



Western Carolina University

# Syllabus Portfolio

David Taylor



# Freshman Composition

## Syllabus



## *Composition & Rhetoric I*

Course Title	<b>English 1101: Composition &amp; Rhetoric I</b>
Instructor	David Taylor
Course Schedule	August 15, 2005 – December 2, 2005, 10:00 am–11:15 am, TTH
Required Text	<i>The Blair Handbook</i> . Fulwiler & Hayakawa. Prentice Hall. 4 <sup>th</sup> Edition. ISBN: 0131846833. <b><i>Please bring the Blair Handbook to each class meeting.</i></b>
Telephone	Cell: 912-398-2987 Office: 921-6555 Home: 598-1542
E-mail Address	david@peakwriting.com
Availability	Office Hours: 2:00 - 4:00 pm, M-F Gamble 202B  I'm available online from 9:00 am - 9:00 pm on most days, but attempt to reserve Sunday for my family. During the week I am online most of the time during the workday, but on Saturdays I tend to be online in the morning only. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible. I provide you with these times to make it easier for you to communicate with me, not to limit our contact. I want you to know that, should you need to contact me outside these times, you should not hesitate to do so.

### ***Welcome!***

Welcome to English 1101: Composition and Rhetoric. The objective of this course is to prepare you to meet the demands of writing in an academic setting and in the workplace. I will do everything I can to ensure that the next 15 weeks will be a stimulating learning experience for all of us. If you ever have questions or need coaching, please feel free to phone, email, or drop by my office in Gamble Hall. You will always be welcome. Together, I know that we will have an enjoyable and rewarding class.

### ***Course Description***

This course covers the essential writing and research skills required for college-level coursework. You will learn to distinguish between interpretive and analytical writing while using the writing process, critical thinking and rhetorical strategies to develop a variety of expository essays. The course also offers exercises for review of the elements of English syntax, punctuation, usage and mechanics.

## ***Topics and Objectives***

### Writing Situations

- Apply appropriate rhetorical strategies to assigned essays
- Distinguish between writer-based and reader-based prose
- Conduct audience analyses and select appropriate writing styles

### Academic Essay Analysis

- Compare approaches to essay types: position paper, persuasion essay, case study analysis, and applied research paper
- Demonstrate organization and focus in an academic essay

### Research and Supporting Evidence

- Apply critical thinking skills to essays, research papers, and literary analyses
- Evaluate the relevance, reliability, and objectivity of sources
- Demonstrate the value of research

### Collaborative Writing & Review

- Apply peer-editing methods to produce clear and concise writing
- Integrate various writers' work into one cohesive document
- Demonstrate the ability to support ideas with appropriate evidence
- Synthesize research information and materials to produce a research paper
- Produce a logical and well-researched document that synthesizes topical information

### Documentation, Grammar, Punctuation, and Mechanics

- Apply the rules of English sentence structure, punctuation, grammar, style, and usage in written documents.
- Demonstrate the ability to perform each of the steps involved in the writing process.
- Apply the rules of MLA style to written papers, using appropriate methods to summarize, paraphrase, cite, and reference sources.



### **Grading Information**

Semester grades will be awarded according to the number of points you earn throughout the semester. During a normal semester, there will be approximately 1000 points available for you to earn on papers, web conferences, and tests.

<b>Grading Scale</b>	
<b>% of Total Points Earned</b>	<b>Grade</b>
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

### **Grading Criteria for Papers**

You may apply these criteria to your writing and use them along with any specific requirements for each assignment to help you determine your grade for individual papers.

An **A paper** is characterized by outstanding informative writing marked by superior readability and competent handling of content. These traits are demonstrated by:

The substance and organization follow a clear, logical sequence that makes the information easily accessible to the reader. The purpose is clearly expressed, and the selected details of the assignment reflect this purpose. The audience is accommodated throughout the assignment as reflected in effective communication and style. Words are chosen and sentences are constructed to make the information understandable. The grammar, mechanics and format are flawless.

A **B paper** is characterized by distinguished writing that successfully fulfills the requirements but contains one of the following weaknesses:

Although the writing is essentially well organized, the audience analysis, the statement of purpose, or the handling of the content is flawed. Although sentences are grammatically correct, their structure, length, or both sometimes cause readers to work unnecessarily hard. Ambiguous or vague wording hinders precise communication. A small lapse in audience accommodation causes reader distraction. Grammar, mechanics, and format flaws interfere with reading and comprehension.



A **C paper** is characterized by satisfactory writing that is generally effective but contains any one of the following weaknesses:

Although satisfactorily written, the body of the assignment is not clearly organized, or some material is not clearly explained; the audience and purpose are not clear. Sentences, although grammatically correct, often make information difficult to extract; editing key words or converting nouns to verbs could solve such problems. Wording interferes with readability, but the reader can still glean the meaning; rereading is often required. Repeated grammar, mechanics, or formatting errors mar the paper.

A **D paper** struggles to communicate information and contains weak writing. In a professional work environment, such writing would be considered incompetent because it suffers from any one of the following problems:

Any two of the problems listed under a C paper. Minimal evidence of audience accommodation. Serious wording problems give the reader repeated and serious difficulties in understanding. Serious sentence problems, such as run-on sentences, fragments and faulty predication, damage the readability. Grammar, spelling, or formatting problems create frequent obstacles to understanding.

A **failing grade** on a writing assignment usually means that your paper contains any two problems from the list for a D paper.

### ***Corrections and Rewrites***

Using the *Blair Handbook* as a reference, I will mark errors on each of your graded essays. For your grade on that essay to be final, as the final step you must submit a corrections sheet for the errors I mark.

You may rewrite the first three essays for a higher grade. An essay that receives a "D" or below **MUST** be rewritten with the help of a tutor in the Writing Center or it becomes an "F." For any rewrite, you must provide documentation that you have been to the Writing Center and that you have worked with a tutor. The new grade will replace the old grade on any rewrite. The final two papers cannot be rewritten for a higher grade.

### ***The Writing Center***

Located in 109 of Gamble Hall, AASU's Writing Center is an integral part of this course. You will use it to get feedback on writing during the writing process and after a paper has been graded. The peer tutors are professionally trained to provide expert feedback. It is best to call for an appointment in advance before going in for a review or other help: 927-5210. The Writing Center also offers Internet-enabled computers and printers for your use.



### ***Class Participation***

Taking a WebCT hybrid course means a commitment on your part to log in regularly and complete all assignments on time. You should expect to spend a minimum of six hours per class week working online, posting and responding to other students in the class conferences, and researching the Internet and World Wide Web.

For this class, a week is defined as the period of time between Tuesday and the following Monday. Assignments scheduled for completion during the class week should be turned in no later than 11:55 pm on the day specified.

### ***Late Work***

All students are allowed five red stars \*. WebCT assigns a red star \* to any work turned in past its deadline (11:55 pm). After your quota of stars has been met, any subsequent work turned in late will not be graded and will not earn any points.

### ***Academic Policies***

Academic honesty is highly valued at Armstrong Atlantic State University. You will be held responsible for any violations, including plagiarism, of the AASU Honor Code. You must always submit work that represents your original words or ideas. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the AASU student handbook for more information about academic honesty, including consequences of academic dishonesty

### ***Disabilities Statement***

Under the Americans with Disabilities Act, AASU provides appropriate and reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in the Student Affairs Office in Memorial Student Center.



# Business & Technical Writing

## Syllabus



# Business & Technical Writing

Syllabus for  
ENGLISH 3720  
Prerequisite: ENGL 1102  
Instructor: David Taylor

## Course Description

This course provides practice in the communication skills that you need for the workplace: planning information, developing reader-based prose, analyzing audiences, improving personal writing performance, increasing active listening skills, guiding the writing of subordinates, and mastering such writing tasks as strategic plans, technical documents and performance appraisals.

## Course Introduction

*Business & Technical Writing* is designed for people who anticipate becoming professionals in a variety of industries. The course focuses on the skills and techniques needed in modern work environments, paying special attention to technological changes in the methods we use to communicate. Particular emphasis is placed on writing for managerial decision-making in a technological, diverse, and global business environment.

In an attempt to bridge the gap between theory and practice, *Business & Technical Writing* focuses on the close connection between communication and the traditional functions of the workplace professional, balanced by discussion of effective written communication strategies for everyday situations. In the course, you will recognize effective and efficient communication models. At the same time, the course presents writing as part of a communication process that continually evolves and changes as organizations evolve and change. For that reason, topics are designed to help you understand more about the communication process within organizations and its expression in writing tasks.

## Course Goals/Objectives

After completing this course, you should be able to:

### Communication Goals

- describe the communication processes of organizations and the role of writing within organizations
- describe models of organizational communication



- explain changes in the communication process over the past few years, focusing on the high-technology, global environment
- identify basic communication skills in listening, public speaking, writing, and networking
- recognize communication barriers within and between organizations and apply the prevention that effective writing provides
- understand the relationship between management/leadership and communication
- discuss the ethical issues in workplace communication
- explain organizational changes and their effects on communication

### Writing Goals

- identify the various formats for writing within an organization
- apply the various formats for writing within an organization
- conduct a task and audience analysis and suggest strategies for results-oriented writing
- employ techniques for planning information and managing writing tasks
- review traditional ways to organize writing and explore alternatives brought about by technology
- identify challenges associated with integrating information from others and devise strategies for evaluating and managing such information
- develop a plan for improving your own writing skills and the writing skills of others within the organization as an ongoing integral part of managerial responsibility
- discuss the rhetorical considerations of business and technical writing

### Required Course Texts

Arthur H. Bell, and Smith, Dayle M. (2006). *Management communication*. New York: John Wiley.

Toby Fulwiler (2003). *The Blair handbook*. 4<sup>th</sup> Edition. New York: Prentice Hall.

### Grading Information

Semester grades will be awarded according to the number of points you earn throughout the semester. During a normal semester, there will 1000 points available for you to earn on papers, conferences, and in-class presentations.

Grading Scale	
Points	Grade
1000 - 900	A
899 - 800	B
799 - 700	C
699 - 600	D



Assignments	Points
Paper 1: Communication Analysis	100
Paper 2: Reader-Centered Writing	100
Paper 3: Listening Narrative	100
Paper 4: Planning Proposal, Prospectus and Information Plan for Final Project	100
Paper 5: Problem-Solving Project & PowerPoint Presentation	200
Class/Conference Participation (may include additional small assignments such as peer reviews or working collaboratively)	300
Final Exam	100
<b>TOTAL</b>	<b>1000</b>

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## Project Descriptions

### Paper 1: Communication Analysis

#### Instructions:

##### Part I:

During the first three weeks of this course, keep a journal in which you collect inhibitors to communication occurring in your environment and/or work organization. The communications you analyze can be from written documents, records of conversations, an address/speech by a single individual.

Types of communication inhibitors and examples of them can be found in the first four chapters of Bell & Smith, the Course Guide, and in class lectures. They include:

- connotative meanings of words
- personal censors and filters
- noise (real and semantic)
- audience expectations
- communication structure (or lack of)
- direction of communication
- physical barriers
- cultural barriers
- experiential barriers
- perceptual barriers
- motivational barriers
- emotional barriers
- organizational barriers
- linguistic barriers
- nonverbal barriers
- competitive barriers
- lack of writing purpose, organization, support or clarity
- artificial voice
- forced collaboration
- faulty level of technicality
- faulty level of formality
- faulty direction
- poor timing
- excessive subjectivity

##### Part II:

After you've collected your inhibitors (5-8), define each one using a bullet list.

##### Part III:

Analyze your collected data in a table with three columns:

1. the communication as either a direct quote or paraphrase



2. name of the inhibitor(s) working against the attempt to communicate
3. a brief explanation of how the inhibitor worked to block clear communication

#### **Part IV:**

Using a scale of 1 to 100, rank your associates' and organization's communication effectiveness. Justify and explain the score you award.

**Details:** Use of list and table; 3-4 pages, single-spaced.

## **Paper 2: Reader-Centered Writing**

### **Instructions:**

Imagine that you are a manager who is responsible for implementing a new policy in your company about reader-centered writing. Write a memo to your employees that contains the following sections:

1. Describe this new policy and what reader-centered writing is.
2. Explain why your organization is moving toward this standard for all written products, for internal documents and those sent to customers.
3. Gather at least two letters, memos, or other documents from your workplace and comment on them to demonstrate how they are examples of writer-based prose.
4. Also, provide rewrites of each sample you collected that transform writer-based prose into reader-based prose.
5. End your document with a table that contrasts reader-based and writer-based prose on a number of criteria (audience, word choice, structure, etc.)

Refer to the class discussions and reading assignments for the first three meetings of the course.

Details: Memo form; single-spaced; with an extra space between paragraphs. Emphasis on slanting writing to a complex (primary and secondary) audience.

## **Paper 3: Listening Narrative**

### **Instructions:**

Before you have a meeting with someone this week, decide that you will employ the active listening techniques and theory discussed in your readings, web exercises and in class. First, list and describe the listening skills you will employ to upgrade your listening



effectiveness and why you chose those skills.

Next, provide a detailed narrative of what actually transpired in the meeting, emphasize what happened as you attempt to deploy your listening strategies.

Last, discuss what you will do in the future to continue to improve your listening effectiveness.

Refer to the class discussions and reading assignments, specifically Chapter 13 in the Bell & Smith text. In addition, examine the information found at various web sites devoted to the development of listening skills.

**Details:** Personal letter and list form; 3 - 5 pages, single-spaced, with an extra space between paragraphs.

## **Paper 4: Planning Proposal, Prospectus, and Work Plan for Final Project**

### **Instructions:**

Before you begin this paper, you should receive approval from me on your final project topic. Your final project should focus on a managerial communication problem you have identified in your work or home environment and for which you will provide a solution or solutions.

Paper 4 will help you plan your final project. The assignment for Paper 4 requires that you complete a bibliography plus all parts of the project planning template on page 303 of the reserved reading by Thill, "Planning Long Reports" (part 1):

- (1) Complete all steps outlined in the table on page 303 of the Thill reading.
- (2) Write an annotated bibliography for your topic. Your annotated bibliography should include at least six sources, which must include primary sources. Include both electronic and print sources. See the description of Paper 5 as you plan this assignment.
- (3) Be sure to include the step that requires you to write a work plan for your proposed final project using the "Sample Work Plan for a Formal Study" found on page 303 of the Reserved Reading "Planning Long Reports." (Use the outline format shown on page 303.)



Refer to the class discussions and reading assignments for the tenth, eleventh, and twelfth meetings of the course.

**Details:** Planning document format.

## **Paper 5: Problem-Solving Project & PowerPoint Presentation**

### **Instructions:**

For your final project, you will focus on a problem relating to managerial communication that you identified in Paper #4. In this paper, define the problem, analyze it, describe it, and suggest resolutions for it.

Your mission is to identify a communication problem in your workplace (or another appropriate place), provide evidence for the existence of the problem, and then recommend one or more solutions. Your recommendations should be logical and should address the problems as you've identified them. Base your recommended solutions on your own ideas and support your recommendations with research from primary and secondary sources. Keep in mind that this is a report written for a decision-maker and must be results-oriented. The report should follow APA style for citations and research.

You will need approval from me for your topic. Since this is a research project, you should plan to use primary sources (interviews, surveys and conversations) as well as secondary research (articles, books, or company documents). [Refer to class discussions throughout the course for help with rhetorical considerations; Bell & Smith, chapters 9 & 11 for writing long reports and proposals; and instructor-provided materials.]

In addition, you will present the findings of your research and your proposed solutions to the class using PowerPoint slides. The class will act as senior management of your company and will evaluate the effectiveness of your work and presentation.

**Details:** Formal report, single-spaced, with a space between paragraphs. Follow APA style for formatting headings and subheadings. Remember this is a formal report, so review the requirements for formatting. PowerPoint presentation, 8-10 minutes

Week	Module	Readings/Assignments	Due Dates
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## Course Schedule

Week	Module	Readings/Assignment(s)	Due Dates
Week 1	The Process of Communication	<p>Required Readings:</p> <p>B &amp; S, Chapter 1: Communication Directions for a New Century</p> <p>B &amp; S, Chapter 2: Elements of Communication Theory and Architecture</p> <p>B &amp; S, Chapter 3: Guidelines for Management Writing</p> <p>B &amp; S, Chapter 4: Management Writing Style and collaborative Writing</p> <p>Course Guide, Unit 1: Organizational Communication</p> <p>Supplemental Reading from Course Module 1: Checklist for Revising Papers.</p> <p>Supplemental Reading from Course Module 1: How Is Writing Graded?</p>	August 15-21
Week 2	The Process of Communication	<p>Required Readings:</p> <p>B &amp; S, Chapter 18: Communication for Intercultural Business</p> <p>Course Guide, Unit 3: Understanding Audiences</p> <p>Reserved Reading: Communicating the Corporate Culture</p> <p>Supplemental Reading from Course Module 1: Audience Direction</p>	August 22-28
Week 3	The Process of Communication	<p>Required Readings:</p> <p>B &amp; S, Chapter 19: Ethics and Law for Management Communication</p> <p>Course Guide, Unit 2: Writing Well and Motivating Others Through Planning</p> <p>Reserved Reading: How to Develop an Ethical Organization</p>	August 29-Sept. 4  <b>Due:</b> Paper #1 (Communication Analysis)
Week 4	Task Analysis; Planning and Organizing	<p>Required Readings:</p> <p>Course Guide, Unit 4: Designing a Comprehensive Information Plan</p>	Sept. 5-11



	Information	Optional Readings: Guide to Writing & Research (available online), Chapter 3: Thinking Strategies & Patterns for Writing Guide to Writing & Research (available online), Appendix D: The Writing Plan and Project Schedule Supplemental Reading from Course Module 3: Group Process: Writing Strategies for Longer Memos, Reports, and Academic Writing	
Week 6	Task Analysis; Planning and Organizing Information	Required Readings: Course Guide, Unit 7: Writing and Rewriting Drafts Course Guide, Unit 8: Editing and Checking Information B & S, Chapter 13: Listening  Supplemental Reading from Course Module 2: Written Communications: Problem-Solving Matrices	Sept. 19-25  <b>Due:</b> Paper # 2 (Reader-Centered Writing)
Week 7	Letters, Memos, and Work- Related Writing	Required Readings: B & S, Chapter 5: Form and Style for Business Letters B & S, Chapter 6: Saying “Yes” and “No” in Letters B & S, Chapter 7: Persuasive Letters B & S, Chapter 8: Memos and E-Mail Messages Course Guide, Unit 9: Writing Effective Memos and Letters  Supplemental Reading from Course Module 3: Grouping Process Supplemental Reading from Course Module 3: Example Memo	Sept. 26-Oct. 2
Week 8	Letters, Memos, and Work- Related Writing	Required Readings: B & S, Chapter 12: The Career Search, Resumes, and Interviews Reserved Reading: Performance Feedback  Supplemental Readings from Course Modules: Group Process-Writing Strategies for	Oct. 3-9



		and Letters  Supplemental Reading from Course Module 3: Grouping Process Supplemental Reading from Course Module 3: Example Memo	
Week 8	Letters, Memos, and Work- Related Writing	Required Readings: B & S, Chapter 12: The Career Search, Resumes, and Interviews Reserved Reading: Performance Feedback  Supplemental Readings from Course Modules: Group Process-Writing Strategies for Longer Memos, Reports, and Academic Writing	Oct. 3-9
Week 9	Letters, Memos, and Work- Related Writing	Required Readings: B & S, Chapter 14: Gender Communication Reserved Reading: Informal Planning: Strategic Stage	Oct. 10-16  <b>Due:</b> Paper #3 (Listening Narrative)
Week 10	Reporting	Required Readings: B & S, Chapter 9: Short and Long Reports Course Guide, Unit 10: Report Writing  Supplemental Reading from Course Module 4: Management Report/Research Report-Defining the Problem Supplemental Reading from Course Module 4: Writing a Research Narrative and Prospectus	Oct. 17-23
Week 11	Reporting	Required Readings: B & S, Chapter 10: Graphic Aids B & S, Chapter 11: Proposals and Business Plans Reserved Reading: The Business Mission  Supplemental Readings from Course Module 4: The Researcher's Stance: Handling Your Sources; What's a Literature Review? Why Perform Research?	Oct. 24-30
Week 12	Reporting	Required Readings: B & S, Chapter 17: Crisis Communication and Media Relations	Oct. 31-Nov. 6  <b>Due:</b> Paper #4



		Reserved Reading: Planning Long Reports  Guide to Writing & Research (available online), Chapter 6: Using Library Resources for Research and Writing	(Planning Proposal, Prospectus & Information Plan)
Week 13	Managing the Organization's Information	Required Readings: B & S, Chapter 16: Managing Interviews, Meetings, and Telephone Work; B & S, Chapter 15: Oral Presentations  Course Guide, Unit 11: Managing Production and Controlling Change Course Guide, Unit 12: Managing the Organization's Information Needs	Nov. 7-13
Week 14	Managing the Organization's Information	Required Readings: Course Guide, Unit 13: Increasing Your Writing Skills Throughout Your Management Career	Nov. 14-20  <b>Due:</b> Paper #5 (Problem-Solving Project--print)
Week 15	Executive Presentations	In-Class PowerPoint Presentations	Nov. 21-27
Week 16	Executive Presentations	In-Class PowerPoint Presentations	Nov. 28-Dec. 2
Week 17	Final Exam	Web CT Online Final Exam	Dec. 3-9  <b>Note:</b> Senior grades are due on Dec. 6. If you graduating this semester, you take the final prior to Dec. 6.



## **Contacting Your Instructor**

Please use the following email address: [david@peakwriting.com](mailto:david@peakwriting.com). You can also contact me via cell phone (912-398-2987). My office is located in Gamble Hall 202B. Office hours are 2:00 pm to 4:00 pm daily except Friday.

## **Late Work**

All students are allowed five red stars \*. WebCT assigns a red star \* to any work turned in past its deadline (11:55 pm on Fridays). After your quota of stars has been met, any subsequent work turned in late will not be graded and will not earn any points.

## **Academic Policies**

Academic Policies are not course specific and are therefore created and housed separately from this syllabus. You may access Academic Policies, including those pertaining to academic honesty, from your Armstrong Student Handbook.



# Introduction to Communications

## Syllabus



# Introduction to Communications

Syllabus for  
ENGLISH 3700  
Prerequisite: ENGL 2100 or PHIL 2201/2251  
Instructor: David Taylor

## Course Description

This course provides a survey of the profession, designed to familiarize majors with the history of communications as a profession, to introduce them to the number and variety of careers available to professional communicators, and to suggest methods of career planning (from the AASU 2005-2006 Undergraduate Catalog).

## Course Introduction

*Introduction to Communications* is designed for those who anticipate becoming communication professionals. The goal of the course is to prepare you for the workplace by helping you to:

1. understand current career opportunities in print and online journalism, broadcast and film, advertising and public relations. We will achieve this goal by studying a required text, *Careers in Communication*, by interviewing practicing professionals in each area, and by visiting the workplaces where these professionals practice their craft.
2. function as a professional who writes and sells your work in the marketplace. To this end, you will conceive, research, write, edit and market a series of pieces in one or more of the broad communication fields outlined above. During this process you will learn to analyze markets, shape a product for a specific market, and offer your work for sale in a professional manner.
3. develop a contemporary journalistic style for consumers. Most of your school training to date has prepared you to write academically--an academic style, academic formats, academic audience. This training has been a crucial part of your education. However, as someone who has chosen to prepare for a career as a communications professional, you must now add another way of writing to your toolbox that reflects the characteristics of contemporary journalistic styles.

## Course Goals/Objectives

After completing this course, you should be able to:

### Career Goals



- use online and print resources to identify a variety of job opportunities in the communications profession
- prepare a personal credentials package for prospective employers
- employ effective job interview techniques
- match your personal interests and skills to available employment opportunities

### Writing Goals

- identify the various formats for writing in communication career fields
- apply selected formats for writing in your chosen areas
- conduct a market and audience analysis, then formulate a product concept that fits
- employ techniques for planning information and managing writing tasks, including submission protocols
- review traditional ways to organize writing and explore alternatives brought about by technology (mapping and chunking)
- identify challenges associated with using primary source information and devise strategies for managing such information
- discuss the rhetorical considerations of contemporary journalistic style
- increase your syntactic maturity and flexibility
- successfully edit your and your colleagues' manuscripts

### Required Course Texts

1. Shonan Noronha. (2005). *Careers in communication*. 4th edition. New York: VGM Career Books.
2. David Taylor (2003). *The freelance success book*. Savannah: Peak Writing Press.

### Grading Information

Semester grades will be awarded according to the number of points you earn throughout the semester. During a normal semester, there will 1000 points available for you to earn on articles, conferences, and in-class presentations.

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All students are allowed five red stars **\***. WebCT assigns a red star **\*** to any work turned in past its deadline (11:55 pm on Sundays). After your quota of stars has been met, any subsequent work turned in late will not be graded and will not earn any points.

## **Academic Policies**

Academic honesty is highly valued at Armstrong Atlantic State University. You will be held responsible for any violations, including plagiarism, of the AASU Honor Code. You must always submit work that represents your original words or ideas. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the AASU student handbook for more information about academic honesty, including consequences of academic dishonesty.

## **Official Policy Statement Regarding Your Feature Stories**

As part of the requirements of this course, you are required to prepare a feature article following the standard practices employed by freelance and staff journalists and communication professionals.



The purpose of this assignment is to provide you training in the research, writing, and editing skills employed by professional communicators in print, online and broadcast media.

You are **\*not\*** required to submit your feature article for actual publication as a part of this course. The decision to submit your work for publication in any venue is entirely yours and falls outside the scope of this class.

Whether or not you submit your article for publication, and whether or not your article is published, will have **no effect** on your grade on this project or in this course.

This course is in **no way** affiliated with any publication on Armstrong's campus or in the wider community. Your decision to submit your work--whether or not produced as part of your class work--is entirely yours.

My role as your instructor is to comment on the quality of your writing and editing in light of the course information and course goals presented to you. As a communications instructor, I cannot and will not offer any positions or opinions regarding the subjects you write about. Your choice of materials is entirely yours as are any facts and conclusions that you publish. Opinions expressed in your work are not necessarily opinions held by this instructor or the academic department I represent.

By participating in this course, English 3700, you acknowledge your receipt and understanding of this policy. If you have any questions regarding this policy, please contact me or the LLP department chair, Prof. David Wheeler.

## **Disability Statement**

Under the Americans with Disabilities Act, AASU provides appropriate and reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in the Student Affairs Office in Memorial College Center.

# English 3700 - WebCT Home Page

ENGL 3700 - Introduction to Communications - WebCT 4.1.5 - Netscape

File Edit View Go Bookmarks Tools Window Help

New Tab ENGL 3700 - Introduction to Commu...

WebCT myWebCT Resume Course Course Map Check Browser Log Out Help

ENGL 3700 - Introduction to Communications

Control Panel View Designer Options

Course Menu

- Homepage
- Syllabus
- Course Calendar
- Conferences
- Lectures
- Style Makeover
- Grades
- Turn It In
- Chat Area

Homepage



## Introduction to Communications

### Announcements



#### December 1

#### How to Calculate Your Final Grade

Soon as you submit your final, I will try to grade it within 24 hours. After your final is graded, you will be able to calculate your final grade for the course by finding the percentage of total available points (1280) that you earned:

Final Grade Calculation	
Letter Grade	Point Range
A	1152 - 1280
B	1024 - 1151
C	896 - 1023
D	768 - 895



#### November 27

#### Chunked Heds & Decks Ready

Congrats! This was definitely some of your best creative work of the semester and may very well represent the best set of article ideas I've ever gotten from a class.

# English 3700 - Weekly Assignments

ENGL 3700 - Introduction to Communications - WebCT 4.1.5 - Netscape

Control Panel View Designer Options

ENGL 3700 - Introduction to Communications

Course Menu: Homepage, Syllabus, Course Calendar, Conferences, Lectures, Style Makeover, Grades, Turn It In, Chat Area

Homepage > Turn It In

Assignments

0 Available 0 Late 0 Due soon

Display: All assignments December 19, 2005 9:10am

Go

- Week 1 - The Writing Itch**  
Availability: Immediately - August 22, 2005 11:55pm  
Grade: -- / 50  
Status: Unavailable
- Week 1 - Relatives**  
Availability: Immediately - August 21, 2005 11:55pm  
Grade: -- / 10  
Status: Unavailable
- Week 2 - La Blanquilla**  
Availability: Immediately - August 28, 2005 11:55pm  
Grade: -- / 50  
Status: Unavailable
- Week 2 - Web Writing**  
Availability: Immediately - August 28, 2005 11:55pm  
Grade: -- / 15  
Status: Unavailable
- Week 3 - Blake Questions**  
Availability: Immediately - August 31, 2005 11:55pm  
Grade: -- / 10  
Status: Unavailable
- Week 3 - Blake Thank You Note**  
Availability: Immediately - September 8, 2005 11:55pm  
Grade: -- / 10  
Status: Unavailable
- Week 4 - Publication Analysis & Storyboard**  
Availability: Immediately - September 11, 2005 11:55pm  
Grade: -- / 25  
Status: Unavailable
- Week 5 - Final Storyboard**  
Availability: Immediately - September 14, 2005 11:55pm  
Grade: -- / 25  
Status: Unavailable
- Week 6 - Revised Hed & Deck**  
Availability: Immediately - September 21, 2005 11:55pm  
Grade: -- / 20  
Status: Unavailable
- Week 6 C - Interview Questions**  
Availability: Immediately - September 21, 2005 11:55pm  
Grade: -- / 15

ENGL 3700 - Introduction to Communications - WebCT 4.1.5 - Netscape

Control Panel View Designer Options

ENGL 3700 - Introduction to Communications

Course Menu: Homepage, Syllabus, Course Calendar, Conferences, Lectures, Style Makeover, Grades, Turn It In, Chat Area

Homepage > Turn It In

- Week 7 A - Story Notes**  
Availability: Immediately - September 27, 2005 11:55pm  
Grade: -- / 15  
Status: Unavailable
- Week 7 B - Story Leads**  
Availability: Immediately - September 27, 2005 11:55pm  
Grade: -- / 15  
Status: Unavailable
- Week 7 C - Interview Questions for Anne Hart**  
Availability: Immediately - September 28, 2005 11:55pm  
Grade: -- / 20  
Status: Unavailable
- Week 8 A - Revised Leads**  
Availability: Immediately - October 3, 2005 11:55pm  
Grade: -- / 50  
Status: Unavailable
- Week 8 B - Anne Hart Thank You**  
Availability: Immediately - October 4, 2005 10:00am  
Grade: -- / 10  
Status: Unavailable
- Week 8 C - Rough Draft (Feature 1)**  
Availability: Immediately - October 6, 2005 11:55pm  
Grade: -- / 50  
Status: Unavailable
- Week 9 A - Participle Exercises**  
Availability: Immediately - October 9, 2005 11:55pm  
Grade: -- / 30  
Status: Unavailable
- Week 9 B - Questions for Keith**  
Availability: Immediately - October 10, 2005 11:55pm  
Grade: -- / 20  
Status: Unavailable
- Week 9 C - Final Copy Feature 1**  
Availability: Immediately - October 14, 2005 11:55pm  
Grade: -- / 100  
Status: Unavailable
- Rewrite Paper #1**  
Availability: Immediately - October 25, 2005 11:55pm  
Grade: -- / 100  
Status: Unavailable
- Week 10 - Comrade Student**  
Availability: Immediately - October 17, 2005 11:55pm  
Grade: -- / 100

# English 3700 - Weekly Assignments

The screenshot displays a WebCT interface for the course "ENGL 3700 - Introduction to Communications". The page is titled "ENGL 3700 - Introduction to Communications" and includes a "Control Panel" with options for "View" and "Designer Options". A "Course Menu" is visible on the left, listing items such as "Homepage", "Syllabus", "Course Calendar", "Conferences", "Lectures", "Style Makeover", "Grades", "Turn It In", and "Chat Area". The main content area lists weekly assignments with the following details:

Assignment	Availability	Grade	Status
Homepage > Turn It In	Immediately - October 17, 2005 11:55pm	-- / 100	Unavailable
<b>Week 10 A - Query Letter Draft</b>	October 16, 2005 5:00pm - October 20, 2005 11:55pm	-- / 25	Unavailable
<b>Week 11 A - Query Peer Critiques</b>	Immediately - October 24, 2005 11:55pm	-- / 25	Unavailable
<b>Week 11 B - Query Final Copy</b>	Immediately - October 27, 2005 11:55pm	-- / 50	Unavailable
<b>Week 12 - Job Resource Document</b>	Immediately - November 2, 2005 11:55pm	-- / 100	Unavailable
<b>Week 13 A - Cover Letter Rough Draft</b>	Immediately - November 10, 2005 8:30am	-- / 25	Unavailable
<b>Week 13 B - Resume Rough Draft</b>	Immediately - November 10, 2005 8:30am	-- / 25	Unavailable
<b>Week 14 A - Cover Letter &amp; Resume</b>	Immediately - November 17, 2005 11:55pm	-- / 100	Unavailable
<b>Week 14 B - Interview Questions</b>	Immediately - November 14, 2005 11:55pm	-- / 60	Unavailable
<b>Week 15 - Chunked Ideas &amp; Heds</b>	Immediately - November 22, 2005 11:55pm	-- / 30	Unavailable
<b>Final Exam</b>	Immediately - December 6, 2005 11:00am	-- / 200	Unavailable



# Publication Design

## Syllabus



ARMSTRONG ATLANTIC  
STATE UNIVERSITY

Learn Today. Lead Tomorrow.



*syllabus*

Introduction
Technology
Course Goals
Learning Outcomes
Required Text/Software
Peripherals
Recommended Readings
Portfolio
Grading

## ENG 5750 - Publication Design

- Instructor: David Taylor ([view biography](#))
- Title: Assistant Professor of Business & Technical Communication
- Department: Languages, Literature and Philosophy
- Address: Gamble 202B, Armstrong Atlantic State Univ.
- Office Hours: 1:00 - 3:00, weekdays
- Tel: (912) 921-6555 Cell: (912) 398-2987
- [Email: david@peakwriting.com](mailto:david@peakwriting.com)

### Introduction

This one-semester, three-credit hour course is designed for communication students interested in careers in publication design and for those who need to produce or supervise printed publications as part of their jobs.

All aspects of digital publishing ("desktop publishing") are discussed, from audience analysis and content development to basic principles of design and typography, layout and printing.

By practicing combinations of typography, photography, illustration and color, students develop an understanding of how to express a visual message for a specific audience.

### Technology

You will develop a working knowledge of Adobe InDesign CS as you produce designs for advertisements, corporate identification products, posters, brochures, newsletters and magazines. Adobe Photoshop is introduced, and a field trip to a printing plant is planned. Prerequisites include a basic knowledge of the Windows computer environment.

The course will cover all aspects of the [Adobe Certified Expert](#) (ACE) exam in InDesign. You are encouraged to register for the online exam (\$75) and test for this valuable professional credential.

**Note:** English 5750 is an intensive computer course. Although publication design is about a lot more than a software program, without a mastery of the tools of this trade, publication design is not possible.

### Course Goals

The primary goal of this course is to prepare you to fulfill four important roles of contemporary professional writers, editors, and publishers. To be a:

- skilled user of current computer technology
- designer of publications for a wide variety of situations

- manager of the digital publishing process
- tutor of colleagues and future clients.

## Learning Outcomes

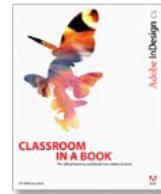
Upon successful completion of the course, you will be fluent in the basic operations of Adobe InDesign CS, understand the principles of successful design, apply current standards of typography, and manage the preprint and print processes. To achieve those outcomes, during the course you will:

- use type as a communication tool to transform data into knowledge
- learn to recognize typeface fonts, families and sizes as well as their appropriate uses in publications
- demonstrate the design process by organizing information and manipulating the components of page layout.
- as part of a team, manage from start to finish a design project for a real-world client

## Required Text & Software

*Adobe InDesign CS Classroom in a Book.* Adobe Press.  
ISBN: 0321193776.

Available in AASU Bookstore. Should be shrink-wrapped with CD in back.



Adobe InDesign CS, v.2 or v.3. Some of the lowest prices are at [Flashcorp Software](#) and [iBackups](#). I purchased a copy from iBackups.



The older version (v.2) is around \$39.95. The newer version (InDesign CS v.3) is \$59.95. Please purchase v.3, if possible.

The "CS" stands for "Creative Suite" and means that this version is fully integrated with Adobe's other products: Illustrator, Photoshop, GoLive, etc.

These are download-only prices. If you wish to wait until the first day of class to purchase and download your copy, I will be happy to help you. You must have a credit card.

## Peripherals

- Access to a flatbed scanner
- Access to a color printer (ink jet or laser). Assignments will require creating and printing pages with excellent color coverage. A borderless printing capability is desirable.



## Reserved Readings

[Magculture: New Magazine Design](#)

*by Jeremy Leslie*

[Magazine Design That Works: Secrets for Successful Magazine Design](#)

*by Stacey King*

[The Magazine From Cover to Cover : Inside a Dynamic Industry](#)

*by Sammye Johnson, Patricia Prijatelj*

[Cipe Pineles: A Life of Design](#)

*by Martha Scotford, Cipe Pineles Golden*

[Merz to Emigre and Beyond: Avant-Garde Magazine Design of the 20th Century](#)

*by Steven Heller*

[Publishing with InDesign](#)

*by David Bergsland*

[Breaking the Rules in Publication Design](#)

*by Supon Design Group*

## Portfolio

At the end of the semester, you will present a portfolio of your finished projects and lab assignments. All projects and lab assignments that have been graded or commented on during the term can be improved for placement in the portfolio.

As you gain design knowledge and InDesign proficiency during the semester, you should rework assignments. Include the original and final design in your portfolio.

## Grading

Your final grade will be based on the quality of your work in the final portfolio and how that work reflects your mastery of the concepts and skills practiced during the semester.

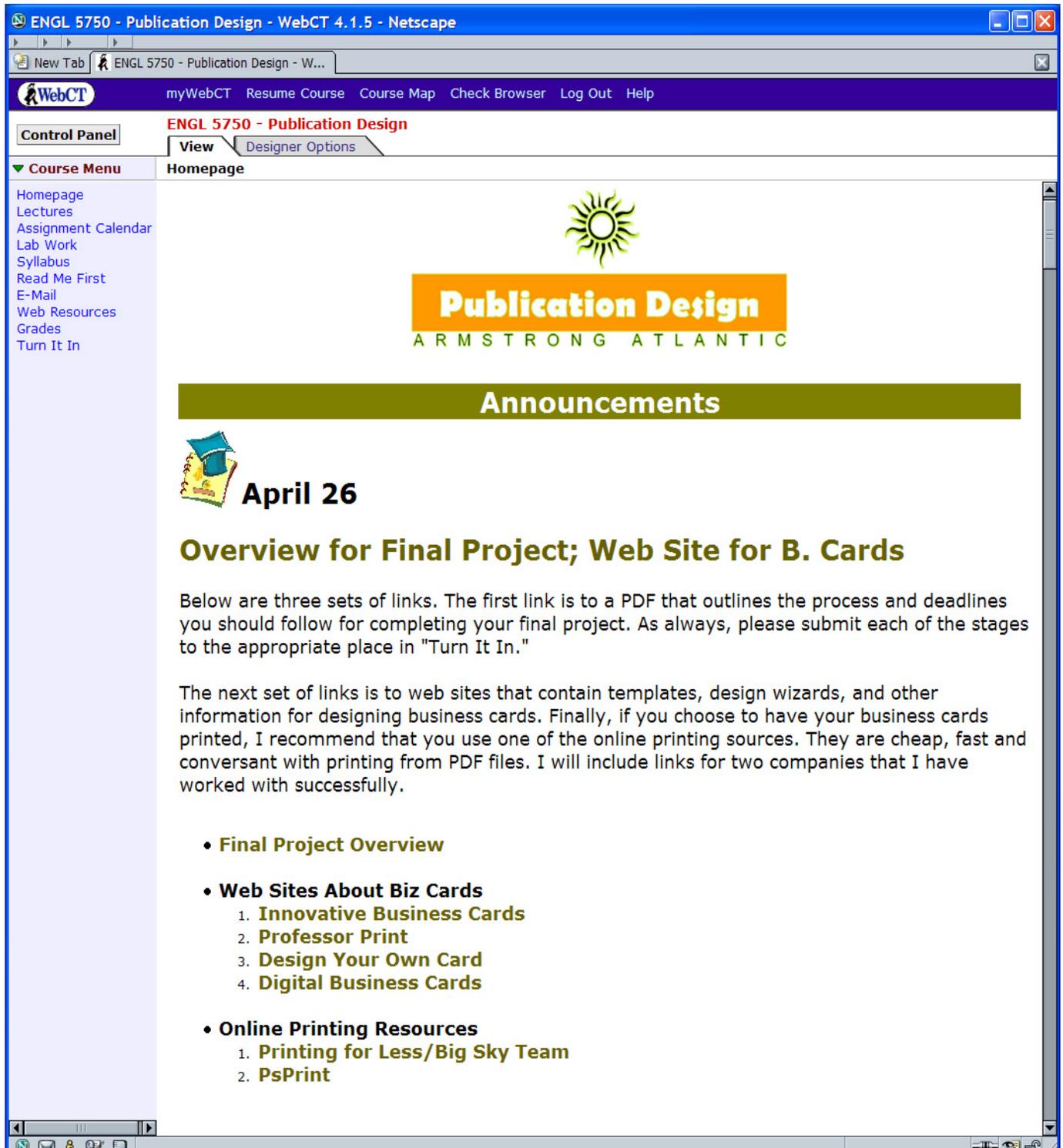
Weekly lab assignments are required and will be graded. There will be two major design projects: one individual and one completed as a team.

35%	Design Projects
25%	Lab Assignments
25%	Midterm and Final
15%	Class Participation

## Final Project Overview

Part	Description	Deadline	Value
1	<p><b>Project Parameters</b> Describe the deliverables and in what form they will be delivered to the client. For example, deliverables for the business card/stationery project are color proofs and PDF print-ready files.</p>	April 14	25
2	<p><b>Needs Analysis</b> A description of the communication problem to be solved for the client. Answer the questions: What business goals have been set for the product? What function will the product serve and how will it be used?</p> <p>For example, a web site would represent the company online, establish an appropriate image and brand, showcase essential information, attract new business, and/or provide an e-commerce capability.</p>		
3	<p><b>Project Concept</b> A description of how the design will match the client and the client's needs.</p> <p>In this step you marry the client with the design. You would first describe the client's essential traits and needs, then detail the qualities an appropriate design must have.</p> <p>For example, if you are designing a web site for a holistic, natural healing business, your design would contain colors, images, text styles and a design that are appropriate for the company's clientele and business philosophy. Your design concept for this company would likely be different than for a high-tech printing company attempting to serve the needs of fast-paced businesses.</p>	April 19	25
4	<p><b>Design Plans</b> This is a rough draft of the final project design. In it, you should provide:</p> <ul style="list-style-type: none"> <li>• A cover letter to the client summarizing the design samples.</li> <li>• The designs</li> <li>• Guidelines (for viewing, making corrections, returning to you)</li> </ul>		
5	<p><b>Complete Package</b> The final package should include:</p> <ul style="list-style-type: none"> <li>• A cover letter to the client summarizing the final project</li> <li>• A hard copy of the final product</li> <li>• A PDF copy of the final product</li> </ul>	April 28	100

# English 5750 WebCT Home Page



The screenshot shows a Netscape browser window displaying the English 5750 WebCT Home Page. The browser title is "ENGL 5750 - Publication Design - WebCT 4.1.5 - Netscape". The address bar shows "ENGL 5750 - Publication Design - W...". The page features a navigation menu on the left with options like "Homepage", "Lectures", "Assignment Calendar", "Lab Work", "Syllabus", "Read Me First", "E-Mail", "Web Resources", "Grades", and "Turn It In". The main content area has a "Control Panel" and "View" tabs. The "View" tab is selected, showing the "Homepage" with a logo for "Publication Design ARMSTRONG ATLANTIC" and a green "Announcements" banner. The announcement is dated "April 26" and titled "Overview for Final Project; Web Site for B. Cards". It provides instructions on how to complete the final project and lists resources for business cards and online printing.

ENGL 5750 - Publication Design - WebCT 4.1.5 - Netscape

myWebCT Resume Course Course Map Check Browser Log Out Help

**ENGL 5750 - Publication Design**

Control Panel View Designer Options

▼ Course Menu

Homepage

Homepage  
Lectures  
Assignment Calendar  
Lab Work  
Syllabus  
Read Me First  
E-Mail  
Web Resources  
Grades  
Turn It In

**Publication Design**  
ARMSTRONG ATLANTIC

**Announcements**

 **April 26**

**Overview for Final Project; Web Site for B. Cards**

Below are three sets of links. The first link is to a PDF that outlines the process and deadlines you should follow for completing your final project. As always, please submit each of the stages to the appropriate place in "Turn It In."

The next set of links is to web sites that contain templates, design wizards, and other information for designing business cards. Finally, if you choose to have your business cards printed, I recommend that you use one of the online printing sources. They are cheap, fast and conversant with printing from PDF files. I will include links for two companies that I have worked with successfully.

- **Final Project Overview**
- **Web Sites About Biz Cards**
  1. **Innovative Business Cards**
  2. **Professor Print**
  3. **Design Your Own Card**
  4. **Digital Business Cards**
- **Online Printing Resources**
  1. **Printing for Less/Big Sky Team**
  2. **PsPrint**

# English 5750 Weekly Assignments

ENGL 5750 - Publication Design - WebCT 4.1.5 - Netscape

myWebCT Resume Course Course Map Check Browser Log Out

**ENGL 5750 - Publication Design**

Control Panel View Designer Options

Course Menu Homepage > Turn It In

Homepage Lectures Assignment Calendar Lab Work Syllabus Read Me First E-Mail Web Resources Grades Turn It In

**Assignments**

1 Available 1 Late 0 Due soon

Display: All assignments December 19, 2005 12:23pm

Go

**Lab 1: PARC Application**  
 Availability: Immediately - January 26, 2005 10:00am  
 Grade: -- / 10  
 Status: Unavailable

**CIB 1: Hecho en Mexico**  
 Availability: Immediately - January 26, 2005 10:00am  
 Grade: -- / 10  
 Status: Unavailable

**Inkwall Restructure**  
 Availability: Immediately - January 26, 2005 10:00am  
 Grade: -- / 10  
 Status: Unavailable

**Lessons Learned Realignment**  
 Availability: Immediately - January 26, 2005 10:00am  
 Grade: -- / 10  
 Status: Unavailable

**Lab 2 Exercise: Galaria Ad**  
 Availability: January 25, 2005 1:00pm - January 27, 2005 1:00pm  
 Grade: -- / 30  
 Status: Unavailable

**Lab 3 Exercise: Construction Network Ad**  
 Availability: Immediately - February 3, 2005 12:00pm  
 Grade: -- / 20  
 Status: Past due

**CIB 2 - Setting Up Your Document ("Paper Trails")**  
 Availability: February 1, 2005 10:00am - February 10, 2005 10:00am  
 Grade: -- / 10  
 Status: Unavailable

**CIB-3-Working with Frames**  
 Availability: Immediately - February 10, 2005 11:30pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 4 - Working with Text**  
 Availability: Immediately - February 11, 2005 12:00pm  
 Grade: -- / 10  
 Status: Unavailable

ENGL 5750 - Publication Design - WebCT 4.1.5 - Netscape

myWebCT Resume Course Course Map Check Browser Log Out

**ENGL 5750 - Publication Design**

Control Panel View Designer Options

Course Menu Homepage > Turn It In

Homepage Lectures Assignment Calendar Lab Work Syllabus Read Me First E-Mail Web Resources Grades Turn It In

**CIB 5 - Working with Typography**  
 Availability: February 10, 2005 3:00pm - February 28, 2005 11:55pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 6 - Working with Color**  
 Availability: Immediately - February 27, 2005 12:00pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 7 - Importing and Linking Graphics**  
 Availability: Immediately - February 28, 2005 12:00pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 8 - Creating Tables**  
 Availability: Immediately - February 24, 2005 12:00pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 9 - Drawing Vector Graphics**  
 Availability: Immediately - March 1, 2005 1:00pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 10 - Working with Transparency**  
 Availability: Immediately - March 3, 2005 1:00pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 11 - Creating Interactive Documents**  
 Availability: Immediately - March 8, 2005 1:00pm  
 Grade: -- / 10  
 Status: Unavailable

**CIB 12 - Combining Files into Books**  
 Availability: Immediately - March 23, 2005 1:00pm  
 Grade: -- / 10  
 Status: Unavailable

**Individual Design Project - Draft Version for Feedback**  
 Availability: Immediately - March 24, 2005 11:00am  
 Grade: -- / 25  
 Status: Unavailable

**Lab 4 - InDesign Duplication**  
 Availability: Immediately - March 8, 2005 11:00pm  
 Grade: -- / 100  
 Status: Unavailable

**Clip File Check Up**  
 Availability: Immediately - March 1, 2005 11:00am  
 Grade: -- / 9

# English 5750 Weekly Assignments

ENGL 5750 - Publication Design - WebCT 4.1.5 - Netscape

myWebCT Resume Course Course Map Check Browser Log Out

**ENGL 5750 - Publication Design**

Control Panel View Designer Options

▼ Course Menu

- Homepage
- Lectures
- Assignment Calendar
- Lab Work
- Syllabus
- Read Me First
- E-Mail
- Web Resources
- Grades
- Turn It In

Homepage > Turn It In  
Status: Unavailable

**CIB 12 - Combining Files into Books**  
Availability: Immediately - March 23, 2005 1:00pm  
Grade: -- / 10  
Status: Unavailable

**Individual Design Project - Draft Version for Feedback**  
Availability: Immediately - March 24, 2005 11:00am  
Grade: -- / 25  
Status: Unavailable

**Lab 4 - InDesign Duplication**  
Availability: Immediately - March 8, 2005 11:00pm  
Grade: -- / 100  
Status: Unavailable

**Clip File Check Up**  
Availability: Immediately - March 1, 2005 11:00am  
Grade: -- / 9  
Status: Unavailable

**In-Class Typesetting Exercise**  
Availability: Immediately - March 10, 2005 12:00pm  
Grade: -- / 10  
Status: Unavailable

**Individual Design Project - Final**  
Availability: Immediately - April 11, 2005 11:00pm  
Grade: -- / 100  
Status: Unavailable

**ElementK - Lesson 1 - InDesign Environment**  
Availability: Immediately - April 7, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 2 - Document Set UP**  
Availability: Immediately - April 8, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 3 - Master Pages**  
Availability: Immediately - April 11, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 4 - Working with Text**  
Availability: April 5, 2005 8:00pm - April 12, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 5 - Colors and Swatches**  
Availability: Immediately - April 13, 2005 11:00pm  
Grade: -- / 10

ENGL 5750 - Publication Design - WebCT 4.1.5 - Netscape

myWebCT Resume Course Course Map Check Browser Log Out

**ENGL 5750 - Publication Design**

Control Panel View Designer Options

▼ Course Menu

- Grades
- Turn It In

Homepage > Turn It In  
Status: Unavailable

**ElementK - Lesson 6 - Formatting Type**  
Availability: Immediately - April 14, 2005 8:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 7 - Graphics and Layout**  
Availability: April 5, 2005 8:00pm - April 15, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 8 - Transparency**  
Availability: Immediately - April 18, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 9 - Using Tables**  
Availability: April 5, 2005 8:00pm - April 19, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 10 - Preparing for Handoff to a Service Provider**  
Availability: Immediately - April 20, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**ElementK - Lesson 11 - Creating Acrobat PDF Files**  
Availability: Immediately - April 21, 2005 11:00pm  
Grade: -- / 10  
Status: Unavailable

**Final Project - Parts 1-2**  
Availability: Immediately - April 14, 2005 11:00pm  
Grade: -- / 25  
Status: Unavailable

**Final Project - Parts 3-4**  
Availability: Immediately - April 19, 2005 11:00pm  
Grade: -- / 25  
Status: Unavailable

**Final Project - Part 5**  
Availability: Immediately - April 28, 2005 11:00pm  
Grade: -- / 100  
Status: Unavailable



# Technical Editing

## Syllabus



## TECHNICAL EDITING

TECHNICAL  
EDITING

FOURTH EDITION

Carolyn D. Rude

THE ALLEN & BACON SERIES IN TECHNICAL COMMUNICATION

### SYLLABUS

English 5740U and English 5740G

Prerequisite: English 3720

Instructor: David Taylor

#### Course Description

“Techniques for editing technical publications including all levels of edit, document management, and collaboration with writers” (2004-2005 *Catalog*, Armstrong Atlantic State University).

#### Course Introduction

Almost all professional communicators edit the work of other writers, whether or not their job descriptions identify editorial responsibilities. This editing may consist of an informal review, but the responsibility is often formally assigned. The world of work, then, dictates that people who call themselves communicators should be competent at editing.

An editing course can also improve your own writing by increasing your knowledge of how language, visual design, and illustrations work. To solve problems with grammar, organization, or design and to develop options in all these areas, writers as well as editors need to know the rules, conventions, and principles of effective communication, both verbal and visual, print and online. Editing requires awareness of how different document features may be used to achieve specific purposes. Claiming professional status also requires your ability to articulate editorial aims and principles, not just to use them intuitively.

Except at the most basic levels, editing is not simply a skill that one applies mechanically. Language and documents and reading contexts are so complex and varied that editors constantly make high-level judgments. These judgments are guided by theories of how readers use texts, theories of how strategies of organization and visual design affect usefulness and learning, and the ability to imagine documents in use. A sound theoretical foundation enables good judgment. Thus, all editing assignments in this course will ask you to tell why as well as what and how.



## Course Objectives

The five overall objectives in this course are for you to:

- 1. Develop an understanding of editing and its role in document development, publication, and use.**  
This understanding enables you as an editor to define specific editorial tasks in their broader contexts. A broad definition helps keep editing from becoming simply mechanical.
- 2. Effectively edit a range documents through the full range of editing tasks.**  
Effective editing requires knowledge about information design, a systematic procedure of analysis and implementation, and the ability to use the conventions of markup.
- 3. Develop productive editorial attitudes and habits.**  
Productive attitudes include respect for writers (even when they make mistakes), respect for one's own strengths as an editor as well as for the limits of editorial privileges, and respect for collaboration. Productive habits include the habits of inquiry and checking. These attitudes and habits lead to product excellence and good working relationships.
- 4. Prepare for your role as a professional and for ongoing learning once the course is complete.**  
Attaining professional status and "membership" in the profession requires knowing its assumptions and conventions. Professionals accept responsibility for keeping up to date. They know and use printed and online resources for professional communicators, including style manuals and periodicals, and participate in organizations and workshops for professionals.
- 5. Develop portfolio materials.**  
Projects from the editing class may be appropriate additions to your professional portfolio.

## Required Text

Rule, Carolyn D. (2006). *Technical editing*. 4<sup>th</sup> edition. New York: Pearson Longman. **Note:** To receive an access code for this course's commercial website ([www.ablongman.com/rude](http://www.ablongman.com/rude)), you must purchase this text from the university's bookstore.

## Supplemental Texts

Good editors are good researchers. They look up information when they do not know it. They develop this habit of research by using reference materials. The necessary research texts for editing include a contemporary dictionary and handbook of grammar and usage.



**Supplemental Texts (cont.)**

You also need a style manual. *The Chicago Manual* (CM) 15<sup>th</sup> edition will serve as the standard for your editing assignments in this class. The manual is available in the library. However, I encourage you to purchase and bring your copy to class. You may partner with other students to purchase this book as you will often work in teams.

Slightly cheaper alternatives are *Science and Technical Writing: A Manual of Style* or a good discipline style manual such as the *Publication Manual of the American Psychological Association*, which is widely used not only in psychology but also in other disciplines. Online editors often use a style manual developed for online documents, such as the *Microsoft Manual of Style for Technical Publications* (available online) or *Read Me First! A Style Guide for the Computer Industry*, from Sun Microsystems.

**Grading Criteria**

Semester grades will be awarded according to the number of points you earn throughout the semester. During a normal semester, there will approximately 1000 points available for you to earn on exams, assignments, and other projects.

Grading Scale	
% of Total Points Earned	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

**Assignment Types & Abbreviations**

**D&A** “Discussion and Application” activities are found in the textbook and on the website ([www.ablongman.com/rude](http://www.ablongman.com/rude)). Complete the assigned activities for the corresponding chapter out of class.



# TECHNICAL EDITING

### Assignment Types (cont.)

**Class Prep** “Class prep” assignments require you to write out brief answers to problems and readings. Some are available at the website in a form that allows you to complete them at the computer.

**In Class** “In-class” work uses materials from the D&A activities and from the website. You will work individually or in small groups on these.

**A.xx.x** “Assignment: chapter number.sequence within chapter.” These documents for markup, proofreading, editing for grammar and punctuation, and editing quantitative materials are on the website. The assignments are numbered to reflect the accumulation of chapters being studied. Thus, assignment 11.1 assumes knowledge of Chapters 1–11.

### Course Schedule

Week	Topic	Reading	Class Prep	In Class	Assignment
1	Introduction, Marking paper copy What does an editor do? Marking paper copy	Ch 1 Ch 4 CM 1	D&A 2, 3, 5 D&A 1, 3 - 6	Worksheets 1 and 2	
2	Readers, Users, Browsers	Ch 2	D&A 1-2, 5, 7	D&A 1, 2, 4, 8	Test - GPM
3	Collaborating with Writers	Ch 3	D&A 1, 4	D&A 4; A4.1	Assign-A4.1
4	Copyediting Consistency	Ch 7 Ch 8	D&A 1, 4 D&A 3	D&A 2, 6 (Fleet Sign) Review of style manuals	
5	Spelling, Caps, Abbrevs Grammar	Ch 9 Ch 10	D&A 4, 6 D&A 1, 2, 3, 4	D&A 1 D&A 5, 6, 7, 8, 9	A 9.1
6	Grammar; Punctuation Punctuation	Ch 10, 11 Ch 11	11: D&A 1,2,9 D&A 6	11: D&A 3-5 D&A 7-8	
7	Midterm exam Quantitative Material	Ch 12 CM Ch 14	D&A 1-6	A 12.1	A 12.1
8	Marking Digital Copy Electronic Editing	Ch 5 Ch 6	D&A 1, 2 D&A 1, 3	MS Word Tutorial 1 MS Word Tutorial 2	
9	Proofreading	Ch 13 CM Ch 3	D&A 1-4 A 2	A 13.1 D&A 1	A 13.1



## TECHNICAL EDITING

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10	Style: Sentence Structures Style: Verbs	Ch 15 Ch 16	D&A 1, 2, 3, 5 D&A 1, 2, 3, 8	D&A 1, 2, 3, 5 D&A 1, 2, 3, 8	
11	Style Organization	Ch 17	A 16.1 D&A 6	A. 16.1 D&A 5	A 16.2
12	Organization Client project assignment Visual Design	Ch 17 Ch 25 Ch 18	D&A 8 D&A 3, 4	D&A 7 D&A 1, 6	
13	Illustrations Editing for Global Contexts	Ch 19 CM Ch 12 Ch 20	D&A 2	D&A 2, 3, 4 D&A 3	Client Project Proposal A 18.1
14	Editing Online Documents Legal & Ethical Issues	Ch 21 Ch 22	D&A 2	D&A 1 PowerPoint Presentation D&A 1, 3	
15	Type and Production Management	Ch 23 CM-Apndx A Ch 24	D&A 3 D&A 1, 2		

### Course Participation

Taking a WebCT hybrid course means a commitment on your part to log in regularly and complete all assignments on time. You are expected to adhere to the general rules of online etiquette.

You should expect to spend a minimum of four hours per class week working online, posting and responding to other students in the class conferences.

Assignments scheduled for completion during the class week should be turned in no later than 11:55 pm on the deadline day.

### Instructor Contact

Please use the following email address: [david@peakwriting.com](mailto:david@peakwriting.com). You can also contact me via cell phone (912-398-2987). My office is located in Gamble Hall 202B. Office hours are 2:00 pm to 4:00 pm daily.



## TECHNICAL EDITING

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### **Late Work**

All students are allowed five red stars. WebCT assigns a red star to any work turned in past its deadline. After your quota of stars has been met, any subsequent work turned in late will not be graded and will not earn any points.

### **Academic Policies**

Academic Policies are not course specific and are therefore created and housed separately from this syllabus. You may access Academic Policies, including those pertaining to academic honesty, from your Armstrong Student Handbook.



ENGL 5740 - Technical Editing - WebCT 4.1.5 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

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Address http://webct.armstrong.edu:8900/SCRIPT/ENGL5740DT/scripts/serve\_home

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Course Calendar  
Grades  
Turn It In  
Chat Room  
GPM Review

Homepage

 **TECHNICAL EDITING**

**Announcements**

 **January 24**

**Test Time!**

Just to clarify what the ordeal, er, agenda is for Wednesday night:

- You will take a GPM test on end punctuation and subject-verb agreement. You will need to explain your answers in addition to giving the correct answer.
- We will use the "Computer Virus" exercise (previously assigned) to practice for next week's assignment/test: A4.1. The "Computer Virus" will be an *ungraded* class exercise.

I moved the Chap. 3, D&A 4 to next week.

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 **SECRETARY OF STATE**  
*Cathy Cox*   
*... advancing the e-government revolution*

**January 20**

**Paid Summer Internships -- \$\$\$**

Secretary of State Cathy Cox is pleased to announce several internship opportunities that are now available in the Office of Secretary of State. Internship positions are currently offered with the:

- Capitol Museum
- Capitol Tours
- Elections Division
- Press Office
- Professional Licensing Boards Division
- Securities Division

Internships for the summer session will begin Monday, June 5, 2006, and last for 10 weeks. Each intern will have a variety of responsibilities, and the office he or she works with will aim to assign projects that relate to his or her field of study. Interns will receive a stipend which will be paid in two (2) installments during the program. The total stipend amount is based on the number of hours the intern works per week for up to 40 hours a week.