

WRTG 3015 FALL 2024 Syllabus

Professional/Technical Writing | BIPPES



1. COURSE INFORMATION

Instructor: Professor Brandy Bippes
Office: U841
Office Hours: MWF 1-2:50
with other times widely available
by appointment
Email: brandy.bippes@utah.edu

Meeting Times & Locations
Sec 301: TTh 1-2:20, U309
Sec 302: TTh 2:30 3:50, U309

Graduate Teaching Assistant

This course employs a graduate teaching assistant (GTA) Karina Soto to help students with coursework. Karina will be engaged with students throughout the semester. You can reach the GTA through Canvas or email. Look for a Canvas announcement with this information. You will often see Karina's GTA's comments on your work. Please feel free to visit the GTA in U767 and ask questions throughout the course.

2. COURSE OVERVIEW

Prepares students for professional practice by emphasizing problem solving in organizational contexts, writing for multiple audiences, and writing with visual and numerical data. Includes collaborative projects. Service learning / Community Engaged Learning (CEL) option is available in some courses. ***This section does not yet have a CEL attribute. If you are taking this course to fulfill a CEL requirement, please talk to your professor immediately.***

Writing 3015 aims to prepare students for **on-the-job writing** in technical, business, and nonprofit professions. (This is a different course than Business Writing, WRTG 3016.) Students will practice writing (**individually and on a team**) a variety of professional documents, such as resumes, letters, and memos (reports, recommendations, proposals, including tasks such as grant-writing as a team).

Two key assumptions behind this course are:

- (1) Writing (like speaking) is **rhetorical** in the ways writers *appeal* to their readers' *logos* (logic), *pathos* (sympathy, empathy), and *ethos* (ethics). Effective communicators consider the audiences they are addressing and the purposes of their documents as they plan, draft, and revise to be persuasive. (In *Technical Communication*, read more about *logos* beginning p. 171, about *pathos* beginning p. 183, and about *ethos* beginning p. 177.)
- (2) Workplace audiences are very different from academic ones in how they read and respond to written communications.

Learning Objectives

The assignments in WRTG 3015 are structured to teach students to:

- analyze a writing task and its rhetorical **context**, including the purpose of the written communication, its intended audience (plus unintended "shadow" or "phantom" readers [*Technical Communication* pp. 60–61]), and constraints

- study the basic features of professional writing **genres** (emails, letters, resumes, memos, reports, proposals, etc.) and learn how to modify these features in response to audience and situation
- write useable, persuasive, clear, accurate, and readable documents
- develop a professional style of working in teams and managing team projects
- learn to read carefully and respond accurately to written texts and instructions

3. REQUIRED TEXTS AND MATERIALS

Required Textbooks

- Technical Communication, 9th Ed.* Anderson, P. (Cengage and MindMap online access through Canvas)

Selected Readings will be assigned from other sources throughout the course.

Other Required Materials & Resources

- One college-ruled perforated notebook or loose-leaf paper
- A small notebook for keeping vocabulary
- Pencil
- Pen/s: black and/or blue
- Access to Canvas
- Access to cloud storage

Suggested Materials & Resources

- A laptop you can use in and out of class
- 3-ring binder or zipper case for organizing your work
- Pen/s: Multiple colors
- Highlighters: Multiple colors
- Canvas student app
- TED app
- Kahoot app

4. ENGLISH IN AND OUT OF THE CLASSROOM

UAC Language Policy (from UAC administration)

The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. Except for language classes, where the target language will dominate, per best practices of language pedagogy. In addition, English is the official language for all university administrative and business-related matters.

Embracing Multilingual Abilities

One of your superpowers is multilingualism. At this stage of your academic career, we are focusing on giving your *academic* English a major power boost—This way, you'll be even stronger in your fluency, especially in the challenging environment of *academic* English. The voices we read and apply in this course will have been written and published in English as we strengthen your skills in

Translating from A First Language

To maximize your English fluency, your professors want to help you think faster and increase your fluency *thinking, composing, and speaking* in *academic* English. Grammatical structures and ways of

thinking are unique to each language and in the contexts we use them in. Do yourself a favor: Never compose academic work in a first language, then translate it to English. You're not trained in translation, and this will only slow you down. *Think, compose, and speak* in English as much as possible here in the academy.

All work in this course should be composed in English, never written in another language then translated to English. Students should not be translating their own or others' work to English for this course. All readings/research you complete in this course should be in English as we practice using English as the lingua franca.

5. ASSIGNMENTS

Assignments

In this class, you will complete several different types of writing assignments considering various rhetorical contexts. Specific details of each, along with a rubric, will be available on Canvas.

Annotated Bibliography / Reading Journal

Throughout the semester, you will read a number of articles, textbook chapters, and your peers' papers. After each reading assignment, you will answer a number of questions to help you retain information. The point of the reading log is to prepare you for class discussion. In this class, reference management software is taught, emphasized, supported, and strongly encouraged.

Participation

This is a discussion-based class, meaning that your active preparation for and participation in class is essential to your success and the success of your fellow students. This grade will include any number of quizzes, in-class assignments, and any other small homework assignments.

Extra Credit

Your professor may offer different types of extra credit throughout the course.

Readings

Assigned readings must be completed before class the day they are due. For example, if Lesson 1 is assigned for September 1st, you should have it read (and annotated) *before* class starts on Sept. 1.

Tests, Quizzes, and Exams

If you miss a class, that day's in-class assignments/quizzes/exams cannot be made up.

In-Class Writing

Plan to write every day in class.

Participation

Participation is measured through multiple aspects of being present and engaged in class activities, homework, group work, and study. It is to students' benefit to engage and interact often in the class throughout the term. Participation includes arriving to class having completed assigned homework and readings.

Group Activities

Equal participation is required for group activities, and you will be graded accordingly.

Homework

This is a 3-credit intensive English class. **Be prepared to complete 6-9 hours of homework per week for just this class.** If you are not able to complete the assigned homework in less than 9 hours in one week, you must speak with your instructor so that she can help you achieve balance.

Oral Presentations

You will present at least two prepared oral presentations and several informal presentations in this class.

6. LATE WORK

This course practices skills you will use on the job. Client deadlines are critical. In industry, the world does not wait for our late submissions, the next bidder will simply get the job. All assignments must be submitted by the due date or early as they would be to a client. For major assignments, late work will be graded down 50% for the first day late. After 2 days, you will automatically be given a 0 for the assignment. Minor assignments should be submitted on time to receive credit.

7. GRADE WEIGHTS

INDIVIDUAL ASSIGNMENTS % OF FINAL GRADE

Job Search Documents (Cover Letter [10%]; Resume [10%]; References [5%])	25%
Writing in the Professions: Policy Recommendation Memo	10%
Mid-Term Progress Report Mem	10%
Quizzes (*see below)	10%
Individual Participation	5%
Team (Group) Participation (**see under "Grading Scale," p. 9)	10%

TEAM ASSIGNMENTS

Research: Annotated Bibliography Memo	10%
Between-Projects Memo	10%
(Final) Project Memo	10%

Total 100%

8. CLASSROOM TECHNOLOGIES

Canvas

We will use Canvas regularly in this class: <http://canvas.utah.edu>

Electronic Devices in Class

Please exercise professional courtesy with electronic devices in the classroom. Phones, tablets, etc. are welcome during approved activities only. **Use of electronic devices is approved in this class only for work relating to this class.** Presence and participation expected for your maximum success.

Writing activities must be completed with a pen/pencil and paper or using desktop publishing software (e.g. Word), as assigned. **You may not complete academic-level writing activities on your cell phone**

such as drafting paragraphs and papers, simply because the technology on computer-based applications is significantly better suited for the type of writing required in this course.

Overall course grades that show on the Canvas app will not accurately reflect grades in a weighted course. The grades shown on the app are only out of total points possible up to the moment you are looking at them.

Computer Labs

UAC computer labs are equipped with the software required for this course.

TV / Podcasts / Radio / Audio Files

Your homework will include watching American TV or movies, YouTube, TED talks, and other audio-visual texts. You will listen to texts such as podcasts, online radio, and other audio files that accompany some of your assigned readings. **You will write about every text you read, watch, or listen to.**

9. CONFERENCES W/ INSTRUCTOR

Conferencing with your instructor will increase your learning and give you valuable 1:1 feedback on your work. It is suggested that you should conference with your instructor as often as once per week as part of your required coursework. Plan to visit your professors and teaching assistants often to maximize your learning.

10. SOCIAL NORMS & U.S. EDUCATION

You will often be asked to share your opinion and to discuss topics such as current events and politics. **If you feel uncomfortable speaking in class or answering quickly in English, you may visit the English Language Lab to practice this educational norm.**

If you have any questions about an assignment or class, the appropriate action is to speak to your instructor right away. It is respectful to resolve issues with the classroom instructor before approaching higher authorities. (See Conflict Resolution below.)

11. EMAIL COMMUNICATION

When sending an email to the instructor, you must use your official university Umail account or Canvas Inbox. Your instructor will not respond to email outside the Umail or Canvas system. (Naver, gmail, etc. are not official university accounts).

12. CLASS PARTICIPATION

Commitment to your educational experience is important to your academic success. Balancing multiple classes, academic life, personal life, and general adulating can be tricky. Academic rigor in a second language or abroad can be mentally, emotionally, and physically exhausting. **Your professor strongly recommends taking 12 credits your first and second semesters at UAC. Please consider the value of depth of your education vs. the challenges of exhaustion.**

You must complete the assigned homework and come to class prepared to participate. Arrive on time, contribute to general class discussions, contribute to small group discussions, seek feedback from other class members on work in progress, and provide thoughtful feedback to other class members. A good rule to follow is: *Arriving two minutes before meeting time is considered on time; arriving at the meeting time is considered late; arriving past the meeting time is considered rude.*

13. ATTENDANCE

Attendance counts toward your grade (see Grade Weights below). Assignments, tests, quizzes, and exams given in class cannot be made up if you miss class. If you miss more than 3 classes, your grade may be reduced (see below).

14. ABSENCES & TARDIES

After you miss three classes, your grade will be reduced by 1/3 of a letter grade for each subsequent absence—**These calculations will be made at the end of class, so your Canvas grade may not be accurate!** For example, if you have a B+ and you miss a fourth class, your end-semester grade will be reduced to a B. If you miss a fifth class, your grade will be reduced to a B-. If you miss seven classes or more, you will automatically receive an E for the semester and will be required to take the course again.

If you miss a class, you should talk to one of your peers to get the information you missed. You are responsible for the material and information you missed in a class. It is not appropriate to ask the professor, “What did I miss?”

Tardiness (coming to class late)

If you arrive after class begins, you are late. It is polite to arrive a few minutes early. ■

Four “tardies” = 1 absence. More than 10 minutes late = absent.

■ *Students will also be counted late for any of the following reasons:*

1. Leaving class for more than 3 minutes
2. Coming to class without the main textbook, a pen or pencil, and a notebook to take notes.
3. Using any technology during class without permission (e.g. looking at your phone)
4. Not participating in group activities, discussions, or being unprepared for class
5. Sleeping during class time

Excused absences. If you have an emergency, Assistant Dean of Students may permit an excused absence in very rare circumstances. **Before you contact the Assistant Dean of Students**, read the following carefully to determine if your situation qualifies for an excused absence:

- Activities such as work, internships, visiting an embassy, and participation in a student club are not excused absences.
- Not feeling well on the day of the exam, including having a headache, stomach ache, or a cold is not sufficient to be allowed a make-up exam. In order to be excused from an exam due to medical condition, a student’s illness must be severe and require hospitalization.
- In addition, a scheduled or unscheduled doctor appointment is not an excused absence. A note from the IGC medical clinic does not qualify a student for an excused absence. Emergencies that arise on the day of the exam will also need official documentation, including:
 - auto accidents (police report)
 - health emergencies which require hospitalization (note from the attending physician)
 - death in the family (copy of the obituary)

15. TUTORING & eTUTORING

It is important that you work with campus resources and have multiple eyes on your academic writing. You must work with the Writing Center, eTutoring, or the language lab as assigned throughout this term. Failure to do so will result in a reduction of your course grade.

eTutoring

Online/eTutoring is available at <https://www.etutoring.org/login.cfm?institutionid=416>

17. ASSIGNMENT AND FINAL COURSE GRADES

A: 94-100; **A-:** 90-93 | **B+:** 87-89; **B:** 84-86; **B-:** 80-83 | **C+:** 77-79; **C:** 74-76; **C-:** 70-73 | **D+:** 67-69; **D:** 64-76; **D-:** 60-63 | **E:** <60

Note: Students whose final grade is below a C- will be required to retake WRTG 1010.

18. HOLIDAYS & READING DAYS

It is your responsibility to know the dates class isn't in session and check them on the [UAC Academic Calendar](#) this and every term.

Your professor expects students to spend Reading Days studying and doing homework while classes are not in session. Your professor takes Holidays very seriously: When UAC is closed for Chuseok and Thanksgiving, your professor will be unavailable, and hopes students will rest well.

19. CONFLICT RESOLUTION

Building professional relationships with your instructors and peers is important for your university success.

It is professional to address any issues you have with a class or an instructor, directly with the instructor herself before you escalate them with other authorities. The best way to resolve issues is to build a relationship with mutual respect:

1. First, **talk to your instructor in person**. You can talk to your instructor before or after class or during office hours (listed above).
2. If you are unable to meet with your instructor in person, **send her an email**. This is easiest using the Canvas Inbox.
3. Your instructor will **make a plan together** with you to resolve the issue.
4. If you're not satisfied with the resolution, **talk to your instructor again**.
5. Never escalate an issue to higher authorities until you have worked with your instructor

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20. UNIVERSITY POLICIES

1. The Americans with Disabilities Act. The University of Utah Asia Campus seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the UAC Office of the Dean of Students – randy.mccrillis@utah.edu. The UAC Office of the Dean of Students will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the UAC Office of the Dean of Students.

2. Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the UAC Office of the Dean of Students – randy.mccrillis@utah.edu. For support and confidential consultation, contact the UAC Mental Health Counseling, 3052 Multi-complex Building, 032-626-6142.

3. Student Code of Conduct. All students are expected to maintain professional behavior in the classroom setting as outlined in the Code of Student Rights and Responsibilities, Policy 6-400 of the University Regulations Library (<http://www.regulations.utah.edu/academics/6-400.html>).

4. Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah Asia Campus. For helpful resources, contact the UAC Mental Health Counseling Center; asiacampus.utah.edu/mental-health-counseling-center/; 0326266142. Students can make appointments for health and mental health here: <https://asiacampus.utah.edu/wellness-and-mental-health/>

5. Language Policy. The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and to all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. In addition, English is the official language for all administrative and business related matters of the University.

Finally, you must make sure you that you are addressing this policy in your syllabus, "The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor."

If you are requiring that students obtain an official excuse for their absences please note this in your syllabus, you do not have to require this from students. In order for a student to receive an official excused absence, they must complete a request form in the Office of the Assistant Dean of Students Dr. Turner and provide any accompanying documentation with the request. If their request is approved, the Assistant Dean of Students will email all appropriate faculty with this notification.

If a student will be absent from an exam, they must email the Assistant Dean of Students at Dr. Turner prior to the exam. Official excuses for absences should be used judiciously and respectfully to students' commitment to the courses they have chosen to enroll in.

TENTATIVE. Exact due dates and times will be given in class.

TBD