review on *(fill in due date)*.
4. Make corrections suggested as a result of the in-class peer review, including information additions/deletions, grammar, spelling, and formatting problems.
5. Bring corrected résumé (based upon suggestions from text and peer review) to class next class period for guided peer review two.
6. After peer review two, make final adjustments/corrections which will produce your final résumé draft that will be used by instructor to evaluate, per the attached rubric, how well each student met the criteria for this assignment.

Résumé rubric

Student:

Date:

Criteria	5	4	3	2	Points & comments
Organization	Information is very organized with well-constructed sections that use the bullets, phrases and sub-headings expected in the layout for an experiential résumé; info fits on 1 page.	Information is organized with well-constructed sections but does not follow assigned layout format; info fits on 1 page.	Information is organized, but uses sentences rather than phrases, sub-headings are not consistent, bullets are not used; does not fit on 1 page	The information appears to be disorganized; headings are inconsistent; doesn't include bullets, uses full sentences not phrases; info does not fit on 1 page.	
Mechanics	Writer makes no errors in capitalization, spelling, & punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization, spelling, & punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization, spelling, & punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization, spelling, & punctuation that catch the reader's attention and greatly interrupt the flow.	
Completion	The résumé includes all the necessary, (required) information and does not leave any details out.	The résumé includes most of the information, but may be missing a few items.	The résumé has some of the requirements but may be missing a section or some important information.	The résumé is missing many details and does not include many of the required parts.	
Visual appeal	The layout of the résumé is eye catching and visually appealing. The resume is laid out so the information is easy to find and understand and follows the examples from class and text.	The layout is somewhat visually appealing but some parts may be confusing or misplaced.	The résumé may have some visually appealing characteristics, but overall the information is confusing and hard to understand or find.	The résumé is laid out in a confusing manner and not very appealing to look at.	
Peer review	Final draft of résumé is accompanied by 2 peer reviewed rough drafts, both signed and dated by reviewer.	Final draft of résumé is accompanied by 2 rough drafts but one is not signed and dated; both rough drafts are typed	Final draft of résumé is accompanied by 2 signed and dated rough drafts but one draft is handwritten not typed, signed or dated.	Final draft of résumé is not accompanied by any clearly labeled rough drafts or includes rough drafts that haven't been signed or dated by a peer reviewer	
Overall comments					

20-18 pts =A; 17-16=B; 15-14=C; 13-12=D; 11 or less = F

Assignment Steps for Final Research Project (with Communication Rubric)

1. Start with your own interests, experience or curiosity (brainstorming session and class discussion), then use library and online resources to identify possible technical processes that fit the parameters of the assignment (lengthy or complex processes are not recommended, as **the assigned paper is 2 to 4 pages in length**; rather than trying to tackle an entire system or technical skill, students are encouraged to focus on addressing and explaining a manageable segment of a longer or more complicated process).
2. After initial, exploratory research, decide on a specific technical process, relevant to your academic or professional career interests, for which you will develop a set of instructions.
3. Use library and online resources to identify and locate **at least 3 primary/secondary sources** which are relevant to your topic, and which contain information that addresses the relevant technical details that you plan to cover in your paper.
4. Take thorough notes on the relevant information in your sources, with **complete and accurate citation information following APA citation guidelines**.
5. Write an outline that functions as a plan for your paper, including designated sections for the introduction (brief history and significance of the process), an instruction set consisting of numbered steps explaining or teaching the process, and a brief discussion/conclusion about your research into the process.
6. Write a draft of the paper (in Microsoft Word or Google Docs), based on your outline from step 5.
7. Exchange drafts with a classmate, for reading of and exchanging of feedback on each other's drafts.
8. Revise your draft, incorporating your reader's feedback as well as your own editing and proofreading decisions. (Repeat this step as desired, or as needed.)
9. Create a final written paper, observing APA guidelines for formatting, as well as for the in-text citations and the citation list acknowledging your sources.
10. Turn the paper in on time, during class on the due date, per assignment parameters.

COMMUNICATION RUBRIC**Adapted from NMHED Communication rubric • Navajo Technical University**

Student:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Communicate in various genres and mediums</i>	Student communicates in various genres and mediums.	Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths	Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation.	
<i>Apply reading strategies</i>	Student uses more than one strategy for understanding and evaluating messages. Describes the central idea of a message.	Student uses several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Student uses a wide range of strategies for understanding and evaluating messages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations.	
<i>Evaluate an argument</i>	Student understands that sources have varied validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported.	Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported.	Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F