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| mage result for ccny logo | **Course Number/Section Letters/Course Title**  **SEM/YEAR**  **Classroom:**  **Class Meeting Times: Instructor:**  **Contact Information:**  **Office Location:**  **Office Hours:** |

**Course Description (this section is developed by individual instructors)**

**Course Learning Outcomes (these must be retained exactly as written)**

* acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
* enhance strategies for reading, drafting, revising, editing, and self-assessment
* negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
* develop and engage in the collaborative and social aspects of writing processes
* engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
* formulate and articulate a stance through and in your writing
* practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
* strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

# Required Material

*Technical Communication* by Mike Markel, 11th edition, Bedford/Saint Martin’s (book or electronic copy) **(required)**

**Include this if you plan to use Bb (recommended):** City College Blackboard: Other reading and writing materials, PowerPoint slideshows and videos will be posted online on BB during the semester. **Please Note: You must use your CCNY email address in Bb (log in to the CCNY Portal, click Blackboard, then Update Email in the Tools menu). If you add a non-CCNY domain email address in this window, you will not receive important course announcements. I encourage you to use, and to make your students use, their CCNY email addresses. Remembering email addresses (especially those that don’t include the student’s name) can add to your already heavy workload. If you use Outlook for communication, the autofill feature will default to CCNY email addresses, but it won’t display that email address (just the name).**

**If you plan to distribute additional materials, list those here. Do not ask students to spend money on additional texts.**

# Assignment Grade Weights (grade weights can be adjusted, but the required assignments should not be weighted at less than 10% of the final grade)

Low-stakes, in-class and online assignments 10% **(optional assignment)**

Formal Letter of Introduction 5% **(optional assignment)**

Memo 5% **(optional assignment)**

Lab Report (Chapter 19) 15% **(required assignment)**

Technical Description (Chapter 20) 20% **(required assignment)**

Final Project

Engineering Proposal (Chapter 16) 15% **(required assignment)**

Presentation (Chapter 21) 10% **(required assignment)**

Digital Portfolio 20% **(required assignment)**

**Full Assignments**

**Your assignments should be based on the book’s chapter; use the terms, processes, arrangements, and activities that the text provides. The assignment section of the syllabus should include information regarding:**

* **Submission instructions (Bb? In-class? Email?)**
* **Due dates**
* **Format (print or web-based?)**
* **Citation style**
* **Grading criteria**
* **Consequences for late submissions**

**Informal Writing Assignments (these are optional, but these assignments, or different versions of them, are strongly encouraged)**

**Media**

Students should be encouraged and in some cases required to use visuals in their essays and to consider design principles. Consider assigning Chapter 53: Designing Texts in order to provide some instruction and a basis for grading.

**Encouraging Reading and Writing without Increasing Workload**

Blackboard allows you to ask students to write a great deal more than you can read carefully. You could have them respond to more than one sample essay as they prepare to write, but then just participate in one of the discussions. These can be low- or no-stakes writing assignments (though they should be assigned a point value--even if the result is not ultimately included in the final grade--so that students take them seriously). One of the main ways students learn to write is by writing a lot. These low-stakes assignments provide them opportunities to practice in writing in low-stress contexts. They also help build community.

**Reading and Writing Assignments (in addition to the essays):** Onlineresponses to assigned readings and comments on each others’ posts; peer review. Chapters in the *Norton* provide heuristics for peer review.

**Tests and Quizzes.** Build tests and quizzes in Bb to introduce students to CCNY’s [Community Standards](https://www.ccny.cuny.edu/studentaffairs/community-standards) or the policy on [Academic Integrity](https://docs.google.com/viewer?url=http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf). Structure the tests so that they’re self-grading; your involvement with the results will be minimal.

**Course Policies (required)**

**CCNY’s Statement on Community Standards**

<https://www.ccny.cuny.edu/studentaffairs/community-standards>

**Attendance (attendance policies are up to you; this is a recommendation)**

Instructors can set their own attendance policies. CCNY recommends that students be allowed to miss a total of two weeks of class (4 class sessions for a class that meets twice a week, for example). Here is a sample policy:

Students are expected to attend every class session of this course and to be on time. If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I’m happy to work with you to help you complete this course.

**Student Support Services Program**, NAC 6/148

[https://www.ccny.cuny.edu/sssp](https://www.ccny.cuny.edu/sssp" \t "_blank)

SSSP invites new students, especially incoming freshmen and transfers at the start of fall, to join us up to our 500-student cap.  SSSP students should be either first-generation college students OR have a family income below a certain threshold.  SEEK students are not eligible to join as SSSP's services in many ways mirror SEEK's.  To apply, complete the application at  [https://www.ccny.cuny.edu/sssp/sssp\_application](https://www.ccny.cuny.edu/sssp/sssp_application" \t "_blank). Accepted students have full access to SSSP's services, which include academic advising, personal counseling, and tutoring in the [Academic Resource Center](https://www.ccny.cuny.edu/sssp/tutoring-arc" \t "_blank) in Marshak 1104.  Tutoring supports all disciplines, and offers SSSP students the only online, 24/7 writing review service currently offered at City.  Students requesting in-person writing tutoring are assigned to the same tutor for a series of meetings which can be weekly or customized to the students' schedule of due dates.​

**The Writing Center**, NAC Third Floor

<https://www.ccny.cuny.edu/writing>

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.

**Gateway Advising Center**, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

**Additional Policies (recommended)**

Guidelines for:

* Maintaining a clean classroom environment (eating and drinking during class)
* Use of cell phones, tablets, and computers during class meetings

**Weekly Schedule**

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| **Date** | **Assignment Due** | **In Class** |
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