



Navajo Technical University
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Course Title: ENGL 2210-1 - Professional and Technical Communication
Online Synchronous Course

Semester: Spring 2022

Credit Hours: 3

Cap: 20

Faculty: Brian Connolly **E-mail:** bconnolly@navajotech.edu
Office: Home/Mod 15 **Office Phone:** (831) 331-3149 (text preferred)
Office Hours: Tues. & Weds., 3:30 to 4:30 p.m. via Blackboard Collaborate, also by appointment.

Class Location: **Online Synchronous Classes** via Blackboard Collaborate
Class Meeting Times: Monday & Wednesday 11:00 - 12:20 p.m.

Required Materials:

Textbooks: - Anderson, Paul. *Technical Communication: A Reader-Centered Approach, 9th Edition*. (Cengage Learning: 2018)
- *American Heritage Dictionary*, 4th Edition (or any other paperback dictionary)

Tools: - Computer and Internet access
- Notebook or composition book for writing-journal assignments and research

Lab Fee: None

Mission Statement

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Sihasin*.

Course Description

Professional and Technical Communication will introduce students to the different types of documents and correspondence that they will create in their professional careers. This course emphasizes the importance of audience, document design, and the use of technology in designing, developing, and delivering documents. This course will provide students with experience in professional correspondence and communicating technical information to a non-technical audience.

Prerequisite: A grade of C or higher in ENG-1110 (or an equivalent course).

Student Learning Outcomes

1. Choose professional communication appropriate for audiences and situations.
2. Write in different genres of professional communication.
3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
4. Employ appropriate design/visuals to support and enhance various texts.
5. Demonstrate effective collaboration and presentation skills.
6. Integrate research and information from credible sources into professional communication.

Weekly Schedule:

Week	Date	Chapters - TBD	Assignments - details TBD
1	1/18 -1/21		Introduction
	1/25/22	Last day to add/drop	
2	1/24 - 1/28	Chapter 1	1st memo assignment.
3	1/31 - 2/4	Chapter 3	
4	2/7 - 2/11	Chapter 4	2nd memo assignment.
5	2/14 - 2/18	2/17 Presidents Day holiday - Chapter 2	Begin work on resume/cover letter
6	2/21 - 2/25		Work on resume/cover letter
	2/25/22	Spring Graduation Petition due	
7	2/28 - 3/4		Midterm drafts due; Employment Expo memo assignment
8	3/7 - 3/11		Midterm Week - Resume/Cover Letter & Interview
9	3/14 - 3/18	Spring Break	
10	3/21 - 3/25		Discussion of final project
	3/31/22	Last day to withdraw with a "W"	
11	3/28- 4/1		Project proposal (memo assignment)
12	4/4 - 4/8	Appendix A - APA Citations	Begin work on final project
13	4/11 - 4/15	Chapter 26	Work on final project
14	4/18 - 4/22		Work on final project
15	4/25 - 4/29		Drafts of final papers due
16	5/2 - 5/6	Final Presentations Wks 16 & 17	Final in-class presentations
17	5/9 - 5/13	Final Papers Due	Finals Week
	5/12/22	Grades due to the Registrar	
	5/13/22	Spring Graduation	

Grading Plan

Memo assignments (4 x 25 points)	100 points
Written and oral tutorial - midterm (100 points each)	200 points
Final written project (150 points, 50 for draft)	200 points
Final oral presentation (100 points; 50 for draft)	150 points
Attendance and participation (150 points)	150 points
Total possible	800 points

Grading Scale

725-800 points	A
650-724 points	B
575-649 points	C
475-574 points	D
0-474 points	F

A Note on Grading

This course is designed to allow as many as possible of students to succeed and pass the class, but it is up to you to determine how well you would like to do in the class, and to then take the necessary steps to achieve your goal. There will be no extra credit. **Please take advantage of all tutoring opportunities offered here at NTU (e.g. the STEAM Lab); and feel free to ask me about these opportunities.** All documents will be written according to the APA documentation style format, which can be found in your writing textbooks. All documents will be double spaced, typed in a standard 12 point font, and all margins should measure one inch.

Grading Policy

Each student must do his or her own homework and written assignments. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of assignments. Students must do their own work on all assignments. Cheating and plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

Participation

Students are expected to attend and participate in all class activities as listed above, as this accounts for **20% of the grade**. Points will be given to students who actively participate in class activities and ask questions of guest speakers and other presenters.

Cell phone and headphone use

Please turn cell phones off or place them in silent or vibrate mode **before** coming to class. Also, answer cell phones **outside of class** (not in the classroom). Exercising courteous cell phone use is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage (20%) of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades.

Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Course Policies & Instructor Expectations

- Attend class regularly
- Complete ALL reading assignments before class
- Participate actively in ALL class activities
- Turn in your assignments on time

A great deal of your work will be done during class, so I expect you to come to every class with a good attitude about learning and working hard. It is the student's responsibility to advise me of any circumstance(s) that may affect attendance and performance. Students are expected to not only attend all classes, but to be on time and to be prepared for each class. Each student is also expected to contribute to class in a meaningful way, through discussion, peer editing, and other such opportunities.

Study Time Outside of Class for Face-to-Face Courses

For every credit hour spent in a class, a student is expected to spend two hours (2) outside of class studying the course materials and working on assignments.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor.

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including their affiliation with the four directions, four sacred mountains, the four sets of thought processes and so forth -- *Nitsáhákees, Nahát'á, Íina and Sihasin* -- which are essential and relevant to self-identity, respect and wisdom, and to achieving career goals successfully.

Students with Disabilities

The Navajo Technical University and the English Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or who needs special accommodations, should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook, and is advised to contact the Special Needs Counselor, Virginia Edgewater, whose phone number is 786-4138.

Please note that this syllabus may be changed depending upon class needs. Attached you will find the assignment steps for the final research project and Communication rubric which will be used to evaluate the project.

Assignment Steps for Final Research Project (with Communication Rubric)

1. Start with your own interests, experience or curiosity (brainstorming session and class discussion), then use library and online resources to identify possible technical processes that fit the parameters of the assignment (lengthy or complex processes are not recommended, as the assigned paper is 3 to 5 pages in length; rather than trying to tackle an entire system or technical skill, students are encouraged to focus on addressing and explaining a manageable segment of a longer or more complicated process).
2. After initial, exploratory research, decide on a specific topic for your paper, within the assignment parameters (describing and explaining a technical process relevant to your academic or professional career interests).
3. Use library and online resources to identify and locate at least 3 primary/secondary sources which are relevant to your topic, and which contain information that addresses the historical background and technical details that you plan to cover in your paper.
4. Take thorough notes on the relevant information in your sources, with complete and accurate citation information following APA citation guidelines.
5. Write an outline that functions as a plan for your research paper, including designated sections for the history and significance of the process, an instruction set of numbered steps explaining or teaching the process, and a brief discussion or conclusion about your research into the process.
6. Write a draft of the essay (in Microsoft Word or Google Docs), based on your outline from step 5.
7. Exchange drafts with a classmate, for reading of and exchanging of feedback on each other's drafts.
8. Revise your draft, incorporating your reader's feedback as well as your own editing and proofreading decisions. (Repeat this step as desired, or as needed.)
9. Create a final written paper, observing APA guidelines for formatting, as well as for the in-text citations and the citation list acknowledging your sources.
10. Turn the paper in on time, during class on the due date, per assignment parameters.

COMMUNICATION RUBRIC

Adapted from NMHED Communication rubric • Navajo Technical University

Student:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Communicate in various genres and mediums</i>	Student communicates in various genres and mediums.	Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths	Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation.	
<i>Apply reading strategies</i>	Student uses more than one strategy for understanding and evaluating messages. Describes the central idea of a message.	Student uses several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Student uses a wide range of strategies for understanding and evaluating messages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations.	
<i>Evaluate an argument</i>	Student understands that sources have varied validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported.	Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported.	Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F