

Course Title and Number: English 210.501 Technical Professional Writing
Term: Fall 2023
Time and Location: TR 3:55 – 5:10 PM LAAH 465
Instructor: Jungah Kim
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Office Hours: W 10 to 12 PM and by appointment
Office Location: LAAH 334

Course Description:

Technical and Professional Writing. (3-0). Credit 3. Focus on writing for professional rhetorical situations; correspondence and researched reports fundamental to the workplace—memoranda, letters, electronic correspondence, research proposals and presentations; use of visual rhetoric and document design in print and electronic mediums; emphasis on audience awareness, clarity of communication and collaborative team-work.

Learning Outcomes/Course Objectives:

At the end of the semester, you will be able to do the following:

- Create written documents that respond to the needs of diverse audiences and specific rhetorical situations.
- Compose technical documents through the use of process-based writing, including planning, researching, drafting, peer-reviewing, revising, and editing.
- Evaluate and incorporate information from a variety of primary and secondary sources, using a range of tools.
- Properly acknowledge sources and the work of others.
- Demonstrate ethical responsibility and awareness of the implications of various courses of action involved in technical and business communications.
- Apply the conventions of business and technical writing to achieve clarity, concision, readability, professional style, and expectations in content.
- Implement grammar, punctuation, and word choice appropriate to the rhetorical situation.
- Apply effective document design strategies. Organize information so that it is coherent and can be read efficiently. Create graphics that help the audience understand and remember the information.
- Apply effective collaboration and conflict management strategies.

Core Curriculum Objectives:

- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas about persuasive discourse.

- Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings; through regular practice in persuasive forms of writing.
- Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentation skills, and classroom tasks.
- Personal Responsibility (PR): The course teaches personal responsibility by enhancing students' understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues.

Assessment of Core Objectives:

- CTS: The assessment of critical thinking skills will be based on written work and participation in class discussions.
- CS: The assessment of communication skills will be based on written work and participation in class discussions, individually and/or in teamed groups.
- T: The assessment of teamwork ability will be based on participation in collaborative learning projects making interactive and cooperative use of differing points of view in course readings, writing assignments, and to support a shared purpose or goal.
- PR: The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person's work in composing written research reports.

Required Textbooks:

All readings are provided as PDFs or links on Canvas.

Grading:

Your grade is based on the average of the assignments listed below. You must complete all major assignments to pass the course. You must have a University-approved excuse in order to make up a major project or a course activity.

Specific due dates and detailed instructions for all assignments will be provided on Canvas.

Major Grade Categories/Assignments	Percentage of Grade
Participation in course activities, which includes in-class activities and peer review	20%
Individual Cover Letter and Resume Assignment	15%
Group Video Presentation	15%
Group Marketing Material Assignment	10%
Group Topics Memo	5%
Group Internal Research Proposal	15%
Group Recommendation Report	20%
Total	100%

Grading Scale: A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)

My Number One Rule:

Just communicate with me. If you are absent for any reason, if you are confused about something, if you are having issues, or if anything comes up that keeps you from being present and engaged, please communicate with me. Additionally, many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, **please reach out to me** immediately so that we can work together to form a plan for your academic success. If you are unable to attend my office hours, please email to set up a time that works for you or arrange a meeting by Zoom.

Participation Requirements:

- You are required to attend every class session on time, and attendance will be taken every day. You will be considered absent if you are more than 15 minutes late. Many of the assignments for this course require collaborative group work, so professional and productive communication with your peers will be necessary to successfully complete major assignments. 20% of the overall grade for this course is allocated to course participation. I will consider regular attendance, group participation in daily work and major projects, as well as participation in assigned course activities into the final grade.
- You must provide appropriate documentation for excused absences, as defined in the TAMU student rules: <https://student-rules.tamu.edu/rule07/>. **You have four free unexcused absences, after which each unexcused absence will result in a loss of 3% from your final grade.** The university allows up to a week for you to contact me about an excused absence. If you are aware of an excused absence in advance, please email me beforehand. If a student must miss time in the course and its activities, the student is responsible for informing the instructor. **I require documentation for *all* excused absences submitted via email.** If you are not sure whether or not your absence will be excused, you are welcome to contact me in advance. However, here are three reasons that will never be excused:

- 👉 Going on vacation (and any associated travel)
- 👉 Doing work for other classes
- 👉 Scheduling non-emergency appointments or work shifts during class

As adults, you have the right to use your time according to what you think is best. Make these decisions taking into account any penalties your work will incur. Additionally, here are several reasons that I will always excuse (and that aren't listed in the student rules):

- 👉 Your Aggie Ring day (congratulations!)
- 👉 Interviews for jobs/med school/grad school (good luck!)
- 👉 Pet emergencies

If a student misses an in-class activity due to an unexcused absence, they will not receive credit for their group's completed assignment. If a student misses an in-class activity because of an excused absence, they will be required to make up the assignment outside of their group's in-class work time. In addition, I will closely monitor the groups' progress during class, and I will take group members assessments of their peers under consideration for grading purposes.

Late Work and Makeup Assignments:

If you have an excused absence, you must make up any missed assignments **within 1 week** of returning to class. If you miss an in-class assignment (such as a course activity or peer review) due to an unexcused absence, you *cannot* make up the assignment. If you anticipate missing

class, please make arrangements *in advance* to submit your work early to avoid losing points. Late major projects (job packet, marketing materials, topics memo, proposal, report) will be penalized 10% for every class period that elapses between the due date and its eventual submission.

Professionalism/Respectful Communications:

Students should be aware of and employ professionalism in all communications for the course, both in the classroom and in all online situations (including email to the instructor and peers). Students will treat this course as a professional obligation in accordance with the university's Student Rules. In all, students should employ the same polite, respectful behavior with peers and instructor that is expected in a professional situation or workplace.

The classroom should provide a safe environment for exploring ideas and challenging assumptions. Students are expected to listen respectfully to the voices of other individuals and to share their own opinions and values in a positive, respectful manner. Students and the instructor are expected to treat each member of the class with respect and civility. Classroom behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of the class will not be tolerated in this course. The instructor considers this classroom to be a place where you will be treated with respect as a human being—regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. It is the instructor's expectation that ALL students consider the classroom a safe environment.

Email:

When communicating via email or Canvas, please follow professional conventions including complete sentences, a salutation (Dear Professor Kim or Prof Kim, etc.), and a signing off with your name. In addition, ***please include the course number and section***. You are expected to check your official Texas A&M email daily. I typically respond to emails within 24 hours M-F workdays; students should also keep in mind that instructors are not required to respond to emails during evenings, weekends, or holidays. Grades can only be made available on a secure (password protected) site such as Canvas, Howdy, or Turnitin.com; therefore, email discussion of grades is not allowed.

DO NOT ask me when things will be graded over email.

Artificial Intelligence Policy:

Students are permitted to use AI assistants, such as ChatGPT, to assist in their writing process in this course. However, there are certain guidelines that must be followed to ensure the integrity of the student's work.

1. An explanation of prompts must be submitted alongside the assignment, as well as a brief summary of how they were helpful in drafting the assignment.
2. Students are responsible for fact-checking all information generated by the AI assistant. Any inaccuracies found in the final submission will be considered a violation of academic integrity. Please note that although these programs are very good at creating answers that sound authoritative, there is nothing on the backend that performs any fact-checking.

3. The use of AI assistants should be used as a tool to improve the student's writing skills, not to cheat on assignments. Submitting work generated entirely by an AI assistant will be considered plagiarism.
4. Students who violate these guidelines will be subject to the university's academic integrity policy, which may include, but is not limited to, failing the assignment and/or disciplinary action.
5. Students are encouraged to discuss with the instructor if they have any questions or concerns about using AI assistants.

University Writing Center

The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond. You can choose to work with a trained UWC peer consultant in person or via web conference or email. Consultants can help with everything from lab reports to application essays and at any stage of your process, from brainstorming to reviewing the final draft. You can also get help with public speaking, presentations, and group projects. The UWC's main location is on the second floor of Evans Library; there's also a walk-in location on the second floor of the Business Library & Collaboration Commons (BLCC closed for summer). To schedule an appointment or view our helpful handouts and videos, visit writingcenter.tamu.edu. If you have questions, need help making an appointment, or encounter difficulty accessing their services, call 979-458-1455 or uwc@tamu.edu.

Netiquette

Alongside the Aggie Honor Code, Texas A&M university observes proper netiquette, internet etiquette. Hold yourself to the same standard online as you do in everyday life. Remember there is another human on the receiving end of your content. Make yourself look good! This is an opportunity to put your best foot forward and grow as a professional. Respect other people's time, bandwidth, and privacy, all the while giving them the respect that you would also like to receive. Share information that is worth someone else's time. Be forgiving of other people's mistakes because you will make them too.

Controversial Content

During this course, some of the required materials may evoke strong emotions in some students. It is important to keep in mind that we are reading these articles/viewing these speeches to analyze the rhetorical merits of the author's argument. Our task is NOT to debate the topics. If a student feels uncomfortable with any of the articles/speeches, please speak to your instructor to discuss possible alternatives.

Technology Support

Students who encounter technology issues in Canvas should contact Helpdesk Central at helpdesk@tamu.edu or by phone (979)845-8300. Chat support is also available at hdc.tamu.edu

Mental Health and Wellness:

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Students who need someone to talk to can contact Counseling &

Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

Class Accessibility and Inclusion Statement:

This course is intended for all TAMU students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email or during office hours to discuss your specific needs. I also encourage you to contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

If you have a diagnosis, Disability Services can help you document your needs and create an accommodation plan. By making a plan, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

Title IX and Statement on Limits to Confidentiality:

Texas A&M University and the College of Liberal Arts and Sciences are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared: allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu/>). Students and faculty can report concerning, non-emergency behavior at <http://tellsomebody.tamu.edu>.

Academic Integrity:

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Students are expected to be aware of the Aggie Honor Code, the specific rules on plagiarism, and the Honor Council Rules and Procedures pertaining to classroom behavior as explained at <http://aggiehonor.tamu.edu>.

Covid Syllabus Statement for Fall 2023

To help protect Aggieland and stop the spread of COVID-19, **Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs.** Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

ENGL 210
Fall 2023 Course Calendar
Schedule is subject to change if needed by instructor

Abbreviations:
CV-Available on Canvas

T	Aug. 22	Objective: Introduction to course materials and classroom community Activities: Icebreaker and Syllabus Introduction
R	Aug. 24	Objective: Introduction to Technical Communication Activities: Introduction to Technical Communication How to Prepare for Class: <ul style="list-style-type: none"> • Read: CV-“What is Technical Communication?”
T	Aug. 29	Objective: Introduction to Job Application Packet assignment Activities: Assignment Q&A; begin job ad search How to Prepare for Class: <ul style="list-style-type: none"> • Watch: CV- “ChatGPT Tutorial: How to Use ChatGPT for Beginners 2023” • Read: CV- “The 9 Best Job Search Websites of 2023”;“How to Research a Company Before Applying”; “Writing Job Application Materials”
R	Aug. 31	Objective: Analyzing a Job Advertisement Activities: Professional Position Analysis Activity How to Prepare for Class: <ul style="list-style-type: none"> • Read: CV- “How to Decipher a Job Advertisement” • Bring job ad and current resume to class
T	Sept. 5	Objective: Writing a Cover Letter Activities: Cover letter work day How to Prepare for Class: <ul style="list-style-type: none"> • Read: CV- “How to Use ChatGPT to Write a Cover Letter”; “Progress Reports”; “How to Write a Cover Letter”; “10 of the Worst Cover Letter Mistakes to Avoid” • Review: CV- student example cover letter and resume

R	Sept. 7	<p>Objective: Writing a Resume</p> <p>Activities: Resume workday</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “How to Use ChatGPT to Write a Resume”; “How to Make a Resume”; “20 Resume Mistakes Keeping You from Getting the Job” • Review: CV- student example cover letter and resume
T	Sept. 12	<p>Objective: Evaluating and Revising Professional Job Application Documents</p> <p>Activities: Grade norming exercise; evaluating and revising job materials</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Ensure Job Application Packet is ready for revision
R	Sept. 14	<p>Objective: Revising Job Application Documents</p> <p>Activities: Peer Review</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Revising and editing (peer review)” • Ensure first set of revisions are made before peer review
T	Sept. 19	<p>Objective: Finishing Job Application Packets</p>

II. Developing Professional Marketing Documents

R	Sept. 21	<p>Objective: Introduction to the Marketing Material Assignments and groups</p> <p>Activities: Assignment Q&A; group name brainstorming; group contract</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Team Project Management Tools and Strategies”; “Five Models for Understanding Team Dynamics” • Watch: CV- “How to Overcome Unconscious Bias on Your Team” • Submit Job Application Packet by 11:59PM
T	Sept. 26	<p>Objective: Working Collaboratively</p> <p>Activities: Document design activity</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Document Design”
R	Sept. 28	<p>Objective: The Importance of Brand and Mission</p> <p>Activities: Work on group mission statement</p> <p>How to prepare for class:</p> <ul style="list-style-type: none"> • Read: CV- “Mission Statements in Proposals”; “12 Truly Inspiring Company Vision and Mission Statement Examples”
T	Oct. 3	<p>Objective: Developing an Image</p> <p>Activities: Work on group logo</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: “How to Create a Logo”; “7 Killer Tips for Logo Design” <p>Objective: Developing Professional Letterheads</p> <p>Activities: Work on group letterhead</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “How to Make a Professional-Quality Letterhead in

		Word”
R	Oct. 5	<p>Objective: Evaluating and Revising Professional Marketing Documents</p> <p>Activities: Peer review evaluations of marketing materials; work on marketing material revisions</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Ensure that your rough draft of the Marketing Materials is ready for peer review
T	Oct. 10	Fall Break. (No Class)
R	Oct. 12	<p>Objective: Evaluation of Marketing Materials</p> <p>Activities: Work day and peer evaluations</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Submit final version of group Marketing Materials by 11:59PM

III. Creating a Internal Resesarch Proposal

T	Oct. 17	<p>Objective: Introduction to Internal Research Proposal Website Assignment</p> <p>Activities: Assignment Q&A; topic brainstorming session</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: Howdy or Hello, “Proposals,” • Review: CV- Example Student Internal Research Proposal
R	Oct. 19	<p>Objective: Topics Memo</p> <p>Activities: Complete Topics Memo</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Collaborative Writing” • Review: CV- Example Topics Memo • Come to class prepared to pitch at least two topics to your group for the Internal Research Proposal project
T	Oct. 24	<p>Objective: Planning the Proposal</p> <p>Activities: Looking at Sample Proposals</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Review: CV- Example Student Internal Research Proposal
R	Oct. 26	<p>Objective: Developing Research-Oriented Tasks</p> <p>Activities: Research task activity</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Research Terminology”; “The Importance of Verbs”
T	Oct. 31	<p>Objective: Introducing the Proposal</p> <p>Activities: Continue planning and drafting Internal Proposal by drafting introductory sections (purpose, summary, and introduction)</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Writing to Persuade”; “Writing Processes” • Review: CV- Example Student Internal Research Proposal

R	Nov. 2	<p>Objective: Understanding Ethical Practices</p> <p>Activities: Continue working on Internal Proposal by drafting the closing sections (schedule, qualifications, references)</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Human Research Ethics”; “Use Inoffensive Language”; “Ethics in Writing”
T	Nov. 7	<p>Objective: Evaluating and Revising Internal Research Proposal Websites</p> <p>Activities: Grade norming exercise; work on proposal revisions</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Ensure Proposal draft is ready for revision
R	Nov. 9	<p>Objective: Revising Internal Research Proposal</p> <p>Activities: Work day for Internal Proposal</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Ensure first set of revisions is complete for work-day
R	Nov. 14	<p>Objective: Review of Internal Research Proposals</p> <p>Activities: Peer Review; continue proposal revisions</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Ensure that your rough draft of the Internal Proposal is ready for peer review <p>Objective: Finalizing the Proposal</p> <p>Activities: Finish revisions of Internal Research Proposal; peer evaluations</p>
T	Nov. 16	<p>Objective: Introduction to Recommendation Report assignment</p> <p>Activities: Assignment Q&A; begin planning for Poster</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: “Recommendation Reports” • Submit final version of group Internal Proposal by 11:59PM
R	Nov. 21	<p>Objective: Conducting Research and Evaluating Sources</p> <p>Activities: Introduction to databases and library resources</p> <p>How to Prepare for Class:</p> <ul style="list-style-type: none"> • Read: CV- “Finding and Evaluating Research Sources”; “Popular Literature v. Scholarly Peer-Reviewed Literature” • <i>Read if you’re doing interviews:</i> CV- “General Guidelines for Conducting Interviews”; “Interviewing”; “Qualitative Interview Techniques and Considerations” • <i>Read if you’re doing surveys:</i> CV- “How to Design and Conduct Surveys”; “15 Tips for Creating Effective Surveys”; “8 Best Survey Tools”
T	Nov. 23	Thanksgiving Break (NO CLASS)

IV. Creating a Recommendation Report

T	Nov. 28	<p>Objective: Introducing the Report and Gathering Data</p> <p>Activities: Research activity; begin drafting introductory content for Recommendation Report; work on gathering data that will go into results section</p>
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		How to Prepare for Class: <ul style="list-style-type: none"> • Read: CV- “Primary vs. Secondary Research”
R	Nov. 30	Work on recommendation report with your groups in class.
T	Dec. 5 (No Class)	<ul style="list-style-type: none"> • Complete AEFIS course evaluations • Submit final version of group Recommendation Report by December 12 by 11:59PM <p>*Submit online video for group presentation by 12/12</p>