Location: Tawes, Room 3252
Class Time: Fridays, 9:00 a.m. to 11:40 a.m.

Alexandra Calloway
Office: Tawes Hall, Room 1210
       (location to change during semester)
Hours: Fridays, 11:45 p.m. to 12:45 p.m.,
       by appointment or other methods
Phone: (410) 292-5645
Email: acallowa@umd.edu

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Textbooks, Materials, Resources, and Devices for Class

Various textbooks, materials, and devices are required or recommended for use in this class. These items are listed below.

Textbooks and Materials

The course discussion topics are taken from these books and the discussions reference these books frequently.

The required texts for this course are:

- *Writing Doesn’t Have to Be Lonely* by Lawrence Weinstein  
  ISBN 978-0-616-65160-6  
  NOTE: This text is available only on Canvas. It is out of publication.
- Core Grammar for College: [http://coregrammarforcollege.com/](http://coregrammarforcollege.com/)  
  Please check Canvas for purchase and login information.

The recommended text for this course is:

*Technical Writing Principles, Strategies, and Readings* by Diana C. Reep (ISBN 9780205721504) is a recommended text. You may choose either the 7th or 8th edition.

Resource

Several additional resources are highly recommended for their usefulness:

- [http://edu.ifixit.com/c/Tech_Writing_Handbook](http://edu.ifixit.com/c/Tech_Writing_Handbook) - this online writing guide is concise and easy to understand.
- [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) - Purdue’s OWL provides online content for grammar, common mistakes in writing, and resources such as various style guides.
- [http://www.youtube.com/user/OWLPurdue](http://www.youtube.com/user/OWLPurdue) - for those of you who like the visual and auditory component of material, Purdue OWL has produced video training.

Devices

Since this classroom is not a computer lab, you need to provide your own computer for class time. This is particularly important for completion of in-class assignments. If you do not have access to a personal laptop, you may “rent”, at no cost, computers from McKeldin Library on a class-by-class basis or for the whole semester.
Schedule of Classes and Assignments
This schedule is subject to change. Please be aware of changes. Changes will be announced in class and email. The changes will be posted to Canvas. Additional readings, assignment sheets, peer review sheets, grade sheets, and other materials are all located in appropriately marked locations on Canvas.

There is a visual version of the assignment schedule available on Canvas. It is in a project management form for easy reading and review. It shows each of the major, graded assignments and the key milestones for each of the assignments. Please review the online schedule for the most current version.

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4 – Culture in Writing/Communication</td>
</tr>
<tr>
<td>Writing on the Job</td>
</tr>
</tbody>
</table>

**Class:**
- Activities:
  - Class introduction, course policies
  - Using Canvas
  - Discussion - Writing on the Job including career correspondence
  - Assignment discussion:
    - **Reflective Writing – Course Goals**
    - **This I Believe**
    - **Final Project components**
  - In-class assignment:
    - Student introductions
    - Create class goals

**Due in-class:** Email contact information (from the account you want to receive course email)

<table>
<thead>
<tr>
<th>September 9, 5 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>- Reep: Chapters 1, 2, 3, and 15</td>
</tr>
<tr>
<td>- Weinstein: Chapters 1-7 (The writing process)</td>
</tr>
<tr>
<td>- Assignment Sheet - <strong>Impromptu Presentations</strong></td>
</tr>
<tr>
<td>- Article: <em>Softening the Blow: Taking the Sting Out of Editorial and Other Reviews</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research for Discussions - Discussions - Reading Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Research what an audience is and how you might figure out the specifics of the audience you will write for regardless of the kind of writing you’ll produce.</td>
</tr>
<tr>
<td>- Research job information including elements such as interview questions along with good and bad responses; recruiter/interviewers’ pet peeves, most sought after jobs; interview do’s and don’ts; new trends in job hunting; etc.</td>
</tr>
<tr>
<td>- Research different forms of collaboration. Be prepared to discuss the various pros and cons of collaboration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Register for Core Grammar for College and take pre-test</td>
</tr>
<tr>
<td>- Reflective writing – Course Goals</td>
</tr>
<tr>
<td>- Ethics Challenge</td>
</tr>
<tr>
<td>- Entries for Discussions - Reading Responses</td>
</tr>
</tbody>
</table>
# Week 2
**September 11 – Collaboration and Audience**

**Letters, Memos, and Email**

**Ethics**

**In Class:**
- Discussions
- Reep: Chapters 1, 2, 3, and 15
- Weinstein: Chapters 1-7 (The writing process)
- Ethics and Ethical Writing
- Assignment Sheets - **Impromptu Presentations**

---

## September 16, 5 p.m.

### Reading:
- Reep: Chapter 16
- Weinstein: Chapters 8, 9, 11-14
- Assignment Sheet - **Prepared Presentations**

**Research for Discussions - Reading Response:**
Research oral presentations. Information can include best practices or examples on how to prepare for a presentation, of what not to do in creating a presentation (the dreaded slides) and during the presentation.

- Entries for Discussions - Reading Responses
- This I Believe…
- Core Grammar for College – 3 books of your choosing (recommend Books 1-3)

---

# Week 3
**September 18 – Oral Presentations**

**Class:**
- Discussion Points:
  - Organization, developing and preparing presentations
  - Delivering presentations
  - Final Project: forming teams and brainstorming
- Discuss assignments –
  - Prepared Presentations
  - Final Project Description
- Sign up for prepared presentations

**Due in class:**
- Impromptu oral presentations
- Biography for Class Audience

---

## September 23, 5 p.m.

### Reading:
- Reep: Chapters 11, 12 and 13

**Research:**
- Think about the type of reports you will write in your field or have written for jobs you’ve held. What is the purpose of a report? What types of reports are there? What elements go into specific types of reports? How are reports organized?
- Find a report or two, read it, and make some notes about the report (what was effective and what was not) to discuss in class.

**Due**
- Entries for Discussions - Reading Responses
- Final Project Topic Memo
- Core Grammar for College – 3 books of your choosing (recommend Books 4-6)
### Week 4
#### September 25 – Types of Reports/Short and Long Reports

**Class:**
- Discussion Points:
  - Elements of reports
  - Types of reports
- Job Packet exercise
- Using Microsoft Word

**Due in class:**
- Impromptu oral presentations
- Cover Letter and Résumé
- Biography for Professional Audience

#### September 30, 5 p.m.

**Reading**
Reep: Chapter 6

**Research for Discussions - Reading Response**
Research graphic design. This can include figures, tables, charts, photographs, page layout and design, etc. Information can include best practices or examples of what not to do.

**Due**
- Entries for Discussions - Reading Responses
- Final Project Descriptions
- Core Grammar for College – 3 books of your choosing (recommend 7-9)

### Week 5
#### October 2 – Document Design

**Class**
Discussion Points:
- Design features/elements
- Developing and using graphics
  - Developing document standards

**Due in class:**
Prepared oral presentations

#### October 7, 5 p.m.

**Reading**
- Reep: Chapter 8
- Assignment sheet: Definitions

**Research for Discussions - Reading Response**
What are definitions in technical documents? Why are they necessary? Find some examples of good or bad definitions and be prepared to share why.

**Due**
- Entries for Discussions - Reading Responses
- Core Grammar for College – 3 books of your choosing (recommend Books 10-12)

### Week 6
#### October 9 – Definitions and Workshop

**Class**
- Discussion Points
  - Writing definitions
  - Using definitions in documents
- In-class assignment: write a definition

**Due in class**
Prepared oral presentations
### October 14, 5 p.m.

**Reading**
- Reep: Chapter 9
- Assignment Sheets:
  - **Descriptions**
  - **Status Report**

**Research for Discussions - Reading Response**
Research and be prepared to discuss the differences between definitions and descriptions including how and when each are used. Find examples of descriptions (good or bad) to share with the class. They may be online or hardcopy.

**Due**
- Entries for Discussions - Reading Responses
- Core Grammar for College – 3 books of your choosing (recommend 13-15)

### Week 7

**October 16 – Descriptions**

**Class**
- Discussion Points
  - Planning Descriptions
  - Organization
  - Sections of a Technical Description
- Discuss Description assignment including peer review
- Develop Description assignment topics and audience analysis

**Due in class**
- Prepared oral presentations
- Description assignment audience analysis

### October 21, 5 p.m.

**Reading**
- Assignment Sheet: **Description Peer Review**

**Due**
- Core Grammar for College – 3 books of your choosing (recommend Books 16-18)
- Reflective writing – Midcourse review

### Week 8

**October 23 – Description Workshop**

**Class**
- Peer review and edit descriptions

**Due in class:**
- Prepared oral presentations
- Description draft for peer review

### October 28, 5 p.m.

**Reading**
- Reep: Chapters 4-5, and 10
- Assignment Sheet **Instructions Topic Memo**
- Assignment Sheet **Instructions**

**Research for Discussions - Reading Response**
- Research and be prepared to discuss how to choose the appropriate organization for a document. Or, comment on the revision process.
- Instructions are complex documents. Research and write about how instructions are used and what elements a writer must consider to develop a set of instructions for a user. Besides the instructions, what other elements should be included in an instruction document?
- Research cautions and warnings. What elements are common to such pronounced document components? Where are they located and why? How do graphics enhance (or possibly detract) from these? What is the difference between a caution and warning? Bring in examples of the good, the bad, and/or the ugly.
<table>
<thead>
<tr>
<th>Due</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entries for Discussions - Reading Responses</td>
</tr>
<tr>
<td></td>
<td>Core Grammar for College – 3 books of your choosing (recommend Books 19-21)</td>
</tr>
<tr>
<td></td>
<td>Status Report</td>
</tr>
<tr>
<td></td>
<td>Description assignment</td>
</tr>
</tbody>
</table>

**Week 9**

**October 30 – Organization and Revision**

**Instruction, Procedures and Process Explanations**

<table>
<thead>
<tr>
<th>Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion Points:</td>
</tr>
<tr>
<td></td>
<td>Sorting and organizing information</td>
</tr>
<tr>
<td></td>
<td>Effective paragraphs with style</td>
</tr>
<tr>
<td></td>
<td>Final drafts</td>
</tr>
<tr>
<td></td>
<td>Revisions: global, fine</td>
</tr>
<tr>
<td></td>
<td>Discuss Instructions assignment</td>
</tr>
</tbody>
</table>

**Due in class**  
Prepared oral presentations

**November 4, 5 p.m.**

<table>
<thead>
<tr>
<th>Due</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instruction Topic Memo</td>
</tr>
<tr>
<td></td>
<td>Entries for Discussions - Reading Response “What Not to Say At Work…”</td>
</tr>
<tr>
<td></td>
<td>Core Grammar for College – 3 books of your choosing (recommend Books 22-24)</td>
</tr>
</tbody>
</table>

**Week 10**

**November 6 – Instructions In-Class Exercise**

<table>
<thead>
<tr>
<th>Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion Points:</td>
</tr>
<tr>
<td></td>
<td>Instructions, procedures, and explanations</td>
</tr>
<tr>
<td></td>
<td>Liability and product warnings</td>
</tr>
<tr>
<td></td>
<td>Usability Testing</td>
</tr>
<tr>
<td></td>
<td>iFixit</td>
</tr>
<tr>
<td></td>
<td>Exercise: Instructions – <strong>REMININDER</strong> – bring in a camera you can upload from</td>
</tr>
</tbody>
</table>

**Due in class**  
In-class instruction assignment

**November 11, 5 p.m.**

<table>
<thead>
<tr>
<th>Due</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Draft copy of the introduction to the Instruction Assignment</td>
</tr>
</tbody>
</table>

**Week 11**

**November 13 – Instructions Workshop**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Peer review instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writer to edit</td>
</tr>
</tbody>
</table>

**Due in class:**  
Prepared oral presentations  
Instructions assignment draft  
Core Grammar for College Post-test

**November 18, 5 p.m.**

| Due          | Instruction assignment                                          |

**Week 12**

**November 20 – Final Project Workshop**

<p>| Class:       | Workshop final project presentations and deliverable           |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 27 – NO CLASS – THANKSGIVING BREAK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4 – Final Project Presentations</td>
</tr>
<tr>
<td><strong>Due in class:</strong></td>
</tr>
<tr>
<td>• Final Project Oral Presentations</td>
</tr>
<tr>
<td>• Extra Credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 11 – Final Project Presentations</td>
</tr>
<tr>
<td><strong>Due in class:</strong></td>
</tr>
<tr>
<td>• Final Project Oral Presentations</td>
</tr>
<tr>
<td>• Department Course Evaluations (Hardcopy)</td>
</tr>
</tbody>
</table>

**Final Project**

<table>
<thead>
<tr>
<th>December 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due:</strong> Final Project hard copies due by appointment if turning one in Final Project electronic copies due by noon (all projects).</td>
</tr>
</tbody>
</table>
Course Objectives

Technical writing requires the writer to confidently and effectively combine technical expertise with a clearly understood set of objectives for providing information to a particular audience for an intended outcome. This course is the opportunity for you to develop analytical, drafting, revising, reviewing, and collaborative skills that are needed to succeed as a technical writer.

My objectives of this class are to help students

- Identify the skills, processes, and products typically considered technical writing.
- Develop, practice, and achieve technical writing skills so that you will feel confident in applying them in your professional lives.
- Learn to work collaboratively as well as individually so that you contribute to successful communications.
- Use technology effectively to support the analysis, planning, and revision of your writing.
- Develop a professional, responsible, and ethical attitude towards your communications.

The Professional Writing Program defines additional course objects to strengthen writing skills and prepare students for the range of writing expected of them after graduation. On completion of a Professional Writing course, students will be able to

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visuals) and be able to use this knowledge to revise material.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

Class Philosophy

This class is designed to allow a student to develop new skills in communication. This is accomplished through learning about audience, choosing an appropriate document/communication format, and developing content that meets the audience’s needs. For students to develop the skills necessary to write professional quality documents, a series of assignments are completed. Each of these assignments introduce new skills and continue to develop the skills previously learned. Students are encouraged to take risks in class and try their hands at new methods of communicating. This class provides an environment that gives students an opportunity to try new things, make mistakes in a safe environment, receive comments to strengthen weaknesses, and have the opportunity to improve on that work to create a piece that is worthy of a professional portfolio.

Canvas

This class uses online resources for:

- posting the class assignments, examples, discussion notes, and updated syllabus
- posting assignments for grading
- sharing files for team assignments
- participating in online classes
Assignments
Throughout the course of the class, many different types of assignments will be required. All assignments are defined in the corresponding assignment sheets located on Canvas. Since we will be working with modern media, all assignments will have an electronic component. This represents how many organizations are set up to develop and exchange information.

Assignment Requirements
Assignment sheets with detailed instructions concerning collaboration, format, content, delivery (due date, time, and hardcopy and/or electronic format), and other pertinent assignment information are provided at the beginning of the semester as well as throughout the semester. Additional assignment sheets may be made available during the semester. All assignment sheets will be distributed electronically.

In general, assignments should be turned in electronically through the class workspace for various types of peer reviews, class discussion, and final submission for grades. The assignment sheets will detail the format of the assignment – PAY ATTENTION to this as it will affect your grade. Comments will be returned to you in the same manner the assignment was turned in (hardcopy will receive hardcopy documentation and electronic submissions will receive comments in an electronic form).

The standard format for naming files is: username_assignmentname_date unless otherwise stated. For example: acallowa_assign1_011506 (where the date is two characters for month, two characters for day, and two characters for year). Canvas will attach your user ID to the beginning of the file name when downloaded.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reflective Writing – Course Goals</td>
<td>2.5%</td>
</tr>
<tr>
<td>2 Reflective Writing – Midcourse Review</td>
<td>2.5%</td>
</tr>
<tr>
<td>3 Reflective Writing – Personal Evaluation</td>
<td>2.5%</td>
</tr>
<tr>
<td>2 Ethics Challenge</td>
<td>2.5%</td>
</tr>
<tr>
<td>3 This I Believe…Essay &amp; Response</td>
<td>10%</td>
</tr>
<tr>
<td>4 Core Grammar for College</td>
<td>10%</td>
</tr>
<tr>
<td>5 Description</td>
<td>15%</td>
</tr>
<tr>
<td>6 Instructions</td>
<td>20%</td>
</tr>
<tr>
<td>7 Impromptu Presentation</td>
<td>2.5%</td>
</tr>
<tr>
<td>8 Prepared Presentation</td>
<td>2.5%</td>
</tr>
<tr>
<td>9 Discussions - Reading Responses</td>
<td>5%</td>
</tr>
<tr>
<td>10 Final Project Description</td>
<td>5%</td>
</tr>
<tr>
<td>10 Final Project Oral Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>10 Final Project</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

CAUTION:
I will not rename files. Files that are not named according to the criteria set here are considered late. See Late Assignments on page 11 for policy.

Graded Assignments
The assignments that are graded are your opportunity to demonstrate how well you understand the concepts of technical writing and how well you can apply those concepts to various situations. The Professional Writing Program requirements include a minimum of 25 pages of “original” writing (6,500 words). Students may not submit papers written for other courses to fulfill a PWP assignment. The value for each assignment of the overall grade are
Revisions

Because technical writing is an iterative act, I encourage you to revise work during the course of the semester. Revising a paper cannot be done solely to improve your grade. Your grade will be incrementally affected for narrow changes; a greater impact on your grade will require a greater effort to rethink, redesign, and refine your finished product. To turn in a revision for re-grading, you must prepare a memorandum to discuss your intention to revise. You must also identify the specific outcomes you want to achieve in revising your work. The date for resubmission may not be any longer than two weeks after you receive your grade and comments back. The exception for this due date is any assignments due in the last two weeks of class. Those assignments must be resubmitted no later than the due date of the final project.

There are three assignments that cannot be revised: the oral presentations (individual and final project) and the final project. These assignments cannot be revised once they are completed in class or handed in. However, I encourage peer editing of drafts as well as discussion of those drafts with myself. Another exception to revisions is late assignments. If an assignment is handed in late, the assignment cannot be revised.

If a team assignment is selected for revision, there are two options: 1) a single individual may redo the assignment and only that person’s grade will be affected or 2) the whole team may work on the assignment and the whole team’s grade will be affected.

When turning in a revised assignment, name the file with the following extension: _revised

Late Assignments

The final score for any assignment loses 10 points for each day it is late. An assignment is late if the timestamp on the electronic submission (uploaded to Canvas) is later than 5 p.m. on the date it is due. The assignment will lose 10 points if the file name does not match the required format stated in the syllabus. In addition to the grade penalty, assignments that are turned in late are not eligible to be turned in as a revised assignment.

Note that last minute computer or other mechanical problems are not viable excuses for late assignments. You are responsible for scheduling adequate time to allow for such incidents and should maintain electronic backups and hard copies in case such problems arise.

Extra Credit

There are two types of extra credit.

1. The first type is extra credit points added to various assignments. An example of this type of extra credit is earning up to 10 additional points to create an audio file to complement the This I Believe... assignment. Points will be added directly to the assignment grade.

2. The second type of extra credit is to earn additional points towards your COURSE grade. To earn these points, extra credit assignments are available on Canvas. Extra credit assignments are available on Canvas. Sometimes opportunities present themselves during the semester that can be used as extra credit. As new extra credit opportunities become available during the semester, they will be posted on Canvas and an announcement will be made to inform you of new opportunities. You may earn up to a maximum of 2 points of this type of extra credit. Each extra credit assignment is worth 1 point.

Grade Requirements

The grading criteria for each assignment is listed in the corresponding grading sheet. The grading sheet is available at the same time as the assignment sheet is posted for a specific assignment. The grading sheets are divided into categories concentrating on various elements of writing. Each category has a maximum point value. If errors are found in the assignment, points are deducted from the appropriate category on the grade sheet up to the maximum value for that category. For example, if the mechanics category is worth a maximum of 10 points and there are 2 mistakes in the assignment that fit in this category, the points earned for mechanics is 8 points because each error has a value of one
point. A second example is the major mechanics category where the total maximum is 10 points and errors are worth 3 points each. One mistake in the major mechanics category would result in 7 points earned.

As the semester progresses, the elements that are graded and the values for those elements change to reflect the skills being developed in the class. The overall grade for each assignment is 100 points which is then multiplied by the percent the assignment is worth.

**Course Grade Structure**

To make sure that it is clear how the numerical grades correspond with letter grades, this is the structure that is used for this class:

<table>
<thead>
<tr>
<th>Minus (e.g. A-)</th>
<th>(e.g. A)</th>
<th>Plus (e.g. A+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerical Grade</td>
<td>GPA</td>
<td>Numerical Grade</td>
</tr>
<tr>
<td>A</td>
<td>90 to 93.9</td>
<td>3.7</td>
</tr>
<tr>
<td>B</td>
<td>80 to 83.9</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>70 to 73.9</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>60 to 63.9</td>
<td>0.7</td>
</tr>
</tbody>
</table>

**Grade Algorithm**

Assignments are graded based on point values. Each assignment is worth 100 points. The point value you earn on an assignment is then multiplied by the percent value of the assignment. The resulting point value is then used to compute the final class grade.

For example, this student’s final grade results in an A-.
Communication
acallowa@umd.edu
(410) 292-5645

The most effective way to communicate with me is through email (either at acallowa@umd.edu or through Canvas). Please note that responses to email will be made in a timely manner but will not be instantaneous. I respond to email and phone calls during standard business hours only. Those hours are Monday through Friday from 9 a.m. to 5 p.m. I do not have an office phone. The phone contact is my personal cell phone. Please be judicious in calling me.

Also, you can attend scheduled office hours or make an appointment for office hours. Please note that since I am typically only on campus on class day, appointments need to be scheduled and should not be expected to be spur-of-the-moment affairs. Since we have access to so much technology, I’m sure we can find some way to connect to discuss matters if a meeting cannot be set up (think Skype or some other method).

Closings of the University of Maryland

Because our class only meets once a week, it can be severely impacted by events that cause class cancellations on the day we meet. In cases when the UMD cancels classes, our class will meet online through Canvas for real-time discussion, on-line assignments, or other means of covering material from class. Be prepared to log into Canvas at the regular start of class. Messages will be posted on Canvas describing what to do to participate during our class time.

Course Material Copyright

Class lectures, assignment sheets, Canvas material and any other materials that I produce for this class is copyrighted material and may only be reproduced for personal use. Other use requires written permission from me or the author (fellow student for example).

The work you produce is your own work and cannot be reproduced for anything other than course use without your written permission. Permission may be requested to use your material as in-class examples outside the scope of this semester. An exception to this is that your portfolio of work may be used as part of the Professional Writing Department’s annual portfolio review. For details about this review and how student work is used, please contact me.

For more information, see faculty.umd.edu/teach/IllegalDistribution.html.
Appendix A: Academic Policies

Attendance and Participation

Class starts promptly. Please be ready to work. This includes turning off all electronic devices such as pagers and cell phones. Be respectful towards yourself as well as others.

Attendance

Attendance is taken by signing in to class. This is similar to signing your time sheet at the end of the day in a professional setting. In the corporate world, your attendance can affect your job performance, your eligibility for a raise or promotion, and the performance of your team.

This class meets only once a week; therefore, missing one class represents missing a week’s worth of material. With each absence, the amount of course material and class participation missed increases exponentially. You should make arrangements with classmates to catch up on what you missed.

Absences

Since this class is expected to function in a professional manner, it is expected that you will be proactive in dealing with absences. If you miss a class (either “excused”, “unexcused”, or “religious observation” – I don’t differentiate), it will be your responsibility to inform me prior to class if possible, and if not, as soon as you can. You will also be responsible for all concepts, exercises, updates in assignments, and materials. Be proactive with a plan for dealing with changes in schedule rather than letting events dictate what you can and cannot do. Do not contact me to find out information about the class you missed. Develop a relationship with a buddy or teammate so that you can get the information from them. Because of the nature of this class, your absence will manifest itself in your work and can affect your grade. Again, there is a range of technology that can be used to participate in class if your physical presence is not possible (if you are sick, but still functional for example) and you want to participate in class. This policy is in accordance to the policy set forth by the University (For University policies on attendance, please consult http://www.testudo.umd.edu/soc/atedasse.html).

Class Participation

Class attendance is only the beginning of being successful in this course. Come prepared to discuss assigned readings, to make substantive contributions to class discussions, to actively participate during group workshops, and to engage fully with in-class writing assignments. Also, don’t forget any assignments including bringing requested examples, or materials to class for review or discussion. You are also required to have completed drafts of your papers (and copies – or access to online versions – for your peer review partners and/or group members) on the days that they are due.

Note: Failure to make adequate commentary during peer editing will reduce your grade for that assignment.

Electronic Devices

Studies have shown that note taking is most effective when hand-written. However, if your personal choice is to use a computer or other device for taking notes, please feel free to bring one to class. It is to be used for class-related work only.

All cell phones and other electronic devices such as smart phones, tablets, etc. should be switched off before class begins. You should not expect to communicate with anyone outside the classroom during class (no Facebook, tweets, text messages, IM, etc.). Additionally, classroom and personal computers may not be used on non-assignment related activities during class.

If you are in an emergency situation (illness in the family, babysitters who may need to contact you, etc.), you should explain the situation to me before class begins, put your phone on vibrate, and when the call comes through, excuse yourself and leave the classroom quietly to take the call. Such emergencies should be rare exceptions.
Any unauthorized use of electronic devices for non-class/assignment activity will be held against your class participation since you are not participating in class when using such devices for non-class related contact. This includes accessing websites unrelated to assignments or in-class work (no Facebook, personal websites, etc.).

**Early Dismissals**

There is only one circumstance in which a class may leave the classroom early without my express consent. If I am late more than 20 minutes without sending a message about my late arrival the class may dismiss itself. My clock is set by the time announced on WTOP; therefore, this is considered official time (not what is on the clock in a classroom, your cell phones or other electronic devices, or your watch). If I know I am going to be late, I will make every effort to get a message to the class. Messages may be presented in the form of email prior to class, posts to Canvas, or as a verbal announcement/written message posted at the classroom from the Professional Writing Program office or other PWP representatives. If such a late notice is relayed, it is expected that you remain 20 minutes beyond my estimated time of arrival. This policy is in accordance to the policy set forth by the University.

**Plagiarism and Academic Integrity**

Plagiarism is totally unacceptable in this class. It will result in an automatic grade of F on the assignment and will be reported to the University Honor Council. The Honor Council can take further action that may impact your educational career. Beyond the University, it can impact your prospects for a job. The workplace, especially in light of current events, is extremely sensitive to this issue.

The Student Honor Council has requested this passage be included:

> The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.president.umd.edu/policies/iii100a.html](http://www.president.umd.edu/policies/iii100a.html)

**Accommodation**

Students with documented disabilities should provide documentation from Disability Support Service by the end of the schedule adjustment period (end of the second week of class) to arrange necessary accommodation. If this information is not provided in a timely manner, accommodations will begin when the information is provided.

For disabilities that develop during the semester, students must submit documentation within two weeks of the onset of the disability in order to arrange necessary accommodation.
Appendix B: Course Evaluations

The Professional Writing Program utilizes two forms of course evaluations for department and instructor feedback. Your feedback is confidential and important to the improvement of teaching and learning at the University.

The PWP policy on course evaluations is:

1) PWP uses its own evaluation system that will be distributed at some point during the last two weeks of the semester.

2) PWP encourages you to fill out the electronic course evaluation at CourseEvalUM. Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. CourseEvalUM will be open for you to complete your evaluations for a period each semester. The dates are posted in the syllabus Schedule. Please go directly to www.courseevalum.umd.edu to complete your evaluations. When 70% or more of the students from a class respond, the evaluation information is made available to the whole student body.