Please read through the content carefully and follow all instructions. This schedule is subject to change as needed. Make sure to check the schedule as things will change in order to fulfill course or class needs. Please note we will be holding two weeks of online classes. For online class days you will need a microphone and a computer.

For more information on University dates and scheduling, see:

- Office of the Provost: Academic Calendars
- Office of the Registrar: Testudo
- PWPdirector_StudentWelcomeLetter_Spring2017.pdf

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Tuesday: Face to Face CLASS Day</th>
<th>THURSDAY: Online Class</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Thursday, January 26</td>
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<tr>
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<td></td>
<td>COMPLETE DURING CLASS</td>
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<tr>
<td></td>
<td>Online Asynchronous Class (complete on your own before the end of today’s class time)</td>
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<tr>
<td></td>
<td>Please complete this on your own by 6:15 pm today:</td>
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<tr>
<td></td>
<td>- Write a response to the Introductions question in the discussion section.</td>
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<tr>
<td></td>
<td>- Review everything under Course Overview. There are six sections. The link provides just one of the sections. You will find it under modules.</td>
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<tr>
<td></td>
<td>- Take Course Overview Quiz</td>
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<td></td>
<td>Homework (complete by Tuesday before class)</td>
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<tr>
<td></td>
<td>Read Learning Module 1: Introduction To Audience Based Writing</td>
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<td></td>
<td>Take Module 1: Audience-Based Writing Quiz</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td><strong>TUESDAY, January 31</strong></td>
<td><strong>DURING CLASS</strong></td>
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</table>
|                       | - Introductions  
|                       | - Questions about course?  
|                       | - Go over Reflective Assignment 1  
|                       | - Go over Definition Assignment                                                                                                             |
| **THURSDAY, February 2** | **Submit before class:**  
|                       | Reflective Assignment 1  
|                       | Take Plagiarism Self-Test  
|                       | - After reading instructions, click on "Start the self-test" at the bottom of the page and begin the test in the pop-up window.  
|                       | - For reference: University of Maryland Code of Academic Integrity  
| **DURING CLASS Asynchronous Online Class** |                                                                                                                                             |
|                       | Answer Getting Started on your Definition Assignment  
|                       | - Module 1 Activity 2 submit by end of class online.                                                                                         |
| **TUESDAY, February 7** | **Complete before class:**  
|                       | Review Peer Review Overview  
|                       | What is an effective peer review: write response on Yellow Dig  
| **COMPLETE DURING CLASS** | 1. Definition Assignment  
|                       | 2. Review Project Proposal  
|                       | 3. Start thinking of topics you may want to pursue for the final project  
|                       | - See what students have done in the past for final projects at: http://www.english.umd.edu/                                                 |
| **THURSDAY, February 9** | **DURING CLASS Asynchronous**  
|                       | 1. Meet in your groups. Come up with three possible project ideas. Write down the three topics and why you chose them. You will need this for class on Tuesday.  
|                       | - Narrow selection to one that you would like to discuss with class.  
|                       | - Review Module 3: Proposal Writing: Establishing Problems & Identifying Solution (go to the modules section and you will find it, if this link is not working)  
|                       | - Take Module 3: Writing Proposals Quiz  

<table>
<thead>
<tr>
<th>academics/professionalwriting/pwp/about/writingcontest/winners2014</th>
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<tbody>
<tr>
<td>4. Form groups for Final Project</td>
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<tr>
<th>TUESDAY, February 14</th>
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<tbody>
<tr>
<td>COMPLETE BEFORE CLASS (HOMEWORK)</td>
</tr>
<tr>
<td>1. Submit Draft of Definition Assignment for peer review by 1 pm. After 1 pm, the assignment will be marked late.</td>
</tr>
<tr>
<td>COMPLETE DURING CLASS</td>
</tr>
<tr>
<td>1. Discuss Reflective Essay 2</td>
</tr>
<tr>
<td>2. Research</td>
</tr>
<tr>
<td>This will be useful when doing your research:</td>
</tr>
<tr>
<td><a href="https://myelms.umd.edu/courses/1170810">https://myelms.umd.edu/courses/1170810</a></td>
</tr>
<tr>
<td>3. Peer review rough draft of definition assignment</td>
</tr>
<tr>
<td>4. Topic discussion and presentation</td>
</tr>
<tr>
<td>COMPLETE AFTER CLASS</td>
</tr>
<tr>
<td>1. Take comments and editing advice from in-class peer review and begin working on Final Definition Assignment</td>
</tr>
<tr>
<td>2. For extra assistance, consider setting up an appointment at the Writing Center, located in Tawes Hall.</td>
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<tr>
<th>THURSDAY, February 16</th>
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<tbody>
<tr>
<td>COMPLETE BEFORE CLASS (HOMEWORK)</td>
</tr>
<tr>
<td>Submission of Definition Assignment</td>
</tr>
<tr>
<td>DURING CLASS (Online Asynchronous)</td>
</tr>
<tr>
<td>• Plan a trip to the library. Talk to the librarians for assistance.</td>
</tr>
<tr>
<td>• Answer these questions regarding your project and submit online (getting our groups ideas on paper)</td>
</tr>
<tr>
<td>1. Identify the problem you would like to write about. Why are you interested in this topic?</td>
</tr>
<tr>
<td>2. Who would be my audience?</td>
</tr>
<tr>
<td>3. Why do we think this is a good topic?</td>
</tr>
<tr>
<td>4. Propose a solution that is feasible. Think of real life solutions, nothing is theoretical in professional writing.</td>
</tr>
<tr>
<td>5. What is our credibility with the primary audience?</td>
</tr>
<tr>
<td>6. What are 5 sources we could use for our paper?</td>
</tr>
<tr>
<td>Homework:</td>
</tr>
<tr>
<td>Do secondary research on projects considering. Come up with at least 5 sources that you could potentially use for your proposal.</td>
</tr>
<tr>
<td>Answer getting your groups ideas on paper due Tuesday.</td>
</tr>
<tr>
<td>Date</td>
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</tbody>
</table>
| **Tuesday, February 21** | **Instructions assignment overview**  
1. Instructions assignment overview  
2. Answer question about instructions on YellowDig  
3. Memo format  
4. Module 2 Activity 1  
5. Module 2 Activity 2  

**THURSDAY, February 23**  
DURING CLASS (Synchronous)  
1. Surveys and Interviews Overview  
2. Go to the library and work on the ten sources for your proposal. Make sure your proposal is viable.  
3. Conferences  |
| **TUESDAY, February 28** | DURING CLASS  
1. Aristotle’s Rhetorical Triangle  
2. Sign up for conferences  
3. Peer review project proposal  

**THURSDAY, March 2**  
COMPLETE BEFORE CLASS (HOMEWORK)  
Submit Project Proposal Draft  
DURING CLASS (Online Asynchronous)  
1. Peer review project proposal  
2. Review Learning Module 5: Final Project: Creating A Professional Level Technical Document answer question on Yellow Dig  

After class:  
1. Take comments and editing advice from in-class peer review and work on Project proposal.  
2. For extra assistance, consider setting up an appointment at the Writing Center, located in Tawes Hall.  |
| **TUESDAY, March 7** | COMPLETE Before CLASS:  
Submit Project Proposal Final Submission  
COMPLETE DURING CLASS  
Raise your standards response  

**THURSDAY, March 9**  
COMPLETE Before CLASS:  
Survey Assignment Rough Draft  
DURING CLASS  
Survey Assignment Peer Review  

After class: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Summary</th>
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</table>
| TUESDAY, March 14  | Submit **Final Survey Assignment** by 4 pm  
|                    | Submit **Group Evaluation Feedback** by 4 pm  
|                    | Conferences, no class  
|                    | Conferences for all groups are scheduled for today. Please bring the required document printed.                                                                                                     |
| THURSDAY, March 16 | Submit before 5 pm: Reflective Assignment 2  
|                    | **DURING CLASS** (Asynchronous)  
|                    | Read and reflect upon **Module 2: Instructions** and take **Module 2 Quiz**.                                                                                                                          |
| TUESDAY, March 28  | **No Class**  
|                    | Conduct Final Project primary Research (survey/interview)  
|                    | While you do not have to do this during our specific class time, doing so might be most convenient. You and your group members may decide upon a convenient time.                                              |
| THURSDAY, March 30 | **DURING CLASS** (Asynchronous)  
|                    | Meet in group and decide how to proceed with your project. Then submit a memo updating me by 6:15 pm.                                                                                                    |
| TUESDAY, April 4   | **COMPLETE DURING CLASS**  
|                    | 1. Reflective Assignment 3  
|                    | 2. Transmittal letter and audience analysis  
|                    | 3. Outline of Final Project  
|                    | 4. Counter Arguments: Submit counterarguments for your project                                                                                                                                         |
| THURSDAY, April 6  | **DURING CLASS** (Asynchronous)  
|                    | Review Module 5  
<p>|                    | Answer question on YellowDig about module 5.                                                                                                                                                    |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Instructions Assignment</th>
<th>Usability memo</th>
</tr>
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<tbody>
<tr>
<td>11 TUESDAY, April 11</td>
<td><strong>COMPLETE DURING CLASS</strong>&lt;br&gt;Instructions Assignment (bring a hard copy of the instructions, submit online, and bring material for one student to perform the instructions in class)&lt;br&gt;<strong>COMPLETE DURING CLASS</strong>&lt;br&gt;Instructions Assignment</td>
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<tr>
<td>12 TUESDAY, April 18</td>
<td><strong>COMPLETE BEFORE CLASS (HOMEWORK)</strong>&lt;br&gt;1. Submit Transmittal letter and audience analysis for peer review by 5 pm&lt;br&gt;<strong>COMPLETE DURING CLASS</strong>&lt;br&gt;1. Peer review transmittal letter and audience analysis by 6:15 pm.&lt;br&gt;2. Oral Presentations&lt;br&gt;3. Sign up for online conferences</td>
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<td>13 TUESDAY, April 25</td>
<td><strong>COMPLETE BEFORE CLASS (HOMEWORK)</strong></td>
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</table>
Submit **Final Project Rough Draft** by 5 pm today.

You have until Thursday, April 27 5 pm to complete the peer review.

**COMPLETE DURING CLASS** No Class

Work on Group Evaluation and Learning Memo

Work on group project.

<table>
<thead>
<tr>
<th>14</th>
<th><strong>TUESDAY, May 2</strong></th>
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<tbody>
<tr>
<td>COMPLETE Before CLASS:</td>
<td></td>
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<tr>
<td>Submit Group Evaluation and Learning Memo</td>
<td></td>
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<tr>
<td><strong>DURING CLASS</strong></td>
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<tr>
<td>1. Oral PresentationsProject Presentations</td>
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<tr>
<th>15</th>
<th><strong>TUESDAY, May 9</strong></th>
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<tbody>
<tr>
<td>COMPLETE DURING CLASS</td>
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<tr>
<td>Oral PresentationsProject Presentations</td>
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<tr>
<td><strong>CourseEvalUM</strong></td>
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<tr>
<td>Submit hard copy of final project and submit project online by 5pm. Late work will not be accepted.</td>
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<tr>
<th></th>
<th><strong>THURSDAY, May 4</strong></th>
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<tbody>
<tr>
<td><strong>Conferences online, come at your scheduled online time</strong></td>
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<tr>
<td>Work on final projects and presentations</td>
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<tr>
<th><strong>Thursday, May 11</strong></th>
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<tbody>
<tr>
<td>Complete course evaluations.</td>
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<tr>
<th><strong>What is ENGL393?</strong></th>
<th><strong>What is Blended Learning?</strong></th>
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</table>
ENGL393 is a Technical Writing course in the Professional Writing Program (PWP) at the University of Maryland, College Park. This Technical Writing course aims to harness all of the writing skills you have developed over the years and apply them to the variety of real-world technical and professional fields each of you will soon be entering.

Succinctly, **Technical Writing is the process of translating often complex, nuanced information according to the needs and backgrounds of a specific audience.**

Throughout the semester, we will be thinking about our many different audiences - our classmates, our future employers, colleagues, and customers - and how we can most successfully tailor the information these different audiences desire according to the requirements they've provided either explicitly or implicitly.

In addition to conducting both primary and secondary research during the semester, helping to further hone those skills, we will be most interested in how you are able to create documents that provide useful content in whatever style or format that is most appropriate, effective, and persuasive to the intended audience.

For more on the basics of Technical Communication/Writing, please watch the following video (5:23) from Dr. James Lipuma at NJIT. You will be asked to watch several of Lipuma's videos over the course of the semester.

ENGL393BL is a hybrid or "**Blended Learning**" course - hence the BL - meaning it takes advantage of both in-class and online learning environments. While this version of Technical Writing is slightly different in format, it has the same basic goals and covers the same content as traditional, face-to-face courses, which PWP also offers. Blended Learning is a campus-wide initiative, with a variety of courses in several different departments already available. To learn more about the university's commitment to this initiative, you can read here and here.

As you should have noticed while enrolling on Testudo, this course is on a Tuesday/Thursday schedule, meeting "in class" on Tuesdays and "online" on Thursdays. In general, this means that you do not need to be in the classroom, or even on campus, during most Thursday sessions.

Some online activities will be asynchronous, meaning you will have some flexibility regarding when you complete your work. Sometimes, online activities will be synchronous, meaning you will complete the work during the Thursday class period. Regardless, you **should not double book the Thursday class period**. At certain points in the semester, you will need to meet for conferences or schedule group work during this time. And days marked asynchronous may be changed to synchronous.

There are a number of advantages to Blended Learning-style courses, the most obvious being the flexibility of not having to be on campus for all class meeting days. However, as those of you who have taken courses like this in the past have probably learned, succeeding in this type of course requires a heightened level of initiative and personal responsibility. Being organized and able to manage your time is paramount to succeeding in the course.
As you will not be in class as often, it will be up to you to keep up with deadlines and to follow instructions correctly. This course website has been created to streamline that process, but **it is up to you to familiarize yourself with the format of the course, to learn how to use all of the resources provided, and to ask questions when you have them.** Please ask your questions earlier rather than later.

As you move into the work force, likely you will be required to use a variety of online platforms and applications, often simultaneously, much like a Blended Learning course. Hopefully, learning to succeed in this class, as in other classes within your majors, will help you transition more easily into similar professional environments in the future.

<table>
<thead>
<tr>
<th>How does ENGL393 differ from other writing courses?</th>
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<tbody>
<tr>
<td>Undoubtedly, you have taken a variety of writing and other English classes during high school and college. With this in mind, ENGL393 does not function as an &quot;intro&quot; class focusing on the basics of writing. In particular, ENGL393 is not a grammar class (though we will review some grammar resources, and, by all means, you will work to create polished final documents). Instead, this class seeks to build on all of your past writing experiences, re-directing the skills you've acquired in order to craft document types you might encounter in your post-academic careers. Especially as it concerns the final project, your success in the course will depend on your critical thinking skills, your adaptability, and your willingness to improve over time.</td>
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<tr>
<th>Who takes ENGL393?</th>
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<tr>
<td>More sections of ENGL393 are offered than any other PWP course each semester. Typically, Engineering, Computer Science and other STEM majors make up the largest percentage of each section. For this reason, many of the examples discussed in class, and many of the topics students pursue for their final projects, reflect these disciplines. Nevertheless, a variety of other majors also choose to take ENGL393 and find the course extremely beneficial to them. As students are able to choose their own topics for the final project, they are able to tailor the course to their own needs and interests. Regardless, if you are interested in choosing a writing course that is most aligned with your</td>
</tr>
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</table>

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Regardless, if you are interested in choosing a writing course that is most aligned with your
Many students enter ENGL393 and other PWP courses unsure of their writing abilities, either because of performance in past courses, or because they simply haven't had to write much in recent years. Because many of your majors (or at least your experience thus far in those majors) do not focus as much on the writing process, this uneasiness with taking a writing course is completely understandable. I'm sure you will find that most of your classmates feel the exact same way as you do.

Recognizing this, ENGL393 (especially this blended learning version) is set up to allow students a variety of opportunities to tailor the course to their own interests while still achieving all of the same learning outcomes listed at the top of the course Policies. Like most courses, what you get out of the class will largely depend on what you put into it.

major(s) and career goals, please find a list of PWP course offerings here.

Respect for all:
from Bonnie Thornton Dill
Dean, College of Arts & Humanities

The College of Arts and Humanities values vigorous intellectual debate within a diverse community. Therefore, as dean I expect this college to be a diverse, open and tolerant arena within which all ideas, whether popular or not, may be freely discussed without rancor. Demeaning, intimidating or threatening behavior is unacceptable and contrary to our ethical principles and basic values. Under various circumstances, such behavior is also contrary to university policy. The college should take the lead in producing, and take pride in sustaining, an environment that is characterized by tolerance, respect and civility. This should be the hallmark of a college that welcomes and values diverse perspectives, intellectual pluralism and the free and open exchange of ideas. Every member of this community—staff, faculty, leadership, supervisors and students within the college—is responsible for promoting such an environment and supporting these expectations.

I. Modules
This Blended Learning version of ENGL393 is divided into learning modules, each with its own set of intended learning outcomes:

- **Module 1: Fundamentals of Audience-Based Writing**
- **Module 2: Technical Instructions for Non-Specialists**
- **Module 3: Writing Proposals: Establishing Problems & Identifying Solutions**
- **Module 5: Final Project: Creating Professional-Level Technical Documents**

Modules include readings and other resources, as well as both synchronous and asynchronous online and in-class exercises. Module 1, 2, 3 and 5 end with one of the course's major assignments

- **Your participation in all exercises will be accounted for in your final grade.**

In addition to these five primary learning modules, you will also find modules for

- **Peer Review**
- **Primary Research**
- **Secondary Research**
- **Reflective Writing.**

These modules contain resources that we will use throughout the semester while developing the major assignments.

**II. Learning Process**

Each module facilitates an organized approach to the learning process.

- In the first phase, you are expected to review the content provided and complete a quiz.
- In the Second phase, you will work collaboratively to begin developing the skills we are working on in each module.
- Finally, you will apply the foundational experiences in the first and second phases to developing the major writing assignment at the end of each module.

**III. Readings/Course Materials**

For each module, a number of readings, videos and other resources will be provided. There is no required textbook for the course. All materials will either be found on this site or will be hyperlinked somewhere else. Examples of student work from past semesters will also be provided.

**IV. Course Community & Communication**

In this Blended Learning version of ENGL393, there will be many opportunities to interact both directly and indirectly with the Instructor and your fellow students. Both synchronous and asynchronous online and in-class exercises and discussions will allow you to share your perspective with the class, and to hear the perspectives of others. Peer review will allow you to give and receive important feedback as you craft your major assignments. Conferences will provide you opportunities for one-on-one
interaction with the Instructor to ensure you are effectively progressing towards the final project. As in every course, you are expected to treat others with courtesy and respect.

Course communication will happen in a variety of ways throughout the semester, using:

- email (my address is syaqub1@umd.edu)
- Chat and group work in Google Docs through course Collaborations
- ELMS/Canvas Chat
- Peer Review

To ensure you are getting all the updates you want/need through ELMS/Canvas, be sure to check your notification settings.

**V. Draft Process/Peer Review**

For most major assignments, the process for final submission will include writing drafts and having to peer review them. This may happen multiple times for one assignment.

**VI. Exercises/Activities**

For each module, there will be at least one in-class and/or online exercise that you will normally complete within an assigned small group. These exercises are meant to complement the readings and other materials provided so that you may fully understand the learning outcomes we are trying to achieve before beginning each learning module's major assignment.

**VII. Conferences**

There will be two opportunities for conferences, during which I will speak with of you to discuss your work in the course. As mentioned under course Policies under Attendance, not making your conference will count as an unexcused absence.

**VIII. Time Commitment**

Most students find their PWP courses to be more time consuming than they originally envisioned, regardless of the format of the class. In this Blended Learning version of the course, you may find your workload even more demanding because you will be completing so much of it on your own outside of class. As mentioned, while Blended Learning formats give you more flexibility with how you make your way through the content, you have more responsibility to ensure you complete all necessary components.

**IX. Assessment**

In addition to the grades you receive on your major assignments, there will be numerous other opportunities for assessment throughout the semester. If at any point in the semester, you want to discuss how you are doing please feel free to see me during my office hours.
There are three different ways to view/access the materials of this course:

I. BY CONTENT/LEARNING OUTCOMES

- The home page for this course site is set at Modules. In addition to Course Overview and other materials, you are able to see the semester divided into five distinct Learning Modules, each of which revolve around particular learning outcomes and culminate with major assignments. This is the best way to see how everything fits together.
  - For more on using Modules in ELMS/Canvas, go here.

II. BY ASSIGNMENT

- There are major assignments in ENGL393, in addition to numerous draft submissions, peer review and other activities. By using the Assignments tab, you can see all of these items together.
  - For more on using Assignments in ELMS/Canvas, go here.

III. CHRONOLOGICALLY

- By using the Pages tab, you will be led to a week-by-week, day-by-day schedule. This is where you can see exactly what is due for homework for any given day, what you are expected to do during an online class session and/or what major assignments are due.
- Though less detailed, the Syllabus tab will show you what major assignments are due throughout the semester. Occasionally, changes will be made, which will be announced in class and through this course space.
  - For more on using the Syllabus in ELMS/Canvas, go here.

As a Blended Learning version of ENGL393, the course format includes both online and in-class days. You must submit all major assignments in order to pass this course.

ONLINE DAYS

For this course, Thursday is designated as our online day. To know exactly what you are expected to do before and during online class days, simply review all information provided under the appropriate day in Pages.

- **Synchronous online work:** on some online days you will be expected to complete synchronous online work during your designated class period. All instructions for how to complete this synchronous online work will be provided under the appropriate day in Pages. Often, this work will be collaborative, and you will be linked to a Google Doc in Collaborations.
- **Asynchronous online work:** on other online days, you will be given asynchronous work, meaning you will be able to complete outside of class time, according to the established deadline. Again, simply follow all instructions provided under the appropriate day in Pages.
- You are expected to be available during all class times Tuesdays as the class schedule may change as needed.
IN-CLASS DAYS

For this course, Tuesday is designated as our in-class day. If the classroom has no computer lab, you are expected to bring a laptop to all in-class days in order to access all of your materials online. If you do not have a laptop, or if you need a replacement, you may always borrow one from the library, as described here.

- As described under ENGL393 Policies And Procedures, you are expected to arrive on time to all in-class meetings. More than two unexcused absences will negatively affect your final grade in the course. Being late twice counts as one absence.
- Again, to know what homework is due, and what we will be doing in class on any given day, simply follow all instructions provided under the appropriate day in Pages. It is the student's responsibility ultimately to know what is due when and to submit work on time. If you are unsure of anything, please ask.

Non class day SUBMISSIONS

At some points during the semester, you will be given submission dates not on class days. These are put in place to give you more time to review and revise drafts if necessary. These submission dates will be reflected on the assignments themselves as well as under the appropriate day in Pages. You can feel free to submit your work early if it is easier for you to submit on class days.

- As linked elsewhere, for more details on how to submit assignments in ELMS/Canvas, go here.

I. Class Description and Objectives
II. Course Personnel
III. Course Communication
IV. Required Course Materials
V. Minimum Technical Requirements
VI. Attendance Policies
VII. Cell Phone Policy
VIII. Technical Communication: The Literal Side

IX. Written Assignments
X. Grades and How they are Determined
XI. Academic Integrity and Honor Pledge
XII. Special Needs
XIII. Course Evaluations
XIV. Privacy Policy
XV. General Note
XVI Revision Policy for Graded Work

IX. Written Assignments
Assignments are expected to be submitted electronically, by the stated time, using the ELMS/Canvas space.

- For more on submitting Assignments, go here.

Please plan document submission in advance because late submissions due to technical difficulties – such as computer failure, corrupted documents, or files that don’t follow exact naming directions – will not be excused. Late work posted
This class stresses the key skills that highlight a successful professional technical communicator. Specifically, we focus on the process of writing (including the planning, drafting, and revising stages) and look carefully at the work that goes into the final polished product. As collaboration is often a key part of the professional realm, you’ll spend much of the semester working with your classmates – which will include participating in brainstorming sessions, providing constructive criticism, and preparing for your final projects. In all, you can expect 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 visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

II. Course Personnel

electronically will be subject to a grade penalty of up to 10 points per day. An assignment is considered late even if it is a minute or five minutes past its due time and day.

Every new draft of an assignment should be just that, new. All editing advice/notation should remain only in previous drafts. Final drafts in particular should be free of all earlier editing and should represent your very best, polished work.

X. Grades and How they are Determined

Your semester grade will be based on a variety of assignments, some individual and some collaborative, accounting for approximately 25+ pages of final, polished writing (approximately 6,250 words). The specific breakdown is as follows, although these percentages are subject to change during the course of the semester. All changes will be announced on this course site, via email, and/or during class time:

Your grades on each major assignment will adhere to the following general standards:

- If you have a question about a grade, please come see me early on in the semester. Please do not wait until
If you have any questions about the course or if I can assist you in any way, please feel free to email me or see me during my office hours.

III. Course Communication
I will send all course-wide communication through the course website/email. For assignments please check the course calendar to ensure you are submitting assignments on time. This page will be updated as the need arises throughout the semester.

IV. Required Course Materials
1. There is no required text that you need to purchase for this course. Among the many online resources we will be using, two of the most useful sites include David McMurrey's Online Technical Writing and Purdue's Online Writing Lab (OWL).

2. We will use the university's course management system ELMS/Canvas to manage all course activities and resources throughout the semester. To ensure you have reliable access to the internet, find more on the UMD wireless network here.

3. You should bring a laptop to use if our classroom does not have a computer lab. If you do not have one, or if yours isn't working at any time, you can borrow one from the library, as described here. Please make sure your laptop is charged and/or please bring a power cord. For synchronous online days you will need a computer and a microphone.

4. In addition to the resources provided on this site, you will most likely benefit from having access to an updated grammar/style guidebook to help you identify proper citations, and to assist with your grammar, diction, and syntax issues (e.g., The Everyday Writer or A Writer's Reference).

the end of the semester. I provide opportunities to revise work to improve your writing and your grade. Please review the policy regarding revisions. Therefore, please take advantage of this and do not ask to have your final grade rounded up.

A papers: exhibit excellence & correctness expected in professional environment (what a future boss might expect as a final draft)
A+ 97+
A 94 to 96.9
A- 90 to 93.9

B papers: exhibit competency in subject matter but still need revision (ready to be shared with colleagues, but still needs extra polishing)
B+ 87 to 89.9
B 84 to 86.9
B- 80 to 83.9

C papers: meet most basic requirements but require extensive revision (a first complete draft: whether or not this is actually your first draft, these submissions appear unedited and unproofread)
C+ 77 to 79.9
C 74 to 76.9
C- 70 to 73.9

D/F papers: do not meet requirements/are inappropriate and unprofessional
D+ 67 to 69.9
D 64 to 66.9
D- 60 to 63.9

***If you do not turn in every major assignment, you will not earn a passing grade for this course.***

XI. Academic Integrity and Honor Pledge
• The UMD Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or
5. You will need a self contained notebook to use for class notes, in class writing, brainstorming, and homework.

V. Minimum Technical Requirements
As this is a blended learning course, it is imperative that you are comfortable using an updated internet browser and accessing/using online resources including digital media and applications. You can access the UMD Division of Technology's Help Desk here. You will need a microphone and a computer to log on to synchronous online days through AdobeConnect.

VI. Attendance Policies
Attendance in this course is mandatory. For most of the semester, we’ll be meeting in person on Tuesdays, and we’ll be using our online environment on Thursdays. Please make sure to keep your Thursday class time free in order to participate in synchronous activities and conferences.

Much of what we do this semester will be collaborative, and it is difficult to engage in successful discourse with your classmates if they are not there or not meeting course-related deadlines, such as posting drafts by certain deadlines. Please note that repeated failure to post content on time or missing more than two class meetings may cause you to fall behind in this course and may jeopardize your final grade.

Unexcused Absences: You may miss two class meetings for no-questions-asked absences per semester for both the expected (i.e., attending a professional conference) and the unexpected (i.e., a flat tire). If you take a no-questions-asked absence, however, you are still responsible for whatever material was covered in class as well as on-time submission of assignments due that day. More than two absences will negatively affect your final grade in the course. Missing either or both of your in-person conferences (scheduled at the midway point other academic exercise not exempted by the instructor, students must write by hand and sign the following pledge:

- I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

- Allegations of academic dishonesty will be reported directly to the Student Honor Council: http://www.shc.umd.edu

- There will be no warnings and you will be reported to the Student Honor Council and receive a 0 on the assignment. Definitions for plagiarism, fabrication, cheating, etc. can be found at: http://www.ugst.umd.edu/courserelatedpolicies.html

- XII. Special Needs/Disability Support

- Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed. NB: You are expected to meet with your instructor in person to provide them with a copy of the Accommodations Letter and to obtain your instructor’s signature on the Acknowledgement of Student Request form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or dissup@umd.edu

XIII. Course Evaluations
Your participation in CourseEvalUM is your responsibility as a member of our academic community. Your feedback is confidential and important to the improvement of University teaching and learning. CourseEvalUM will be open at www.courseevalum.umd.edu for you to complete your evaluations at the end of the semester.

In addition, the Professional Writing Program uses its
and at the end of the semester) will account for unexcused absences. Being late two times counts as one absence. Being punctual and professional are important.

For more details on please visit: http://www.ugst.umd.edu/courserelatedpolicies.html

<table>
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<tr>
<th><strong>Excused Absences:</strong></th>
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<td>Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Events that justify an excused absence include: religious observances; mandatory military obligation; illness of the student or illness of an immediate family member; participation in university activities at the request of university authorities; and compelling circumstances beyond the student’s control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.</td>
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<tr>
<td>Students claiming an excused absence must notify the course instructor in a timely manner and provide appropriate documentation. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor in class and communicated via email.</td>
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<td>The full university attendance/absence policy can be found here: <a href="http://www.ugst.umd.edu/courserelatedpolicies.html">http://www.ugst.umd.edu/courserelatedpolicies.html</a></td>
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<th><strong>XIV. Privacy Policy</strong></th>
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<tr>
<td>For the UMD Division of Technology statement on Privacy, please go <a href="http://www.ugst.umd.edu/courserelatedpolicies.html">here</a>.</td>
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<th><strong>XV. General Note</strong></th>
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<td>To succeed at Technical Writing requires a mastery of the process of writing: learning and developing skills that will assist you in communicating highly specialized content to a variety of audiences. For most of you, this class will take a significant amount of time and energy, and you may have inferred from these pages that we have high expectations from you. However, it is likely that an effort on your part to meet – and exceed – the requirements outlined will successfully prepare you for professional communication in the world beyond our classroom.</td>
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<tr>
<td>A full list of course-related policies and relevant links to resources may be found at: <a href="http://www.ugst.umd.edu/courserelatedpolicies.html">http://www.ugst.umd.edu/courserelatedpolicies.html</a></td>
</tr>
<tr>
<td><strong>Copyright notice:</strong> Class lectures and other materials are copyrighted. They may not be reproduced for anything other than personal use without written permission from the instructor. Copyright infringements may be referred to the Office of Student Conduct.</td>
</tr>
<tr>
<td><strong>Other important course information:</strong> Academic accommodations for students who experience sexual misconduct:</td>
</tr>
<tr>
<td>The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence as defined by the University’s Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As ‘responsible university employees’ faculty are required to report any disclosure of sexual misconduct, i.e.,</td>
</tr>
</tbody>
</table>
If the University is closed for extended periods of time, I will email the details of what is expected.

Academic integrity:
The UMD Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures.

On every examination, paper or other academic exercise not exempted by the instructor, students must write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

Allegations of academic dishonesty will be reported directly to the Student Honor Council: [http://www.shc.umd.edu](http://www.shc.umd.edu)


Definitions for plagiarism, fabrication, cheating, etc. can be found at:

[http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

Diversity:

The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate.

For information on elms, counseling, health, learning workshops, tutoring, writing help, student rights in undergrad courses, questions about graduation or add/drop/withdraw, please see [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

**Tardiness:** You’ll find that in the professional world tardiness is not tolerated. Furthermore, it is disrespectful to your instructor and your classmates. On the other hand, this is a particularly large campus and sometimes other instructors will keep you late. Please do your best to be on time and provide advance information about class-related conflicts.

**Please Note:** If you are absent or miss any part of class, it is your responsibility to find out what you’ve missed.

### VII. Phone Policy

Phone calls are not permitted during class time. Please **power down your phone before class begins.** This includes texting or other forms of communication. They may not hold such disclosures in confidence. For more information: [http://www.umd.edu/ocrsm/](http://www.umd.edu/ocrsm/)

### XVI Revision Policy for Graded Work

I encourage you to revise graded work during the course of the semester. 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. I will not be able to make exceptions to the revision policy.

The date for resubmission must be within two weeks of when you receive your graded work and comments back. (Any work submitted after two weeks will not be graded.) 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. 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.

The final grade will be an average of the grades for the original and the rewrite. Assignments that cannot be revised include the oral presentations and the final project. 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
communication.

VIII. Technical Communication: The Literal Side
As upper-level college students, you've probably already experienced several different types of communication. In the electronic realm, for instance, you have realized that the texts you send to your friends from home contain a different level of formality than the emails you'll send to potential employers and future co-workers. In this class, we'll practice becoming adept at communicating with each other in a professional manner. In other words, emails sent to your classmates and instructor will use correct grammar, spelling, punctuation, and capitalization, as well as proper salutations. Emails that follow these guidelines will be answered in a timely fashion during normal business hours. Please include “ENGL393” and your section number in your subject line.

options: 1) a single individual may redo the assignment and only that person's grade will be affected or 2) the entire team may work on the assignment and the entire team’s grade will be affected.

Sajeela Yaqub
Lecturer
Professional Writing Program
University of Maryland, College Park
Office: 1208 Tawes Hall (Office hours are on Tuesdays from 6:15 - 6:45 pm in TWS Room 1208 and Thursdays from 6:15 pm - 6:45 pm online).
For the online office hours, please email me so that I may provide you a link to access the online office hours.
Email: syaqub1@umd.edu