## Textbook and/or Resource Material
This is a writing-and-reading-intensive college course, and as such, you will be expected to read and respond to a considerable amount of scholarly and popular media, and then to contribute to discussions related to these readings. Simply scanning over an assigned reading will not be sufficient; rather, you will be expected to thoroughly peruse each assigned reading, take copious notes, and prepare yourself to talk about, question, and respond to what you have read.

Each assigned reading must be completed by the start of the class specified in the course home page, which is available on the wiki. (Consider the calendar a rough guide.) This goes for whole group and hybrid course meetings, both synchronous and asynchronous. Most frequently, we will meet and discuss the course readings during the regularly scheduled class time. In addition, we will often meet online (via the course wiki). At times, we may meet in some other campus space entirely.

**All required texts will be accessible via the course wiki, at no additional cost.** However, students may need to purchase supplies, software, materials, or texts in order to complete certain assignments. Those will be addressed on a case-by-case basis.

## Course Description and Prerequisites
In this professionally oriented writing course, students will develop individual technical writing processes for composing technical reports and documents. This will include assembling, organizing, drafting, and revising technical information to produce written documents and oral reports suitable for internal use and public dissemination.

Students will critically investigate scholarship of Technical Writing, as well as the related disciplines and fields of Rhetoric and Composition, Design (industrial, web, interior), Medical Rhetoric, and Occupational Therapy*. In order to demonstrate understandings of the concepts introduced by the course readings, and to cultivate an environment of interdisciplinary collaboration, students will develop and present on theories and pedagogies of writing relating to their own disciplinary areas of interest.

*This course section fulfills the Technical Writing requirement for a BSCS degree, application to the OT MA program, and other programs at UTRGV. Whatever area of study or career path you find yourself on, we can tailor aspects of this class to align with your goals.

- English 1301: Rhetoric & Composition I (or equivalent)
- English 1302: Rhetoric & Composition II (or equivalent)
Course Topics & Themes
This course is rooted in scholarship of technical writing, but this course section is interdisciplinary – meaning students typically come to this class from different academic disciplines and programs of study, and they intend to enter a range of professional fields. This class will embrace that intellectual diversity by following shared sequences based on the course content, while also incorporating content from the represented disciplines (some assigned by the instructor, some supplied by the students). Students in this class will be introduced to all of it, placing emphases on interpreting the content through their home disciplines, and by learning when to leverage their own strengths and when to diffuse control to other stakeholders.

Preparing Yourself to Work
Your thoughts, ideas, and interpretations are your valuable contributions to this class. Be on time for the start of each class meeting, and bring your course reading notes and anything you need to do your writing work to class every day. If we start an activity and you don’t have the necessary materials, or if you are excessively tardy, you won’t be able to constructively contribute to the work, and you may not receive credit for that portion of that assignment.

Accessibility
This class is designed with the goal of providing accessibility for all students. If you have a documented condition or (dis)ability that may make it difficult for you to carry out the work as we have outlined and/or you need special accommodations or assistance because of a disability, please contact UTRGV Student Accessibility Services at ability@utrgv.edu to schedule a consultation. Appropriate arrangements and accommodations can be made. Verification of disability and processing for special services, such as note takers, extended time, separate accommodations for testing, is required and will be determined by SAS. If your concerns fall outside the scope of UTRGV’s SAS, I am willing to work with you to help make this class meet your needs, so long as you feel comfortable in this regard.

Support
This is a writing intensive course, and writing is a collaborative process - even if you're writing will be, for the most part, individually assessed. Fortunately, the UTRGV Writing Center offers tutoring, instruction, and support for all things writing based. The Writing Center can be found in STAC 3.119 (Edinburg) and UBLB 3.206 (Brownsville). In addition to face-to-face consultations, the Writing Center offers feedback through Skype meetings and asynchronous consultations. Contact the Writing Center at wc@utrgv.edu for more info.
Balancing work, personal life, and school can be stressful, so it’s important to seek support when you need it. UTRGV Counseling services can be reached at counseling@utrgv.edu.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400</td>
<td>ESWKH 101</td>
</tr>
<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td>(956) 665-7120</td>
<td>(956) 665-7120</td>
</tr>
<tr>
<td>Career Center</td>
<td>BCRTZ 129</td>
<td>ESSBL 2.101</td>
</tr>
<tr>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td>(956) 882-5627</td>
<td>(956) 665-2243</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>EUCTR 109</td>
<td>BSTUN 2.10</td>
</tr>
<tr>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
<td>(956) 665-2574</td>
<td>(956) 882-3897</td>
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<tr>
<td>Learning Center</td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
</tr>
<tr>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td>(956) 882-8208</td>
<td>(956) 665-2585</td>
</tr>
<tr>
<td>Writing Center</td>
<td>BUBLB 3.206</td>
<td>ESTAC 3.119</td>
</tr>
<tr>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
<td>(956) 882-7065</td>
<td>(956) 665-2538</td>
</tr>
</tbody>
</table>
Technical Writing Process
Through in-class and online discussions, we will investigate a variety of concepts and theories from foundational and emergent Rhetoric & Composition scholarship that have been curated and organized to help you develop your individual technical writing process. This recursive process includes invention, research, evaluation of sources, user-testing, feedback, revision, and reflection. Although no single writing process and concept will apply to all contexts, the assignments in this course are built for transfer. In other words, with some modification, you should be able to apply your writing process to a variety of technical and professional writing projects and assignments.

Writing, Revision, Feedback
It shouldn’t come as a surprise to find out that successfully navigating this class will involve a lot of writing on your part. Upper division courses are like that. Through composing in a variety of modes, that you will be able to articulate your ideas to a wide range of audiences. Our writing will also serve an epistemological function – writing isn’t just how to show what you’ve learned, but it is the exacting process through which you create meaning. Thought of another way, you learn by writing.

In spite of our better efforts, it can be difficult to estimate your course grade throughout the semester. If you’d like to have an idea of where you stand after you’ve completed a substantial amount of writing and revision, please make an appointment to meet me outside of class, and I will review your work with you and give you a better sense of where you are, grade-wise. It will be entirely your responsibility to set up a grade discussion meeting, and it’s important that you not wait until the last week to do so. At that point, it will likely be too late for you to do what needs to be done to significantly raise your overall course grade.

I don’t really want to have to mention this last point, but you can probably infer why I feel inclined to do so: Appeals for extra-curricular grade changes will not be accepted.

Teaching Philosophy
I interpret my role as a teacher at the University of Texas Rio Grande Valley as a way to provide access to scholarly discussions, effect progressive social change, and have a positive impact on the lives of individuals in the regional and state communities that I serve. This means helping students to actualize the educational and professional goals they have for themselves, while ensuring that they maintain their positions as critical thinkers, curious learners, and responsible members of society.

Learning Objectives/Outcomes for the Course
The course topics and objectives for English 3342: Technical Communication have been developed to help you learn and improve as a college writer, researcher, and critical thinker. Those topics and objectives include: developing a writing process, writing with clarity and purpose, evaluating and using secondary scholarly sources, and applying advanced critical and rhetorical theory to our work.

Some of the themes and concepts that will guide our work in this course include techne, telos, remix, and praxis. In addition, you will explore theory situated at the intersection of rhetoric and composition and fields and disciplines like: occupational and physical therapy; computer science and engineering; English studies; translation and interpretation; education; and others that you and your classmates may bring to the discussion.

Rhetoric, Composition, & Literacy – Professional Writing Learning Outcomes:

- SLO1: Develop awareness of foundational professional writing concepts and theories such as rhetorical situation, discourse, genre, techne, and telos in order to communicate with professional, disciplinary, and non-specialist audiences.
- SLO2: Understand of how texts and discourse are composed and circulate within their field and discipline.
- SLO3: Collaborate with disciplinary and interdisciplinary groups on the identification, curation, analysis, and production of traditional written and emergent multimodal texts and discourse.
- SLO4: Consider and engage with how various aspects of end-user embodiment -- including but not limited to, access and use, accessibility, pluralization, and tacticality -- impact communication, design, and writing processes.
• SLO5: Develop and integrate the writing process into professional environments by planning, drafting, reviewing, revising, and critiquing theirs and others' professional documents.
• SLO6: Develop skills of teamwork and collaboration.

Writing & Language Studies Departmental Goals – Student Learning Outcomes for English (SLOs):
• SLO1: Students will articulate the historical, theoretical, cultural, and/or personal significance of language and literature.
• SLO2: Students will analyze and interpret a variety of texts, using a range of theoretical approaches and disciplinary modes of inquiry.
• SLO3: Students will demonstrate a broad and foundational knowledge of the traditions of American, British, Ethnic, and/or World literatures by critically situating specific works of literature within these traditions.
• SLO4: Students will write coherently and demonstrate a consistent use of the conventions of a variety of genres, including, but not limited to, the academic essay.
• SLO5: Students will apply appropriate research methodologies to understand and/or illuminate specific questions about language and literature.
• SLO6: Students will demonstrate information literacy through the use, analysis, and evaluation of appropriate resources, including, but not limited to, those found in electronic databases and websites.
• SLO7: Students in certification tracks will demonstrate knowledge and skills in the areas of writing, literature, reading, oral communication, media literacy, and English language arts pedagogy.

Grading Policies
Students will earn individual scores and a cumulative grade based on their work. Quantity, while important, is not a substitute for quality. In other words, simply completing an assignment will not guarantee a certain result – you must produce work befitting a college level student. This approach will also allow us to more easily gauge how you’re doing in different areas of the course and how you can improve on that work. At the end the semester, there will be a total number of possible points, which may be lesser or greater than 1000. Your specific grade will be determined by what percentage of the total points you have accumulated. So that:

- A = 900-1000
- B = 800-899
- C = 700-799
- F = Below 700

On the off chance that we end up doing more (or less) work than listed here (it’s a possibility), your grade will reflect the corresponding grade according to a percentage of the available points.

Bonus points will not count towards the available point total but will count towards your individual total.

Calendar Overview (see course wiki for detailed calendar and updates)

<table>
<thead>
<tr>
<th>Unit &amp; Weeks</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 0; Pre-semester through W1</td>
<td>Course overview &amp; introduction</td>
<td>User profiles; Quiz #1</td>
</tr>
<tr>
<td>Unit 1; W1-4</td>
<td>Techne, branding &amp; identification, (meta)genre &amp; (meta)discipline, process, response, audience, revision</td>
<td>Email memo; Genre, literacy, &amp; discourse analysis; Disciplinary discussion lead</td>
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<td>Unit 2: W5-11</td>
<td>Instructions: invention &amp; drafting, accessibility, user-testing, revision, feedback, editing &amp; publishing</td>
<td>Instructions document; Disciplinary discussion lead</td>
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<tr>
<td>Unit 3; W11-15</td>
<td>Remix, citation, presentation</td>
<td>Remix; Individual professionalization; Revise &amp; resubmit; Presentations</td>
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</table>
STUDENTS WITH DISABILITIES: Required on all syllabi. Do not modify.

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:
Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Required on all syllabi. Do not modify.

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- Module 1: October 2nd – 8th
- Module 2: November 27th – December 3rd
- Full Fall Semester: November 14th – December 4th

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC DISHONESTY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT and MANDATORY REPORTING:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity.
including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.