

Fall 2019

# ENG 352-451: Technical Writing

Bernadette Longo

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# Course Syllabus (Please note that this syllabus was generated in Canvas and this is a cut-and-paste version of that online document.)

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English 352, Technical Writing  
Dr. Bernadette Longo, Fall 2018

Section 455 & 463: online via Canvas (<http://canvas.njit.edu> (Links to an external site.))

**Instructor Office:** Cullimore Hall 419

**Office Hours:** Tuesdays 11:00 – 12:30 p.m. and by appt.

**Phone:** 973-596-5384 or 973-596-3266 (Humanities office)

**E-mail:** [blongo@njit.edu](mailto:blongo@njit.edu)

**Course Description:** Advanced writing course. Combines current theory with actual practice to prepare students as technical writers. Analyze complex communication situations and design appropriate responses through tasks that involve problem solving, rhetorical theory, document design, oral presentations, writing teams, audience awareness, ethical considerations, and gender equity issues.

**Communication:** I will use ONLY NJIT email accounts for sending important messages about the course. Make sure you check your NJIT email account regularly.

## Course Materials

- Kmiec, Dave and Bernadette Longo. *The IEEE Guide to Writing in the Engineering and Technical Professions*, (2017, IEEE/Wiley Press.) PDF file available on course site.
- Fujishin, Randy. *Creating Effective Groups: The Art of Small Group Communication* (Rowman & Littlefield, 2013) 978-1442222502
- Additional resources available on Canvas course site.

## Learning Objectives

1. Understand and explain the four rhetorical principles: audience, purpose, organization/arrangement, and discourse community.
2. Analyze and explain how these four rhetorical principles influence authors' writing decisions in technical documents.

3. Analyze writing situations and apply these four rhetorical principles in their own technical documents.
4. Analyze and explain how these four rhetorical principles influence their own technical writing decisions.
5. Understand and apply team building techniques in an online team environment.
6. Write effective technical prose that is mechanically correct and professionally

**Academic Integrity:** Professional communication relies heavily on collaboration: writers work with other writers, editors, technical experts, and customers. It would be unrealistic of me to expect you to work in isolation. I encourage you to bounce ideas off each other, offer each other suggestions, and seek other opinions about your work. When you use the citable work of someone else, though, document your source. If you have questions about plagiarism as you complete your work, ask me. I reserve the right to fail a student in the course for plagiarism, i.e., using other people's work without proper documentation and citation. See the [NJIT Code on Academic Integrity \(Links to an external site.\)](#) for more information.

**Students with disabilities:** Appropriate accommodations will be made for all students with documented disabilities. If you have a disability requiring accommodation in this class, please notify me as soon as possible. This information will be kept confidential. For more information see [NJIT Disability Support Services \(Links to an external site.\)](#) .

### Assignments

Week 1 Introduction .....	25 pts.
Week 2 Revision for Audience and Purpose .....	25 pts.
Week 3 Questions for Limer article .....	25 pts.
Week 4 Questions for Wang article .....	25 pts.
Week 5 Questions for Tri Alpha Energy website.....	50 pts.
Week 6 Questions for Tri Alpha Energy research articles .....	50 pts.
Week 7 Questions for Grossman article .....	50 pts.
Week 8 Individual Investigative Report .....	100 pts.
Week 9 Working in a Group assignment .....	50 pts.
Week 10 Problem Solving assignment .....	50 pts.

Week 11 Cohesive Group assignment .....	50 pts.
Week 13 Revising assignment .....	50 pts.
Week 14 Conflict Management assignment .....	50 pts.
Week 15 Final Investigative Report .....	200 pts.
Week 15 Individual Analysis .....	200 pts.
Total points possible.....	1000 points

**Grading:** Your assignment grades will be given in points. Ten percent of the maximum assignment grade will be deducted each day that an assignment is not posted after an assignment deadline. The maximum number of points possible in the course is 1000. Your final course grades will be assigned according to the following scale:

Grade	Point totals	Significance
<b>A</b>	901-1000	Superior
<b>B+</b>	867-900	Excellent
<b>B</b>	801-866	Very Good
<b>C+</b>	767-800	Good
<b>C</b>	701-766	Acceptable
<b>D</b>	601-700	Minimum
<b>F</b>	000-600	Inadequate

Incomplete coursework is a major inconvenience for students and instructors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with me. If you have questions about the NJIT grading policy, please [click here. \(Links to an external site.\)](#) If you have questions about your responsibilities for course requirements, please [click here. \(Links to an external site.\)](#)

## ENG 352 Class Activities

## **Week 1: September 3-8**

**Topic: Introduction to you and your hometown**

**Reading:**

- *IEEE Guide to Writing*, Introduction

**Assignment 1:** post by **Sunday, September 8** at midnight

- **Post an introduction of yourself** for the others in class to get to know you. Use your creativity regarding media and types of documents you use in your introduction. Answer the following questions and add what you will:
  - Your name and major
  - Your goals for work in technical writing this semester
  - Your home town
  - Describe 5 great things to do in your hometown

## **Week 2: September 9-15**

**Topic: Audience and purpose Reading:**

- *IEEE Guide to Writing*, Chapter 1

**Assignment 2:** post by **Sunday, September 15** at midnight

- Rewrite your information about 5 great things to do in your
  - Write it for an audience of NJIT students architecture
  - Write it to convince your audience that they should visit your
- Address these questions:
  - Who were you writing to in your Week 1 document?
  - What did you change in this week's revision in order for your document to be effective with NJIT architecture majors?
  - What did you change in this week's revision in order to persuade your readers to visit your hometown?

## **Week 3: September 16-22**

**Topic: Audience, purpose, and organization**

**Reading:**

- Handout on organizing strategies posted on course site.
- Limer, “Everything You Should Know About Nuclear Fusion, Explained in Six Minutes,” posted on Moodle site

**Assignment 3:** post by **Sunday, September 22** at midnight

- Address these questions regarding the Limer article:
  - Who are the audiences for this article?
  - What purposes does the author have in writing the article?
  - What strategies has the author used to accommodate his audiences and purposes?
  - What kinds of organizing strategies did the author use in this article?
  - In what ways were these organizing strategies effective or ineffective for you as a reader?

**Week 4: September 23-29**

**Topic: Audience, purpose, and organization**

**Reading:**

- Handout on organizing strategies posted on course site.
- Wang, “Tri-Alpha Fusion spending \$500 million to develop commercial fusion by 2027 ,” posted on Moodle site

**Assignment 4:** post by **Sunday, September 29** at midnight

- Address these questions regarding the Wang article:
  - Who are the audiences for this article?
  - What purposes does the author have in writing the article?
  - What strategies has the author used to accommodate his audiences and purposes?
  - What kinds of organizing strategies did the author use in this article?
  - In what ways did this author make different choices that Limer did in last week’s article on a similar topic?
  - Why do you think the authors made these different choices?

**Week 5: September 30-October 6**

**Topic: Discourse communities**

**Reading:**

- Swales, “The Concept of a Discourse Community,” posted on Moodle site
- Penrose and Katz, “Forums for Communication in Science ,” posted on Moodle site
- Tri Alpha Energy website: <http://www.trialphaenergy.com/> ([Links to an external site.](#))

**Assignment 5:** post by **Sunday, October 6** at midnight

- Address these questions regarding the Tri Alpha Energy website:
  - How would you define “discourse community” according to the concepts in the readings?
  - How would you describe the discourse community in which Tri Alpha Energy functions?
  - What information on the website suggests information about this discourse community?

**Week 6: October 7-13**

**Topic: Discourse communities**

**Reading:**

- Research articles posted on Tri Alpha Energy website:  
[http://www.trialphaenergy.com/research- \(Links to an external site.\)library/ \(Links to an external site.\)](http://www.trialphaenergy.com/research-library/)
- Penrose and Katz, “Reading and Writing Research Reports ,” posted on Moodle site

**Assignment 6:** post by **Sunday, October 13** at midnight

- Address these questions regarding the research articles:
  - Who are the audiences and purposes for these articles?
  - What strategies have the authors used to accommodate these audiences and purposes?
  - In what ways do these authors make different choices that Limer and Wang did in earlier weeks’ articles?
  - How do these articles fit into the discourse community in which Tri Alpha Energy functions?

**Week 7: October 14-20**

**Topic: Discourse communities**

**Reading:**

- *IEEE Guide to Writing*, Chapter 2

- Grossman, “A Star is Born,” posted on Moodle site

**Assignment 7:** post by **Sunday, October 20** at midnight

- Address these questions regarding the Grossman article:
  - Who are the audiences and purposes for this article?
  - What strategies has the author used to accommodate his audiences and purposes?
  - In what ways did this author make different choices than the authors of the research articles did in last week’s assignment?
  - How does this article fit into the discourse community in which Tri Alpha Energy functions?

**Week 8: October 21-27**

**Topic: Audience, purpose, organization, and discourse communities**

**Reading:**

- *IEEE Guide to Writing*, Chapter 3
- Oliu, Brusaw, and Alred, Chapter 10 posted on Moodle site

**Assignment 8:** post by **Sunday, October 27** at midnight

- Write an investigative report on what you’ve learned about audience, purpose, organization, and discourse communities so far this semester. Your audience will be Dr. Longo and the other students in class this semester. Your purpose is to demonstrate what you have learned about these topics and how they relate to communication in a professional or academic

**Week 9: October 28 - November 3**

**Topic: Collaborative writing and working in a group**

**Reading:**

- Fujishin, Chap. 1, pages 1-17
- Oliu, Brusaw, and Alred, Chapter 5 posted on Moodle site
- “Group Writing” handout posted on Moodle site
- You will be assigned a team to prepare the following final course assignment, which will be due at the end of the semester:



- As a team, write an investigative report on what students in next semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

**Assignment 9:** post by **Sunday, November 3** at midnight

- As a team, complete the following exercises and turn in 1 assignment for your team:
  - Planning Checklist on Oliu, Brusaw, and Alred, Chapter 5, page 139
- Group Exercises 1.2 and 1.3 on Fujishin, page 16-17. In 1.3, write out your statement to share with your team members and turn in with your team assignment.

**Week 10: November 4-10**

**Topic: Collaborative Writing and Problem Solving Reading:**

- Fujishin, Chap. 5, pages 79-96
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:
  - As a team, write an investigative report on what students in next semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

**Assignment 10:** post by **Sunday, November 10** at midnight

- As a team, complete the following exercise and turn in 1 assignment for your team:
  - Group Exercise 5.3 on Fujishin, page 96, using this as your problem: What should we tell next semester's ENG 352 students about audience, purpose, organization, discourse communities, and creating successful teams?

**Week 11: November 11-17**

**Topic: Collaborative Writing and Cohesive Groups**

**Reading:**

- Fujishin, Chap. 9, pages 153-166
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:

- As a team, write an investigative report on what students in next semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

**Assignment 11:** post by **Sunday, November 17** at midnight

- As a team, complete the following exercise and turn in 1 assignment for your team:
  - Group exercise 9.2 on Fujishin page 166. Be sure to include goals for each team member in your assignment and explain why this goal is important to each member individually and to the team as a group.

**Week 12: November 18-24**

**Topic: Collaborative Writing and Revising**

**Reading:**

- Oliu, Brusaw, and Alred, Chapter 5 posted on Moodle site
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:
  - As a team, write an investigative report on what students in next semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

**Assignment 13:** post by **Sunday, November 24** at midnight

- As a team, complete the following exercise and turn in 1 assignment for your team:

Complete Revising Drafts checklist on Oliu, Brusaw, and Alred, page 141. In addition to including information for each item in the checklist, explain what your writing team will do to address these points as you continue to revise your document.

**Week 13: November 25-December 1**

- **Enjoy the Thanksgiving holiday!**

**Week 14: December 2 – 8**

## **Topic: Collaborative Writing and Conflict Management**

### **Reading:**

- Fujishin, Chap. 10, pages 167-188
- Continue working with your team to prepare the following final course assignment, which will be due at the end of the semester:
  - As a team, write an investigative report on what students in next semester's ENG 352 class need to know about audience, purpose, organization, discourse communities, and creating successful teams.

### **Assignment 14:** post by **Sunday, December 8** at midnight

- As a team, complete the following exercise and turn in 1 assignment for your team:
  - Post your team's draft investigative
  - Group Exercise 10.2 on Fujishin, page 188, using a past or current team conflict.

## **Week 15: December 9 - 15**

### Topic: Final Investigative Report

### **Assignment 15:** post by **Sunday, December 15** at midnight

- As a team, turn in 1 assignment for your team:
- Post your team's final investigative report.
- As an individual, post an analysis covering the following points for your team's report:
- Who is your audience and how did you accommodate their needs? In what ways did you not accommodate their needs?
- What is your purpose for writing and how did you achieve it? In what ways did you not achieve your purpose?
- How did you organize your material for your audience and purpose? Why is this organization strategy effective? In what ways might it not be effective?
- How would you describe the discourse community within which you are writing? How is your text that appropriate for your discourse community? How might it not be appropriate for your discourse community?
- What is the main thing you learned this semester about creating successful teams? Why is this important and how might you use this experience in the future?

*This syllabus and the due date schedule may be revised by the instructor at any time during the semester. All revisions will be reasonable and based on class needs.*