

English 2116: Intro.Tech.Comm.

UNC Charlotte
Spring 2017
TR Secs. 5, 6, 7, 10
215 Fretwell

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Dynamic schedule, supplementary readings, and further resources delivered via Canvas at uncc.instructure.edu.

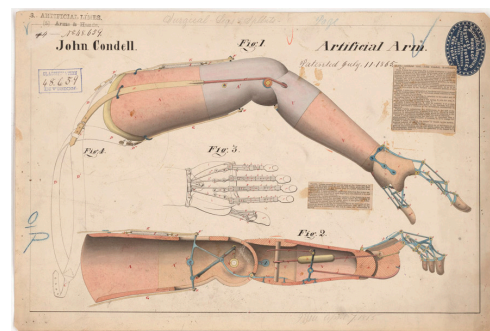
Technical Communication? What does this mean? Does it call to mind intricate documentation for products like software, electronics, and other complex engineering? Complicated? Precise? Tedious? How about “writing”? Can we take it for granted that this word signifies simply words words on a page or screen?



This section of the course will simulate rhetorical situations of today’s wired and wireless workplaces—as well as anticipate scenarios yet to come that students may encounter in the age of “electracy.” The term refers to an apparatus of communication beliefs, skills, practices, and tools specific to new media, “the digital,” or “digitality.” Examples of other apparatuses include orality (concerned with speech, listening, etc.) and literacy (reading, writing, etc.). “‘Electracy’ . . . is to digital media what literacy is to alphabetic writing.”¹ While we will pay close attention to sentences and paragraphs in particular, we will not limit ourselves to the media of language in this course.² Our studies and assignments will concern the generation of multimodal “deliverables” using principles of design in conjunction with rhetorical theory—with a dash of arts and a pinch of philosophy too.

The theory, practice, and development of communication strategies, methods, and forms relevant to the student’s potential career is of the utmost importance. The course will be explicitly catered to the unique group of students in the section and the “practical” applications they may encounter after graduation.

And yet, one of our goals will be to demonstrate the value of “the aesthetic” as well as technical. One of the course’s arguments is that distinguishing *content* and *form*,³ while important and useful, often prevents effective, meaningful, and ethical composition of technical communications (not to mention competent engagements with the compositions of others). Hence, technical will become aesthetic and vice versa. To be clear: our aesthetics are not ornament or beauty for their own sakes. Rather, this course attempts to see beauty in the technical and technicality in the beautiful.



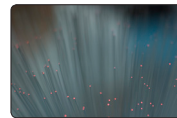
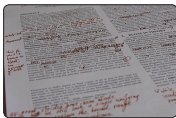
Documentation for U.S. Utility Patent no. 48,659. Submitted to The Department of the Interior, 1865.

1. Gregory L. Ulmer, *Internet Invention: From Literacy to Electracy* (New York: Longman, 2003), xvii.
2. Consider the term “media.” Is the use of the word in this sentence surprising? Why or why not?

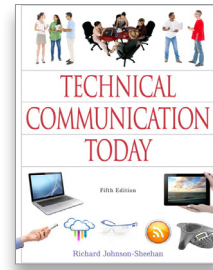
3. Content and form: “what is said” and “how it is said,” respectively.

Student Learning Outcomes

1. Apply **rhetorical theory** concepts to technical communications (TC);
2. Embrace the inextricably of **technics and aesthetics** in TC (**content and form**), and demonstrate productive synthesis of these registers using info. design and style;
3. Meaningfully confront and engage **ethical, social, political, and economic questions** that arise in TC;
4. Practice common TC **genres**.
5. Embrace the processual and recursive nature of effective communication and demonstrate evidence of **revision** prior to submission; “all good writing is rewriting”;
6. Use **writing** as well as alternative TC apparatuses/tools such as **orality** and **electracy**; explore relevant design **software**;
7. **Collaborate** with peers in unrelated fields for transdisciplinary innovation.



Texts, Supplies



1. Richard Johnson-Sheehan, *Technical Communication Today*, 5th ed. (Boston: Pearson, 2014). ISBN: 9780321907981.
Acquisition options:
 - UNCC Bookstore
 - Amazon (rental: ~\$40)
2. Select a way to access files during class on the school's computers. Personal laptops are welcome, but you may need to use the school's machines for certain applications. Methods include a USB flash drive, UNCC's H Drive, or cloud storage. Choose a method and verify it works, remember passwords, and so on.

Deliverables

Perfect Paragraph 10%	Highly polished ~175-200 words on a trending, “innovation” topic of the student’s choice. Analysis of cited evidence. Sentence style and paragraphing theory. <i>See Canvas for further details.</i>
Super Résumé and Cover Letter 20%	Application materials tailored to an actual employer’s advertisement. Genre theory, audience adaption, paragraphing theory, sentence style, and document design. <i>See Canvas for further details.</i>
Instructional Video 20%	2-3 minute practice of the Instructional genre using video editing techniques for electrated TC. <i>See Canvas for further details.</i>

Deliverables (con't)

Collaborative Immunization and Multimodal Presentation 30%	Group project in the Proposal genre with scholarly and popular research. Mashing up Davidson's theory of failure with Bratton's "design as immunization," invent an "innovative" response to a challenge that slows an unwanted development or shields against a developing "accident" or unforeseen consequence of an otherwise alluring innovation. The formula is thus a problem → solution sequence. Imagine yourself (i.e., the writers) as a consultancy group, and write for an audience of a hypothetical company in need of advice apropos of this problem. Oral + literate + electrated deliverables. Live presentation. <i>See Canvas for further details.</i>
Theory Quizzes 10%	Recollection quizzes on key readings sprinkled throughout the course. See the schedule; quizzes are noted in bold red font. Students who prepare by simply reading the assigned texts will almost surely earn all possible points in this category.
Participation 10%	Quantitative impression of contribution to class dialog. Participation is partly preparation; see "Participation," below. Students may be asked to assess their own participation at the term's end.

Policies

This syllabus contains the policies and expectations I have established for English 2116. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Attendance

This is a process and practice course, and the specific kind of learning we're after will not occur if you don't attend. See the "Participation" sections (i.e., two [2]; both) above and below. Students in two-day/week sections missing three or more sessions will incur a 1% reduction in the final grade for the course per absence beginning with the third;

students in one-day/week night classes missing two or more sessions will incur a 3% reduction in the final grade for the course beginning with the second. Students arriving excessively late or leaving before class concludes will be marked absent.

Attendance Note: Generally, there is no distinction between "excused" and "unexcused." Emergencies, however, will be reviewed by the instructor on a case by case basis.

Attendance Note: Quizzes must be taken on site. Anyone not physically present who takes an online quiz will have their score changed to zero. Makeups, however, are possible. Speak with me.

Title IX

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy and the policy on Responsible Use of University Computing and Electronic Communication Resources. Sexual harassment, as defined in

the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

All gender expressions and gender identities are welcome. If you prefer to be called a different name than what is indicated on the class roster, just let me know. Feel free to share your preferred gender pronoun. If you have any questions or concerns, do not hesitate to contact me.

Disabilities

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Tardy Instructor

In the event the instructor does not arrive and no advanced notification of such absence has been given via email, students must wait ten minutes before dismissing themselves.

Office Hours

Office hours belong to you just as much as class time does. Don't hesitate, just attend. Students who visit always leave better prepared to undertake assignments. See my regular office hours above. You also can arrange to see me at alternative times that are mutually convenient. The way to do this is to email me a list of possible times from which to choose. Let's talk—especially if you're having trouble in the course. We will work on a solution.

Deadlines

All assignments are due on the “due date.” Late work without a valid excuse will negatively affect your grade. Only the instructor determines the validity of excuses for late

work. The penalty is a 5% reduction of the assignment's earned grade per calendar day the work is late. Work not submitted one week after the due date will be considered "missed" and will receive a grade of zero (0%). *Please understand:* "Available Until" dates in Canvas extend one week beyond actual deadline for the sole purpose of accepting penalized late work. Actual deadlines are specified in bold red font on the Home schedule. Do not confuse these two dates. The instructor is not responsible for ensuring student work has been submitted; the student is responsible for ensuring their work has been successfully submitted. Problems and errors within Canvas or Moodle should be communicated to the instructor ASAP. If a due date is relevant, you must email the assignment for timestamp purposes: mjosbor1@uncc.edu.

All work may be submitted early for evaluation, draft feedback, and/or planned absences. The schedule will almost certainly be revised to better suit the needs of the students.

Modifications and Changes

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Such changes will be announced in class and/or email, as well as on Canvas. Always rely on Canvas for the current schedule. Do not print the schedule and expect it to remain accurate.

Academic Dishonesty

Work submitted with *any* amount of plagiarized content may receive a score of zero (0%). Cheating on quizzes or exams will earn the same result (0%). Persons in accidental or fuzzy situations may be given the chance to revise and resubmit for a reduced grade. All students have the right to appeal such penalties via "Settlement" and/or "Hearing" procedures described at the link in the next paragraph.

All students are required to read and abide by the [Code of Student Academic Integrity](#). Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Withdrawals

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Participation (Affects Grade)

This course is *not* designed to merely familiarize students with a body of information to be called upon, repeated, or applied at a later time. Although we will do all the above, we won't stop there. Because we cannot go further if we rely on lecture, almost every meeting will involve a group "conversation" about the reading for that day. Prepare for these conversations by bringing in one or two citations from the readings every day plus a short (i.e., 1-2 sentence) response/comment/question about the citation.

You might find a sentence or idea interesting, puzzling, enraging, life-enhancing, depressing, annoying—and so on. A sentence could make you need to ask a question (please do). You might find an idea in the reading to be profoundly true or deeply erroneous. Be prepared each day *not only* to point to the sentence and to summarize it, but also to *analyze* or respond to it. A good way to accomplish this second part is to simply answer the question of *why* the sentence makes you feel/see/think/act the way it does? Participation is thus partially preparation. Participation is thus measurable by means of the frequency with which you contribute to discussions.

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should

expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Content Note

Communication is cultural. Sometimes culture can be offensive and traumatic. Content may therefore engage sensitive and potentially offensive topics when relevant to the goals of the course. The instructor recognizes students may have legitimate and personal reasons that make engaging such issues problematic. The schedule includes some warnings for such content (however, it does *not* purport to indicate all possibly offensive content for all possible audiences). Please review the assigned readings and communicate with the instructor via email *before coming to class* if you feel engaging particular content will be problematic.

Again, Regarding the Schedule

See the course Canvas or Moodle in advance of each class for links and PDFs.

Itinerary

	<i>Prepare for Class</i>	<i>During Class</i>
Tues. 1/10		Introductions; Informations.
Thurs. 1/12	1. Davidson, “Welcome to the Failure Age!”	Quiz ; “Innovation”; Information Economy; Intellectual Labor
Tues. 1/17	1. Palmer, “The People Have Spoken.” 2. Jobs, “One More Thing.” 3. Olien, “Inside the Box.”	Checkboxes; “Creativity”
Thurs. 1/19	1. Plato, from <i>Gorgias</i> (PDF). 2. Aristotle, from <i>Rhetoric</i> (PDF).	Quiz ; Rhetorics; Situations (“The Triangle and the Circle”); Audience Analysis

Tues. 1/24	1. Gorgias, <i>Encomium of Helen</i> . • Warning: Gorgias discusses sexual violence. While not graphic, his treatment is disturbingly casual.	Quiz; λόγος, the “Powerful Lord” (<i>logos</i>); Content and Form
Thurs. 1/26	1. <i>TCT</i> (textbook), “What is TC” and “Communicating in a Reader Focused Way,” 9; 19-33.	What’s going on here?
Tues. 1/31	1. The MEAL Plan. 2. Locate + Read article for Perfect Paragraph.	MEAL Planing; Perfect Paragraph Examples
Thurs. 2/2	1. <i>TCT</i> , “Using Plain and Persuasive Style,” 421-443.	Plain?
Tues. 2/7	1. Quoting, Paraphrasing, and Summarizing.	Integration; Splices; Workshop
Thurs. 2/9	1. Draft Perfect Paragraph for Peer Review 2. Review <i>TCT</i> , “Eight Guidelines,” 423+	Peer Review
Tues. 2/14	1. Due: Perfect Paragraph (Upload by 11:59 PM) 2. <i>TCT</i> , “Starting Your Career,” 293-317	Quiz; Careerisms
Thurs. 2/16	1. Select Job Advertisement. <i>Print to PDF for upload with assignment on due date.</i> 2. Research Company Website. 3. Search Google News for the Company’s Name. 4. Make notes or begin drafting Reflection.	Rhetorics Redux; InDesign Intro.
Tues. 2/21	1. <i>TCT</i> , “Designing Documents and Interfaces,” 447-471.	Basic Info. Design; InDesign (con’t)
Thurs. 2/23	1. Locate and download via Atkins Library (login if off campus) Katz’s “ The Ethic of Expediency. ” • Warning: This essay discusses the horrors of The Holocaust. • Skip the section “Ethics in Deliberative Discourse: Expediency” (pp. 259-262); no quiz questions from this section.	Quiz; Ethics, Expediency
Tues. 2/28	1. Due: Super Résumé and Cover Letter (Upload by 11:59 PM)	Workshop
Thurs. 3/2	1. Bratton, “ We Need to Talk ” (video) 1. See also: <i>TCT</i> , Proposals, 195-225	Quiz; Immunizations

Tues. 3/7	Spring Break	Spring Break
Thurs. 3/9	Spring Break	Spring Break
Tues. 3/14	<ol style="list-style-type: none"> 1. Hardy, “Algorithms to Determine Character” 2. Hendrix, “At War with Waze” 3. Locate Popular Articles for the Group 	Accidents
Thurs. 3/16	<ol style="list-style-type: none"> 1. Locate and Read Scholarly Sources 	Proposals Continued
Tues. 3/21	<ol style="list-style-type: none"> 1. <i>TCT</i>, “Guidelines for Using Graphics,” 477-480 2. <i>TCT</i>, “Using Pictures and Drawings,” 487-495 <p>Skim the following links:</p> <ol style="list-style-type: none"> 1. View: Creative Commons Kiwi 2. See: CC Search Engine 3. Read: Best Practices for CC Attribution 4. Be aware of site-specific cc interfaces, e.g., Flickr 	Appropriation + Attribution of Visual Content
Thurs. 3/23	<ol style="list-style-type: none"> 1. Hagen and Golombisky, Layout Sins 2. Grids 3. More Grids 	Layout; Workshop Bonus Materials: Williams on Color Adobe Color
Tues. 3/28	<ol style="list-style-type: none"> 1. Design Lab 	Design Lab
Thurs. 3/30	<ol style="list-style-type: none"> 1. Design Lab 	Design Lab
Tues. 4/4	<ol style="list-style-type: none"> 1. <i>TCT</i>, “Preparing and Giving Presentations,” 529-554 2. Create annotation for one of your group’s scholarly pieces. 	Orality; Slide Design; Interrelations; Workshop
Thurs. 4/6	<ol style="list-style-type: none"> 1. Prepare for Group 	Full Period Workshop
Tues. 4/11	<ol style="list-style-type: none"> 1. Prepare for Presentations 	Presentations 1 of 2
Thurs. 4/13	<ol style="list-style-type: none"> 1. Due: Collaborative Immunization Design 	Presentations 2 of 2

Tues. 4/18	<ol style="list-style-type: none"> 1. <i>TCT</i>, “Instructions, Policies, Procedures,” 165-1921. 2. Locate an instructional video online for a task or procedure similar to the one you’ve selected. Be prepared to share your research, display the video, and comment on its strengths and weaknesses, re: the instructional genre. 	“Do it This Way”; Modal Transposition
Thurs. 4/20	<ol style="list-style-type: none"> 1. Prepare for Lab 	Premiere
Tues. 4/25	<ol style="list-style-type: none"> 1. Generate Source for Project 2. Bring headphones to class if possible. 	More Premiere; Lab
Thurs. 4/27	<ol style="list-style-type: none"> 1. Prepare for Lab 	Full Period Lab
Tues. 4/29	<ol style="list-style-type: none"> 1. Due: Instructional Video 	Screenings, Evals, etc.

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