TECM 5550
Studies in the Teaching of Technical Communication
Fall 2017

Instructor	Dr. Ryan Boettger
Office Hours	1-3pm Mondays and Wednesdays, or by appointment
Office Location	Aud 314
E-mail Address	ryan.boettger@unt.edu
Textbooks	Lannon, John M and Gurak, Laura J. *Technical Communication*. 14th ed. Pearson, 2017.
	Supplemental readings will be available on Blackboard.

Course Purpose

This course prepares you to teach introductory technical writing courses at the college or university level.

We focus on four major areas: (1) *content*, the forms, meanings, and uses of technical writing; (2) *learning*, the needs and constraints of diverse student populations; (3) *classroom*, the planning and environment of the writing classroom; and (4) *instruction*, the teaching and assessing of writing.

This course is required for teaching fellows and students in the teaching technical writing graduate certificate. It functions as an elective for students in the professional and technical communication MA.

Course Objectives

You will engage in a range of theoretical, pedagogical, and reflective activities that will enable you to

- describe the student populations and the internal and external needs of a technical communication service course;
- identify variables that influence communication in writing classrooms, including teacher's control over the patterns of classroom communication, students' perceptions of these patterns, and students' knowledge and use of language;
- develop an awareness of the various tools for coaching, responding to, and assessing student writing;
- create and modify instructional materials, including assignments, activities, lesson plans, assessment instruments, and syllabi;
- demonstrate knowledge of teaching technical communication to prospective employers.

Assignments

The course assignments provide you the opportunity to demonstrate and develop your teaching abilities and increase in complexity.

- Style Activity, 10%
- Design/Branding Activity, 10%
- Assessment Instrument, 10%
- Project Management Software Report, 15%
- Employment Outlook Report, 15%
- Classroom Observation Report, 20%
- LinkedIn Profile, 10%
- Professionalism, Homework, and Quizzes, 10%

This class includes future academics and practitioners. Therefore, you will complete all major assignments from either a *pedagogical* or *professional* approach. The pedagogical approach is for students who are interested in teaching technical writing or might have to teach the subject as part of their future academic job duties. The professional approach is for students who are interested in transitioning into industry after graduation. Formal instruction is a necessary skill for usability specialists, instructional designers, and corporate trainers.

An overview of the assignments is provided below. More specific instructions about each will be provided on Blackboard.

Style Activity

Create a 20–30 minute in-class activity for teaching 2–3 of the principles for a style that is clear, concise, fluent, or exact.

Design/Branding Activity

Create a 20–30 minute in-class activity for teaching a principle of resume design or branding.

Assessment Instrument

Create an instrument for assessing a 2700 writing assignment.

Project Management Software Report

In assigned groups, research and assess the efficacy of two free project management tools, such as Asana, or Slack. After your team has selected its tools, test them on at least 2 people. Report and synthesize your group's findings in an IMR&D (Introduction-Methods-Results-Discussion) report.

Employment Outlook Report

In the groups from your previous assignment, research and report the employment outlook for your future profession. Each team member is responsible for locating and synthesizing data from the Occupational Outlook Handbook (Bureau of Labor Statistics) as well as 3 current job postings in your desired field and location.

	Each team member will also interview one relevant professional who works outside the university.
Classroom Observation	Observe technical communication classes and focus on the instructors' control patterns and the students' perceptions of these patterns. Reflect on your observations via a formal report.
LinkedIn Profile	Write the content necessary for an effective LinkedIn profile. The profile content should include a professional headshot as well as the summary, experience, skills, and education.
Professionalism, Homework, and Quizzes	Complete assigned readings, homework, in-class activities as well as conduct yourself as a professional teacher of technical writing.

Grading

Grading criteria serve as general guidelines for evaluating all assignments.

"A" (90-100%): A manager would be very impressed and would remember the work when a promotion is discussed. In this course, that means work that is a pleasure to read, with excellent content, grammar, sentence structure, mechanics, and visual design. In addition, work is thorough, complete, coherent, well organized, supported sufficiently, and demonstrates a superior understanding of audience, purpose, and rationale.

"B" (80-89%): A manager would be satisfied with the job, but not especially impressed. This means that documents are well written and well produced, and demonstrate a substantial addition to the learning process. Work is sufficiently developed, organized, and supported, and demonstrates a solid understanding of audience, purpose, and rationale.

"C" (70-79%): A manager would be disappointed and ask you to revise or rewrite sections before allowing clients and others to see the work. In other words, the document may have clear, but underdeveloped ideas, or it might not engage or affect the reader. The documents may contain some errors in grammar, mechanics, or logic.

"D" (60-69%): A manager would be troubled by the poor quality of work. This level of work forces the reader to work too hard to understand the main ideas. The documents may contain incomplete information, have serious grammar and mechanical problems, lack clear organization, or be conceptually unclear.

"F" (0-59%): A manager would start looking for someone to replace you. In particular, work fails to address the tasks of the

assignment, is so underdeveloped as to demonstrate incompetence, and is mechanically and grammatically incomprehensible. This grade will also be assigned for any evidence of plagiarism.

Policies and Procedures

These policies provide you with the formal regulations governing Dr. Boettger's section of TECM 5550. Submission of your first assignment indicates you have read, understood, and agreed to the policies.

- You may receive a grade of incomplete only if you are severely ill or an immediate family member is severely ill. To receive the incomplete, you must have completed and earned an 80% or higher on at least half of the course work.
- I accept late work only in cases of your extreme illness or the death of a family member.
- You are expected to write standard American English prose. Documents that do not use Standard American English prose may receive a grade of F.
- You must earn a grade of 'B' or higher to teach TECM 2700. (If you earn a 'B' or higher, you can continue teaching TECM 2700 or you will be eligible to apply to be a teaching fellow. By earning a B, you are not guaranteed a teaching fellow position.) If you do not earn a 'B' or higher, you will not be allowed to continue teaching TECM 2700 until you have retaken the course and earned a 'B' or higher.
- My classroom is a cell-phone-free and tablet-free zone: no texting, no surfing, and no talking on cell phones or tablets. Put your phone on silent (not vibrate) during class. Please respect your classmates by following this policy.
- Check your UNT email address for communication from me. I use only UNT email address to communicate with students.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and you may be referred the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Academic Integrity

I follow UNT's policy for academic dishonesty. You can access these guidelines and the UNT policy at

You are responsible for knowing and following the student standards for academic integrity.

Accommodations (Special Arrangements)

Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations.

UNT's Office of Disability Accommodations offers a variety of services but require qualified students to follow an application process. Please check their Web site for more information on these procedures and their deadlines.

New ODA policy – *The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens*

Students needing to miss class due to the observance of an officially recognized religious holy day are asked to consult with me in advance so we can schedule missed work accordingly.

Schedule

The course schedule is subject to change pending our progress this semester.

Date	Agenda	Readings Due	Assignments Due
Week 1			
Day 1, Aug 28	Activity: What is TC?, correspondence case, intro to TECM 5550 and 2700, review syllabus	"The technical communication service course serves" (Pickett) "A curriculum for tech comm" (Braniff)	Watch: Meesha and Charlie's learning to teach histories Correspondence case (completed in class)
Day 2, Aug 30	Academic integrity, correspondence case review, Activity: Snow policy memo, lesson planning, assign style activity	Chs. 1 & 11 (L&G) Ch. 5 (Bean) "Lesson planning" (Farrell)	Ch. 11 reading quiz "Technical writing and me" memo
Week 2			
Day 3, Sept 4	LABOR DAY – NO CLASS	Catch up on Week 1 readings	
Day 4, Sept 6	Class discussion on teaching grammar and style, designing your professional brand, Activity: Resume	Ch. 19 (L&G) Ch. 7 (Bean)	Ch. 19 reading quiz Academic integrity quiz

Date	Agenda	Readings Due	Assignments Due
	assessment, design principles, informal writing activities		Language and style activity Style activity (due on Sunday, September 10 by 11:59 pm)
Week 3			
Day 5, Sept 11	Activity: Resume conventions, creating a resume "shell" in MS-Word, LinkedIn 101, job posting analysis, assign design activity	Chs. 13 and 16 (pp. 367-377 [L&G]) Palmer's "LinkedIn: Are you making the key connections?"	Ch. 13 and 16 reading quizzes 2-3 job or internship postings (bring copies or links to class)
Day 6, Sept 13	Learning styles, style activity revision, work on resume branding statement, Activity: Building LinkedIn content	Ch. 5 and 25 (L&G) "Learning and teaching styles in engineering education" (Felder & Silverman)	Ch. 5 and 25 reading quizzes Resume branding statement
Week 4			
Day 7, Sept 18	Instructions and procedures, usability, IMR&D reports, assign project management software report, collaboration and team charters	Ch. 7 (L&G) Ch. 9 (Bean) "Writing reader-centered empirical reports" (Anderson)	Ch. 7 reading quiz
Day 8, Sept 20	Activity: Creating user-test scenarios	"Usability test demo" (YouTube video linked on BB)	Design/branding activity (due on Sunday, September 24 by 11:59 pm)
Week 5			
Day 9, Sept 25	Activity: User-test guidelines, work on report, holistic and analytic assessment tools	Ch. 9 (L&G)	Ch. 9 reading quiz
Day 10, Sept 27	Assessment, holistic and analysis rubrics, checklists	Ch. 14 (Bean)	Project management software report (due on Sunday, October 1 at 11:59pm)
Week 6			
Day 11, Oct 2	Bringing more critical thinking into lectures and discussions, assign classroom observation	Ch. 11 (Bean) Handout on teachers' control of the patterns	

Date	Agenda	Readings Due	Assignments Due
	report, discuss handouts on classroom control patterns and students' perceptions of those patterns	of classroom communication Handout on students' perceptions of the patterns of classroom communication	
Day 12, Oct 4	Helping writers think rhetorically, discuss classroom scaffolding and student-student interactions, progress reports	Ch. 10 (Bean) Handout on teachers' use of scaffolding elicitations Handout on the structure of student-student interaction	Assessment instrument (due on Sunday, October 8 by 11:59pm)
Week 7			
Day 13, Oct 9	Discussion of writing pedagogies, assign employment outlook report, primary and secondary research, Activity: Interview summary, designing and sequencing assignments to teach undergraduate research	"Genre pedagogy: Language, literacy and L2 writing instruction" (Hyland) "Layered literacies: A theoretical frame for technical communication pedagogy" (Cargile Cook) Ch. 13 (Bean)	
Day 14, Oct 11	Activity: Technical graphics, building a formal report template, MS-Word styles, bookmarking in Adobe Acrobat	Chs. 12 and 21 (L&G)	Chs. 12 and 21 reading quizzes Classroom observation report (due on Sunday, October 16 by 11:59pm)
Week 8			
Day 15, Oct 16	Planning curricula, writing syllabi, textbook analyses, employment outlook workday	"Best practices in syllabus writing" (Johnson)	
Day 16, Oct 18	Teaching philosophies, CVs, employment outlook workday	"Writing a statement of teaching philosophy" (O'Neal et al.)	Employment outlook report (due on Sunday, October 22 by 11:59 pm)

Date	Agenda	Readings Due	Assignments Due
			LinkedIn profile (due on Sunday, October 29 by 11:59pm)