

San José State University  
School of Humanities and Arts  
Department of English and Comparative Literature

English 107: Technical Writing

<b>Instructor:</b>	Dr. Mark Thompson
<b>Office Location:</b>	Faculty Office Building 110
<b>Telephone:</b>	408-924-4433 (I don't check voice messages)
<b>Email:</b>	<a href="mailto:mark.thompson@sjsu.edu">mark.thompson@sjsu.edu</a>
<b>Office Hours:</b>	M 2:30–3:30; and always by appointment
<b>Class Days/Time:</b>	M/W 10:30–11:45
<b>Classroom:</b>	Clark 238
<b>Prerequisites:</b>	Upper-Division Standing

**Canvas**

All course materials such as readings, syllabus, handouts, notes, assignment instructions, etc. will be found on Canvas.

The login site for Canvas is:

<https://sjsu.instructure.com/>

Use your standard SJSU login to access the class. We will cover basic login in class, but there are additional resources to learn Canvas here:

<http://guides.instructure.com/>

If there are any issues with your Canvas account, email me immediately.

**Technical Writing**

Technical writing covers a large number of genres and applications, but is generally unified by the idea that we are creating documents that will “do” things in the real world. Whether we are looking to get a job, teach a reader how something complex works, or help a reader through a complex technical process, there are fundamental aspects of communication which must be followed if we are to be successful. These fundamental aspects can be boiled down to three questions. First, what are we trying to communicate (message)? Second, who are we

communicating to (audience)? Lastly, what are we trying to achieve (purpose)? The answers to these questions start as the launching off point for all the work we will be doing this semester.

A second major focus will be *how do we communicate technical information to non-experts?* Our documents are used by business people trying to decide whether or not to fund a project. Our documents are used by customers to figure out how to use products. How do we translate complex computer or engineering concepts into language that the average person can understand and use? This is further complicated by the fact that we ourselves are probably not experts on every topic that we're asked to write about. What strategies can we as writers use to become "expert enough" to write about a topic with accuracy and authority?

Lastly, we will focus on testing how useful the writing we do in this class is. It's one thing to finish a document, but can someone else use it to achieve what they need to achieve? How do we know if our document works?

## **Department Goals**

Students will demonstrate the ability to:

- G1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric. (Students are taught and will use rhetorical analysis to make sense of the reading assignments that stretch across many genres covered in this class.)
- G2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature. (This is a technical writing class. Student work may or may not engage with literature, according to their interests.)
- G3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject. (This is a class that creates documents that will "do" things in the real world. Our work is contextually grounded to the real-world situations each major assignment will engage.)
- G4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (Assignments #1, #2, #6, and #7 require significant research of outside material.)
- G5. Articulate the relations among culture, history, and texts. (Understanding the cultural and historical origins of current technical writing genres are key to understanding the tasks to be done.)

## **Course Goals (Student Learning Objectives)**

By the end of this class, you will be able to:

- Apply rhetorical analysis methods to documents as a means of assessing their usability.
- Write across a number of technical genres using a rhetorical model that looks at message, audience, and purpose as a means of starting any technical writing project.
- Be able to recognize and communicate using the most common technical writing genres.
- Use a number of strategies to explain technical topics to non-expert audiences.
- Develop and deploy user testing methods for determining document usefulness.
- Use research strategies to understand technical topics to the level that they can be communicated to non-experts with authority.

### **Classroom Tools: Canvas, Assignments, Readings**

**Canvas.** Because I'm sensitive to the amount of paper a writing/editing class can consume, this course will make extensive use of Canvas, an online classroom management tool. Your readings and assignments will be posted as .pdfs for you to download and print (as you see fit).

You will still need to bring the readings to class, in either print or digital form. I will give random pop quizzes throughout the semester to test whether you have brought your readings to class.

Additionally, I will use Canvas to communicate with you during the week, and will be returning drafts to you via email/Canvas.

I will also use Canvas to make your grades available to you throughout the semester, so you know where you stand at all times.

**Every semester I seem to have a student or two who can't quite figure the technology out. If you are having any problems logging on to your account, please contact me! Your success in this class is dependent on this!**

**Readings.** There is no reader or textbook for this class. All readings will be posted on Canvas. This allows me to pick and choose from the best writing out there, as well as adjust reading difficulty to the level of our class. You will be absolutely lost if you don't bring the readings to class in paper or digital form. I fully understand that this isn't always the most interesting reading in the world. However, these chapters and articles are crucial to building a classroom vocabulary for the work we are doing. There is no busy work in this class. All readings have been curated to make sure they are of use to class projects. You are expected to read EVERYTHING and come to class prepared to discuss each article. If you start slacking here, I can guarantee you will struggle with the assignments.

## **Classroom Tools: Software**

- Unless otherwise specified, assignments should be turned in as a Word (.doc) file. Microsoft Office is free/cheap to SJSU students.
- Additionally, we will be learning some of the most common applications used in technical writing, such as *Adobe InDesign*, and *SnagIt*.
- If there are ANY other applications that you would like to learn, please don't hesitate to ask me about them. I'm happy to accommodate your individual research interests.

## **Software Links:**

- Microsoft Office:  
<http://its.sjsu.edu/services/software/microsoft-students/index.html>
- InDesign (Part of the Adobe Creative Cloud):  
<http://its.sjsu.edu/services/software/adobe/index.html>
- SnagIt:  
*We will download the trial version of SnagIt when we get to that part of the semester. (Don't download these early!)*

# **ASSIGNMENTS**

## **ASSIGNMENT #1: JOB APPLICATION MATERIALS**

For this assignment, you will research and find a job ad to apply to, and then create an appropriate resume and cover letter using the job ad as a guide.

## **ASSIGNMENT #2: PROPOSAL ADAPTATION**

For this project, you will be writing a proposal, adapting information that I will be providing you to the proposal genre. You may also choose your own proposal topic.

## **ASSIGNMENT #3: DEVELOPER GUIDE**

Using a Word template, you will properly format a developer guide for programmers at Facebook and Twitter to implement a photo-sharing app. The data for this project comes from an actual client.

#### **ASSIGNMENT #4: PRESENTATION OF TECHNICAL MATERIAL TO A NONEXPERT AUDIENCE**

You will find a technical topic or process as a topic. Your job will be to give a short, PowerPoint (or equivalent) presentation that explains the technical topic or process to the class, along with a one-sheet handout that summarizes your talk.

#### **ASSIGNMENT #5: COMPUTER TUTORIAL**

Using screen-capturing software, you will produce a short computer tutorial that explains how to do a moderately difficult task using the software of your choosing. Your tutorial will also include a set of written instructions to reinforce the tutorial.

#### **ASSIGNMENT #6: PROFESSIONAL INTERVIEW MEMO**

In this assignment, you will find and interview a local professional about their use of technical communication in the workplace. After completing this interview, you will submit your interview questions, as well as a two-page memo that summarizes your findings.

#### **ASSIGNMENT #7: TECHNICAL MANUAL (GROUP ASSIGNMENT)**

For the final project in this class, you will work in groups of three or four to produce a user manual that accompanies either a small videogame or a phone app for iPhone or Android. The manual should describe major features, explain basic tasks, and include other sections of user manuals as appropriate to the project.

**Final Exam.** Your group will present its final project in the final examination schedule. You will be graded as to how well you articulate your group's work in light of all the work we've done this semester.

**Second Chance.** I expect perfection, but realize that you're still learning this stuff. Because I'm a tough grader, I'll let you redo one major assignment and submit it for full credit—the only requirement being that you also turn in a memo describing your errors and the ways that you fixed them. The grade on this second attempt will replace the first.

**In-Class Exercises.** On most days that we discuss readings, there will be short, in-class writing assignments to practice various writing techniques and strategies. These may be group-based, or individually based. I attempt to cater these exercises to issues that I'm seeing in your work.

These will generally be graded for completion. Each exercise won't be worth many points, but they will add up.

## Student Workload

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Grading Policy

**Relative Weights for Determining the Final Course Grade:** The letter grades you earn on individual assignments are translated into numbers to be crunched in order to determine the overall course grade. An F is 0, a D- is 1 and so on . . . all the way to A+, which is 12.

Classroom Participation, Homework, In-Class Exercises, etc.	5%
Vocab Quizzes	10%
Assignment #1: Job Application Packet	10%
Assignment #2: Proposal Adaptation	10%
Assignment #3: Developer Guide	10%
Assignment #4: Oral Presentation of Technical Material	10%
Assignment #5: Computer Tutorial	15%
Assignment #6: Professional Interview Memo	5%
Assignment #7: Technical Manual	15%

**Grading Criteria:** The following paragraphs sum up my criteria for grading work. Though I assign number grades for each essay, here is a general guide to my grading.

An "A" is awarded to work that is consistently excellent. It is professional, publishable, generically appropriate, and contains no more than two minor errors.

A "B" is awarded to work that is consistently above average—and occasionally excellent. While documents may not exhibit the same depth of research, analysis, or polish, the author has done a competent job. This document would be publishable with another round of revision.

A "C" is awarded to work that is in the ballpark of what a document is attempting to achieve. The author does many things right, but there are omissions or errors that significantly damage a document's usefulness. The author, while not yet accomplished in the craft of technical writing, is producing competent work that would require significant revision on the part of a more experienced technical writer.

A "D" is awarded to work that shows developing competence. The author understands the conversation to be addressed, but it's a poor effort. This is the type of work that would be rejected and assigned to another writer.

An "F" is awarded to work that demonstrates incompetence. The author flounders in researching the subject. The author commands neither the forms and principles of composition, nor the mechanics of good writing.

*Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review [University Policy S11-3](http://www.sjsu.edu/senate/docs/S11-3.pdf) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

## **My Professional Policies**

**Attendance.** I guarantee that missing more than a few days will significantly affect your understanding of the material. Please notify me if you are unable to attend class. DO NOT DISAPPEAR ON ME. In the past, students who have vanished without explanation for more than two or three classes have failed this class. I am a human being. If you are experiencing an ongoing crisis, please let me know and we will come to some sort of arrangement.

**Lateness.** It drives me insane when people are habitually late to class. You know where the building is. You know what time class starts. I understand that we're all late every now and then, but a routine failure to arrive on time will significantly affect your participation grade in this class. If there is something that will make you late to class, whether reoccurring or not, please let me know.

**Grading class participation.** I expect everyone to participate in class. This means you are awake and engaged, having done the readings and the homework, are actively participating in discussion and are working constructively when we break into small groups. A participation grade allows me to reward those students who are actively engaged in each class, while being able to account for students who are routinely late, absent, sleepy, or engaged in non-class related activity during our brief time together. An “A” means always engaged, a “B” means mostly engaged. A “C” is sometimes engaged.

**Late work.** I don't accept it. Part of being a writer is, though the Earth itself may be aflame, you meet your deadlines. All of them. I understand your life is complicated, with many responsibilities pulling you in multiple directions. If you are unable to attend on a day that an assignment is due, it is up to you to make sure that you get me your work before the beginning of that class.

**Acting with academic integrity.** In both your academic and professional careers, you are expected to act with integrity. You are in this class for more than a grade, you are here to emerge

with actual skills—skills which are not developed through cheating. I am well aware of the essay mills, and have designed this class to make the purchase of or plagiarism from other writing sources painfully obvious. Though it most likely will not be an issue, any plagiarism will earn you an automatic “F” in my class, and I will push to see that you are removed from this university and all records of your attendance here are burned and cast into the South Bay in a mock burial of your academic career. Yes. It’s that serious. Just do your own work.

**Technology use.** You should treat the classroom as a professional workspace. I encourage the use of tablets, laptops, and even phones—whatever you’d prefer to work on. This has worked fine for me in the past, but I realize the temptation to refresh your Twitter feed as we delve into the intricacies of dangling participles may be strong. Emailing, texting, and engaging in unrelated activities are discourteous and distracting to me and your classmates. I begin the semester assuming you are adults with adequate impulse control, and will continue to treat you as such until proven wrong. Please don’t turn me into a technology cop. There is a reason I teach college instead of high school.

**Food and beverages.** You are allowed to bring food and beverages with you to class. If said food happens to be a home-cooked meal from your grandmother, please bring extra for your instructor.

**My open door policy.** I want you to succeed in this class. I’m happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Just talk to me after class, send me an email, or arrange to meet with me outside class. **COME TO MY OFFICE HOURS!** My highest compliments from students have always come from the one-on-one help I give outside of class. In addition to teaching, I’ve worked as a professional writer and editor for the past 20 years. I’m here to mentor you and help you transition into the workplace. Come talk to me!

**Contacting me.** Please use email to contact me (I don’t check voice messages and I don’t answer the phone if I’m busy). I check email at 10 am and 2 pm Monday-Thursday and 3pm on Fridays. So, don’t expect a response from a panicked email sent at midnight about an assignment due the next day.

**After this class.** In addition to my assistance in this class, I extend to all my students an offer to help with any future writing issues which may arise once this class is over. In the past, I have assisted former students with cover letters, updated resumes, grad school applications, and have even helped with the abstract of a scientific paper. Additionally, for all students who receive an A in this class, I will happily write a letter of recommendation for any grants, schools, programs, or internships you may be applying to. Also, if you receive an A in this class, you may include me as a reference in any jobs you might apply to—as long as you haven’t committed any felonies in the interim.

We get approximately 20 requests per year from local employers looking for graduates from our program. If you do well in this class, I pass your name along and do what I can to make sure you get an interview. Five students from Spring 2016 have gotten full-time writing jobs with my help. Work hard, and you can be the next.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an

appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# ENGLISH 107 – TECHNICAL WRITING

Fall 2016 · t/r · 12:00-1:45 · Sweeny 348

## Daily Schedule

---

### **Aug 25 Introducing the Course**

Class Review course syllabus. Give personal introductions.  
Fill out survey.  
Homework Reading1.pdf

### **Aug 30 Rhetorical Communication**

Class Discuss Reading 1. Discuss **ASSIGNMENT #1: JOB APPLICATION MATERIALS.**  
Homework Reading2.pdf  
Homework #1 – Job Ad Analysis

### **Sept 1 The Resume**

**DUE Homework #1**  
Class Discuss Reading 2  
Homework Reading3.pdf

### **Sept 6 The Cover Letter**

Class Discuss Reading 3.  
Homework Reading4.pdf

### **Sept 8 Elements of Visual Design for Documents**

Class Discuss Reading 4, *Demo: Applying a style guide in Word*  
Homework Reading5.pdf

### **Sept 13 Writing Style and Concision**

Class Discuss Reading 5.  
Homework Finish Resume Draft

### **Sept 15 Workshop Resume Draft**

Class Workshop Resumes (Bring 4 paper copies to class and submit via

Canvas), practice elevator speeches.  
Homework Finish Cover Letter Draft

**Sept 20 Workshop Cover Letter Draft**

Class Workshop Cover Letters (Bring 4 paper copies to class and submit via Canvas), give elevator speech to instructor.  
Homework Reading6.pdf, study vocab

**Sept 22 Internal/External Organizational Communication**

Class Vocab Quiz #1, Discuss Reading 6.  
Homework Reading7.pdf  
Finish ASSIGNMENT #1: JOB APPLICATION MATERIALS

**Sept 27 Memos And Executive Reports**

**DUE ASSIGNMENT #1: JOB APPLICATION MATERIALS**  
(Printed copy AND submitted via Canvas)  
Class Discuss Reading 7 and introduce ASSIGNMENT #2: PROPOSAL ADAPTATION  
Homework Reading8.pdf

**Sept 29 Writing Proposals #1**

Class Discuss Reading 8.  
Homework Reading9.pdf, Homework #2: Analyzing a Technical Proposal

**Oct 4 Writing Proposals #2**

**DUE Homework #2: Analyzing a Technical Proposal**  
Class Discuss Reading 9.  
Homework Reading10.pdf (Proposals for Nonprofits)

**Oct 6 Dev Guides & Research Of Technical Topics**

Class Discuss Reading 10, discuss ASSIGNMENT #3: WRITING A DEVELOPER GUIDE  
Homework Reading11.pdf, Finish ASSIGNMENT #2: PROPOSAL ADAPTATION

**Oct 11 Adaptation Strategies For Nonexpert Audiences**

**DUE ASSIGNMENT #2: PROPOSAL ADAPTATION** (Printed copy AND submitted via Canvas)

Class Discuss Reading 11  
Homework Reading12.pdf, Speaker Questions for Former Students (10 pts.)

**Oct 13 Presentation Of Technical Information To Nonexpert Audiences**

Class Class Guests. Discuss Reading 12  
Homework Reading13.pdf, Speaker Questions Assignment (10 pts.)

**Oct 18 In-Class Analysis Of Ted Talks**

**DUE SPEAKER QUESTIONS ASSIGNMENT** (via Canvas)  
Class Discuss Reading 13. In-class analysis of TED Talks, Introduction of ASSIGNMENT #4, Sign up for presentation slots.  
Homework Finish ASSIGNMENT #3: WRITING A DEVELOPER GUIDE

**Oct 20 Guest Speaker:** Christopher Freeman, Head Tech Writer, Blue Coat Systems (SJSU alum)

**DUE ASSIGNMENT #3: WRITING A DEVELOPER GUIDE**  
(Printed copy AND submitted via Canvas)  
Homework #3: Technical Material Planning Doc, study vocab

**Oct 25 Written Adaptation Of Technical Material**

**DUE Homework #3: Technical Material Planning Doc**  
Class Vocab Quiz #2, InDesign Tutorial  
Homework Prepare for Presentations

**Oct 27 Assignment #4: Presentation Of Technical Material To A Nonexpert Audience, Pt 1**

Class Presentations of ASSIGNMENT #4, discussion of ASSIGNMENT #6: PROFESSIONAL INTERVIEW MEMO  
Homework Prepare for Presentations

**Nov 1 Assignment #4: Presentation Of Technical Material To A Nonexpert Audience, Pt 2**

Class Presentations of ASSIGNMENT #4  
Homework Reading14.pdf

**Nov 3 Assignment #4: Presentation Of Technical Material To A Nonexpert Audience, Pt 3**

Class Presentations of ASSIGNMENT #4  
Homework Reading14.pdf

**Nov 8 Written Instructions #1**

Class Discuss Reading 14. Discuss ASSIGNMENT #5: COMPUTER TUTORIAL  
Homework Reading15.pdf, Homework #4: Computer Tutorial Planning Doc

**Nov 10 Written Instructions #2, Screen Capture Tutorial**

**DUE Homework #4: Computer Tutorial Planning Doc**  
Class Discuss Reading 15: Instructions  
Homework Reading16.pdf

**Nov 15 Usability Testing**

Class Discuss Reading 16, Discuss ASSIGNMENT #6: PROFESSIONAL INTERVIEW MEMO  
Homework Reading17.pdf

**Nov 17 Software Documentation, Pt #1**

Class Discuss Reading 17. discuss ASSIGNMENT #7: TECHNICAL MANUAL, Form Groups, Start Group Planning Doc.  
Homework Work on ASSIGNMENT #5: COMPUTER TUTORIAL

**Nov 22 Software Documentation, Pt #2**

**DUE ASSIGNMENT #5: COMPUTER TUTORIAL**  
Class Continue discussing Reading 17,  
Homework Reading 18.pdf, Finish Group Planning Doc

**Nov 24 No Class, Turkey Day**

**Nov 29 Planning Multipage Documents, Style Guides, Group Planning**

**DUE Group Planning Doc**  
Class Discuss Reading 18, *Demo: Building a TOC*, Writing Instructions  
Homework Finish Writing Instructions

**Dec 1 User Testing**

Class *Demo: Building an Index*, User Testing  
Homework Finish Assignment #6

**Dec 6 User Testing**

Class User Testing  
Homework Finish Assignment #6

**Dec 8 Professional Interview Discussion, Informal Final Group Presentations**

**DUE ASSIGNMENT #6: PROFESSIONAL INTERVIEW MEMO**  
Class Professional Interviews, Group presentations, Class Wrap-up

<b>Dec 19</b>	<b>Final Projects Due with Final Group Presentation! 9:45 AM!!!</b>
---------------	---