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Senado Académico
Secretaría

CERTIFICACIÓN NÚM. 49-2014-2015

Yo, Arnaldo Rodríguez Rivera, secretario ejecutivo del Senado Académico de la Universidad de Puerto Rico en Bayamón, **CERTIFICO QUE**:

El Senado Académico, en reunión ordinaria celebrada el 14 de mayo de 2015, aprobó el curso *INGL 3344 – Technical Writing and Communication* (3 créditos) que ofrecerá el Departamento de Inglés.

Y PARA QUE ASÍ CONSTE, expido la presente certificación en Bayamón, Puerto Rico, hoy 28 de mayo de 2015.

Arnaldo Rodríguez Rivera
Secretario Ejecutivo

Vo.Bo. Margarita Fernández Zavala
Rectora

UNIVERSITY OF PUERTO RICO AT BAYAMÓN
170 Rd. 174, Minillas Industrial Park
Bayamón, Puerto Rico 00959-1919

ENGLISH DEPARTMENT

SYLLABUS

COURSE TITLE: Technical Writing and Communication

CODIFICATION: INGL 3344

CREDITS/HOURS: Three (3) credits (Three (3) contact hours per week for 15 weeks)

REQUISITE: INGL 3102, 3104 or INGL 3012

COURSE DESCRIPTION: INGL 3344 provides an overview in technical writing and communication within an organizational context. Emphasis is on critical thinking, effective writing and oral communication skills, through collaborative writing, as well as preparation and design of documents. This course presents a broad range of technical genres that enable students to become competent communicators in the workplace.

TEXTBOOK: Gerson, S. & Gerson, S. (2012). Technical Communication: Process and Product 8th Edition. Upper Saddle River, NJ: Prentice Hall.

OTHER MATERIALS:
-*English Dictionary and Spanish-English Dictionary: (2013). New York City, NY: Pearson.*
-Thesaurus
-Manual/Handbook

OBJECTIVES:

1. Critical Thinking Skills
   A. General Objective
      a. Develop critical thinking skills through analysis of different readings and reports, which are aimed at writing and designing technical documents.
      b. Investigate and analyze possible problems of businesses industry or government in today's world.
   B. Specific Objectives
      a. Students will read and analyze, reflect, and critique a variety of technical articles, reports, and documents related to their field of study.
      b. Students will create a variety of technical documents that require decision making and problem solving skills required in today's workplace.
2. Writing Skills
   A. General Objectives
      a. Recall correct grammatical forms and structures as well as their appropriate usages so that these may be applied to technical writing.
      b. Apply grammar skills, sentence structure and mechanics in context necessary to produce effective paragraphs and written communications.
      c. Prepare informal and formal technical documents suitable for the workplace.

d. Master key concepts for achieving a readable technical style: concise, clear, correct, complete, and courteous.
e. Develop skills to document sources used.

B. Specific Objectives
a. Use correct capitalization and punctuation.
b. Understand the functions of the primary genres of technical writing and produce letters, memos, emails, résumés and cover letters, proposals, formal research report, technical descriptions and definitions, and set of instructions and procedures.
c. Demonstrate basic skills and strategies important in technical communication: audience and purpose analysis, organization techniques, style, document preparation and design, graphics creation, editing and proofreading.
d. Write technical documents that will be assessed for correctness and appropriate technical style.
e. Recognize and use the principal style manuals: APA, MLA, CSE.

3. Oral Communication Skills

A. General Objectives
a. Gain practice in oral communication in an effective and ethically responsible way on the written material produced by them to heterogeneous audiences.
b. Further develop the grammar skills, sentence structure and vocabulary to produce oral communication more efficiently.

B. Specific Objectives
a. Demonstrate mastery of verbal and nonverbal communication in diverse contexts.
b. Communicate effectively using technical material and presentation aids.
c. Adjust technical messages to a variety of audiences.

4. Design of Documents

A. General Objectives
a. Develop basic skills and strategies important in document and graphics creation.
b. Produce and design pages, typographic devices typefaces, and white space.
c. Consider the value of effective well-designed visuals in technical contexts.

B. Specific Objectives
a. Integrate tables, figures and other images into technical documents.
b. Select emphasis marks such as font size, color, bold, space, and underlining, among others.
c. Support and /or substitute text for effective visual aids when appropriate or required.

COURSE OUTLINE AND TIME DISTRIBUTION:

Topic	Contact Hours
1. An introduction to Technical Communication ✓ Introduction to course, course requirements, evaluation criteria. ✓ Course overview ✓ History and importance.	3
2. Technical paragraph in Writing Process ✓ Prewriting ✓ Writing ✓ Rewriting	4
3. Readable Technical Style ✓ Conciseness, clarity and clearness. ✓ Style and tone. ✓ Grammar, punctuation, mechanics, spelling and sentence structures. ✓ ABC format for documents.	4
4. Document Design ✓ Computers in the document design process ✓ Graphics creations	5
5. Technical Communication Genres for general correspondence: ✓ Positive, negative, neutral, and persuasive. ✓ Routine correspondence ✓ Employment documents ✓ Process explanations, instructions and operating procedures.	5
6. Technical research ✓ Primary and secondary research ✓ Analysis of business problems ✓ Organization of data ✓ Format ✓ Style manuals: APA, CSE, MLA	5
7. Short, Informal Reports ✓ Formats guidelines for the nine parts of formal documents ✓ Formal document format versus informal document format ✓ Strategies for organizing formal documents	5
8. Proposal ✓ Internal ✓ External	3
9. Oral and written report presentations ✓ Preparation and delivery ✓ Graphics Aids	5
10. Assessment Quizzes, exams, multimedia tools, written assignments, individual and collaborative work, presentations.	6
	45 hrs.

INSTRUCTIONAL STRATEGIES: In the teaching of INGL3XXX, professors carry out a number of activities with students, namely: lectures, class discussions, workshops, collaborative tasks, group and individual presentations and writings, in-class and field work research, proofreading, portfolios, watching short videos and other internet resources, email writing, using library resources, peer editing, and case studies.

STUDENT EVALUATION:

Tests (1-3)	20%
Quizzes, homework, classwork, attendance and/or participation	15%
Oral presentations	15%
Research project	25%
Letters, memos, and job correspondence	25%
	100%

REASONABLE ACOMMODATION

The UPRB complies with the American with Disabilities Act Law and Law 51 (Servicios Educativos Integrales para Personas con Impedimentos) in order to guarantee equality in education and services access. Any student who feels she/he may need an accommodation based on the impact of a disability should contact the Office of Disability Services, located on the first floor at the Student Center to discuss their specific needs and provide written documentation. At the request of the student, the Office of Disability Services will prepare a letter individualized for each professor. This letter certifies that the student has a disability and provides reasonable accommodations required by the student to obtain adequate academic achievement. If you are not yet registered as a student with disability, please visit the Office of Disability Services. Please notify your professor about your special needs and reasonable accommodations by writing the information on the card, which is handed out during the first week of class. Confidentiality is assured.

ACADEMIC HONESTY

—The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.—

GRADE SCALE:

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59	F

References:

Anderson, P., ed (2014). *Technical Communication.* Boston, MA: Cengage.

Franklin, C. (2012). *Covey Style Guide*: *For Business and Technical Communication.* New York City, NY: Pearson.

Gerson, S., & Gerson, S. (2011). *Technical Communication* 7th Edition. Upper Saddle River, NJ: Prentice Hall.

Lannon, J., & Gurak, L., ed. (2014). *Technical Communication Plus My Writing Lab.* New York City, NY: Pearson.

Johnson, R. (2015). *Technical Communication Strategies for Today.* New York City, NY: Pearson.

Johnson, R. (2014). *Technical Communication Strategies for Today.* New York City, NY: Pearson.

Reep, D., ed. (2010). *Technical Writing: Principles, Strategies, and Readings*. New York City, NY: Pearson.

Selfie, C., ed. (2007) *Resources in Technical Communication*: *Outcome and Approaches.* Amytiville, NY: Baywood.

Smith, D., & Jefferson, S., ed. (2011). *Technical Writing for Success*. Boston, MA: Cengage.

Spilka, R., ed. (2010). *Digital literacy for technical communication: 21st century theory and practice.* New York: Routlege.

Websites:

Resources for Technical Writers: http://www.writerswrite.com/technical/techlink.htm

Technical Writing Manual: http://ilearn.seneac.on.ca/techwrite/m392 frame.html

Online writing lab at Purdue University: http://owl.english.purdue.edu/owl/section/1/16

Society for Technical Communication: http://www.stc.org/