

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course emphasizes the strategies and formats required for effective written communication in professional and technical fields. The course requires students to develop clear, concise writing strategies in various formats (including manuals, proposals, statements, and white papers) geared to appropriate audiences, as well as the use of graphics and technology to effectively communicate technical information.

Course Overview:

Solid technical communication skills are essential in today's professional world. This course covers all the essential elements of successful technical communication—including audience, purpose, content organization, research strategies, writing style, contextual considerations, visual design, and genres—and explores a wide variety of technical communication forms.

Course Learning Outcomes:

1. Analyze, synthesize, and appraise information based on source reliability, bias, currency, and verifiability.
2. Recognize special problems and particular techniques of technical and scientific writing.
3. Demonstrate precision and clarity in reports, impact statements, and other technical communication documents.
4. Design documents that enhance readability, support text, and make documents more attractive.
5. Learn various techniques and levels of editing to use as a form of quality control.
6. Prepare to deliver written reports, visual presentations, and online pieces using the appropriate technology.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Gurak, L. & Lannon, J. (2016). *Strategies for technical communication in the workplace* (3rd ed.). Boston, MA: Longman. ISBN: 9780134586373, 0134586379

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 & 10 in *Strategies for Technical Communication in the Workplace*
- Library of Congress. (n.d.). Taking the mystery out of copyright. Retrieved from <http://www.loc.gov/teachers/copyrightmystery/#/copyright/>
- Lessig, L. (2007, March). *Lawrence Lessig on copyright laws that choke creativity* [Video file]. Retrieved from http://www.ted.com/talks/larry_lessig_says_the_law_is_strangling_creativity.html

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 2

Readings

- Chapters 3, 4, & Appendix A in *Strategies for Technical Communication in the Workplace*
- Luring, J. (2011). Intercultural organizational communication: The social organizing of interaction in international encounters. *Journal of Business Communication*, 48(3), 231-255. doi:10.1177/0021943611406500
- Suchan, J. (2014). Toward an understanding of Arabic persuasion: A Western perspective. *Journal of Business Communication*, 51(3), 279-303. doi:10.1177/2329488414525401

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Technical Communication in the Workplace Interview

In order to gather information about the types and importance of communication in organizations, set up a half-hour interview with someone in a position that is similar to the one you would like to have in three to five years. The “Exploring Primary Sources” section in Chapter 2 of the textbook, specifically the subsection on strategies for informal interviews, should help you complete this assignment.

Then, write a summary report that highlights the most interesting aspects of the interview. Doing this will help you learn about the value and importance of effective oral and written communication skills in an organization. Your questions should include the following:

- How important are good communication skills (e.g., reading, writing, speaking, and listening) to your professional position?
- How much time do you spend each week on technical or problem-solving activities?
- How much time do you spend writing? How much time do you spend working with materials written by others?
- How much time do you spend in oral communication activities; for example, meetings, interviews, giving assignments to others, making presentations?
- How important are intercultural communications to your professional success? What is your definition of intercultural communications?
- Do you work on projects or assignments alone or as part of a team? How are duties and responsibilities allocated in a team effort?
- Who are the various audiences for the reports or memos that you write? How much do these audiences know about what you do on a daily basis? What kinds of information do they need from your reports and memos? How will different audiences use your reports and memos?
- What types of writing do you do most frequently (e.g., email, interoffice memos, letters, forms, proposals, feasibility reports, progress reports, trip reports, formal reports, and other activities)?
- Of these, which types of writing have the biggest potential impact on your organization?
- What is the role of research in your writing? How do you obtain accurate information as the basis for your documents (e.g., conversations with co-workers, company documents, outside documents)?

Assignment requirements:

- Your paper should be 3-4 pages in length, not counting the required title and reference pages.

- Include the name of and contact information for the individual you interviewed.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Designing an Online Questionnaire

Imagine that you are a member of a marketing team for a vending machine company that is trying to decide which products to stock on a college campus. For this assignment option, design a web-based questionnaire to gain critical information from your target audience:

- Design a 10-question survey through a web-based program that will help you answer this research question. Be sure to review the Survey Response Strategies at <https://baselinesupport.campuslabs.com/hc/en-us/articles/204305445-Survey-Response-Strategies> and apply them, including an engaging introduction that provides appropriate information and a well-constructed set of questions.
- Send your classmates, friends, co-workers, and/or relatives the link to your survey so they can complete it.
- After reviewing the results, consider how you would interpret the data you have gathered:
 - What conclusions might you draw from this data?
 - What additional resources or questions would you want to explore having looked at this data?
 - What new connections or possibilities are revealed by these results?
- After reviewing the results, also consider the survey design and writing process:
 - As you looked at examples of surveys prior to creating your survey, what differences did you notice?
 - Now that you have reviewed the results, would you make any changes to your survey to improve its design and the quality of feedback/data?
 - Based on the results gathered, what changes would you make to your survey with regard to wording or questions asked?

Assignment requirements:

- Prepare a 3-4 page report for the head of the marketing department of XYZ Vending Company stating your survey results, conclusions, further areas of research, and any changes to the questionnaire you would recommend before distributing it to the larger student population.
- Remember to include the title and reference pages, as well as a link to the survey you created.
- Support your findings with research from at least three scholarly sources. (You may use the course readings, in addition to other sources found through your research efforts, but citing course readings will not fulfill this requirement.)
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Module 3

Readings

- Chapters 2 & 17 in *Strategies for Technical Communication in the Workplace*
- Flavin, R. (2014). Tips for writing a winning grant proposal (Cover story). *Tech Directions*, 74(1), 18-19.
- Gholipour, A., Lee, E., & Warfield, S. (2014). The anatomy and art of writing a successful grant application: a practical step-by-step approach. *Pediatric Radiology*, 44(12), 1512-1517. doi:10.1007/s00247-014-3051-8

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Matchmaking: Researching Funding Options for Non-profit Organizations

Non-profit organizations expend a great amount of time and effort to understand their potential funders so they can appropriately craft their proposals. Research a non-profit organization and identify a potential funding need for a particular project they want to implement. (Note: Considering the advice about proposal-writing in Chapter 17, you may interview someone from the organization to gather this information, or you may infer this information from the organization's web materials. If it is easier to create a hypothetical need, you may do so.)

Using foundation resources from the web, research potential funders for this project by looking at the priorities of these funding agencies. Evaluate these potential funders by asking questions such as the following:

- What types of needs are they interested in addressing? For example, are they specifically interested in serving particular populations?
- What geographical priorities might they have?
- What solutions are they interested in funding? For example, some funders do not want to fund capital improvements. Others may not want to fund staffing.

Based on your research, which three funders should the non-profit organization pursue? Why? What, if any, alterations might the organization need to make to its initial project idea to appeal to these funders?

Write a proposal containing this information, addressed to the executive director of the organization you have identified.

Assignment requirements:

- Your proposal should be 3-4 pages in length, not counting the required title and reference pages.
- Cite the three funders you recommend in your proposal in the Reference page(s).
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Finding Funding: Online Grant Proposals

Increasingly, grantors are requiring online proposals, either in addition to or instead of paper proposals. Use the web to research at least three different foundations offering grants that require such proposals. Considering the "Strategies for Proposals" presented in Chapter 17 of the textbook, keep the following questions in mind:

- What items are required in the online grant proposal? Are there common requirements across each foundation?

- What, if any, additional items or changes in strategy might you need to apply for online grant proposals?
- What challenges might you see in using an online proposal process versus a paper-based process?

Assignment requirements:

- Your report should be 3-4 pages in length, not counting the required title and reference pages.
 - Support your response with research from at least three scholarly sources. (You may use the course readings, in addition to other sources found through your research efforts, but citing course readings will not fulfill this requirement.)
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Module 4

Readings

- Chapters 5, 6, 7, 10, & Appendix B in *Strategies for Technical Communication in the Workplace*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 5

Readings

- Chapters 7 & 8 in *Strategies for Technical Communication in the Workplace*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (95 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Visualizing Data

For this assignment, you will use information graphics to create a visual presentation of enrollment information from several Colorado higher education institutions (e.g., universities, 4-year colleges, or community colleges).

The following guidance can help you in gathering enrollment data:

- Choose four (4) Colorado higher education institutions (not including Colorado State University in Fort Collins or Pueblo, or CSU-Global Campus).
- Conduct an internet search for each of these institutions using the following keywords: [name of institution] institutional research.
- Explore the university's or college's institutional research site to find the data requested below.
- If you run into any issues finding this information, contact your instructor as early in the week as possible.

Use the data you've found to create the following graphics, inserting them in a slide-based computer program. The graphics must accurately represent the numerical data. Do not use data tables. Refer to Chapter 7 of the textbook to help you analyze the data and choose the proper graphic type. Cite the sources using APA style and write a caption for each graphic:

- Graphic 1.** Compare the fall 2014 total enrollment for four (4) Colorado higher education institutions.
- Graphic 2.** Compare the fall 2014 full-time and part-time enrollments for four (4) Colorado higher education institutions.
- Graphic 3.** Choosing one Colorado higher education institution, create a graphic showing student enrollment breakdown by age range for fall 2014.
- Graphic 4.** Choosing one Colorado higher education institution, create a graphic showing the trends of both full- and part-time students over a five (5)-year period.

Requirements:

- Your presentation must comprise 8-10 slides, not counting the required title slide, reference slide(s), and speaker/lecture notes for each slide. You may use PowerPoint or an internet-based presentation tool, such as Prezi or Google Presentation. If you use an internet tool, be sure to include the URL for your presentation. Paste the URL into a Word document and upload it with your presentation.
- Speaker/lecture notes must be included and describe the data in each of the graphics.
- Remember to include any additional slides that might help the reader to understand the data provided (e.g., slides with school information and general data).
- Cite the sources/school websites using APA style.
- Your presentation must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Designing for Accessibility

For this assignment, use the internet to research tips on designing for people who have visual impairments, such as color blindness. Choose a visual from a document or website to evaluate based on guidelines you have discovered. Then, include answers to the following questions in your overall research report:

- For the visual example, what works well regarding meeting the needs of those viewers with visual impairments?
- What suggestions would you have for revising the design to be more effective for this audience?

Requirements:

- Support your analysis and discussion with research from at least three scholarly sources. (You may use the course readings, in addition to other sources found through your research efforts, but citing course readings will not fulfill this requirement.)
- You may write a paper or create a presentation:
 - If you choose to write a paper, it should be 4-5 pages in length, not counting the required title and reference pages.
 - If you choose to do a slide presentation, it must comprise 8-10 slides, not counting the required title slide, reference slide(s), and speaker/lecture notes for each slide. You may use PowerPoint or an internet-based presentation tool, such as Prezi or Google Presentation. If you use an internet tool, be sure to include the URL for your presentation. Paste the URL into a Word document and upload it with your presentation.

- Your paper/presentation must be formatted according to the CSU-Global Guide to Writing and APA. You can find additional helpful guidelines on creating presentations in the CSU-Global Library.

Module 6

Readings

- Chapters 11, 13, & 14 in *Strategies for Technical Communication in the Workplace*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (95 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Revisiting Audience Considerations in Technical Communication

Your local public health department has decided to create a campaign that encourages people to eat more nuts because of their potential health benefits. The department plans to focus its education efforts on three main audiences: people over 55, children younger than 12, and college students. As part of the campaign, they need a two-sentence summary of the primary health benefits for each audience.

Find three articles on the health benefits of eating nuts (or a particular nut). Create four versions of your summary that address different audiences:

1. Appropriate for all of the audiences
2. Particularly appropriate for seniors
3. Particularly appropriate for children
4. Particularly appropriate for college students

When submitting your final summaries, answer the following questions:

- What changes did you make to your summaries to accommodate for each of these audiences, and why?
- What assumptions about your audiences helped you decide what to include or exclude?

Also, include complete reference information for each of the three articles you used to create your summaries. Lastly, write a one-page memo directed to the Outreach Team of the Public Health Department that includes each of your summaries and justifies your choices.

Assignment requirements:

- Include all four (4) versions of the summaries you wrote.
- Support your analysis and discussion with research from at least three sources. (You may use the course readings, in addition to other sources found through your research efforts, but citing course readings will not fulfill this requirement.)
- Your paper should be 4-5 pages in length, not counting the required title and reference pages.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Writing an Executive Summary Analysis

Grant proposals rely on executive summaries to engage the readers and provide a complete overview that motivates potential donors to say “yes” to the proposal. For this assignment option:

- Locate four (4) completed grant proposals that include executive summaries.
- Evaluate the executive summaries according to the “Checklist for Summaries” in Chapter 14 of the textbook.
- Determine if and why each summary would be effective in convincing potential donors to make the grant. What, if anything, would need to be changed to make each summary more effective?

Assignment requirements:

- Support your analysis, discussion, and revision suggestions for each of the four executive summaries with research from at least three scholarly sources. (You may use the course readings, in addition to other sources found through your research efforts, but citing course readings will not fulfill this requirement.)
- Include links to or copies of the original executive summaries in an Appendix.
- Your paper should be 4-5 pages in length, not counting the required title and reference pages, or the Appendix or links to the original executive summaries.

Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Module 7

Readings

- Chapters 15 & 16 in *Strategies for Technical Communication in the Workplace*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Chapters 18, 19, 20, & 21 in *Strategies for Technical Communication in the Workplace*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (350 points)

Choose one of the following two options to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Persuasive Proposal

Develop an unsolicited proposal for solving a problem, improving a situation, or satisfying a need in your school, community, or workplace. Address a clearly identified audience of decision makers.

Include the following elements/headers in your proposal:

- **Problem:** Spell out the problem (and its causes) clearly and convincingly. Give enough detail for your audience to appreciate the problem's importance. Answer this implied question: "Why is this such a big deal?"
- **Benefits:** Point out the benefits of solving this problem. Answer this implied question: "Why should we spend time, money, effort to do this?"
- **Solution:** Offer a realistic solution. Focus on claims or assertions that you can support. Answer this implied question: "How do we know this will work?"
- **Objections:** Address anticipated objections to your solution. Consider carefully the audience's skepticism on this issue. Answer this implied question: "Why should we accept the things that seem wrong with your plan?"
- **Recommendations:** Induce readers to act. Decide exactly what you want the readers to do, and then give them reasons to be the ones to act. Answer this implied question: "What action am I supposed to take?"

Portfolio Project requirements:

- Support your analysis and discussion with research from at least 10 scholarly sources.
- Your proposal should be 10-12 pages in length, not counting the required title and reference pages.
- Incorporate at least two visuals, such as graphs, charts, or tables, formatted according to APA standards.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Online Grant Proposals

For this assignment, select a non-profit organization or an organization with which you are affiliated, and identify a particular need or project that requires outside funding. Search the web to locate an appropriate funding program. Start by using keywords such as *proposal*, *grant*, or *funding*, along with other keywords that describe your project, such as *remedial programs* or *adolescent drug treatment*.

- For a general listing of foundations that provide grants, go to the *Foundation Center* at: foundationcenter.org.
- For sources of education funding, go to: www2.ed.gov/rschstat/rsch.html.
- For sources of nonmedical science funding, go to the *National Science Foundation* at: www.nsf.gov.
- For sources of funding for medical research, go to the National Institutes of Health at: www.nih.gov.

NonProfitExpert.com, at www.nonprofitexpert.com/federal-grants, offers detailed advice and numerous helpful links.

Prepare a proposal for your agency that describes all of the following:

- The types of projects funded by your chosen source
- The average amount of a grant
- The number of proposals submitted in a given year
- The number of grants awarded
- The specific criteria this funding program uses in evaluating different proposals

Persuade your fellow members not only that they should address the need or project you identified, but also that your organization could qualify for a grant from your selected source.

Portfolio Project requirements:

- Support your analysis and discussion with research from at least 10 scholarly sources.
 - Include copies of/links to relevant web pages in the Appendix.
 - Your report should be 10-12 pages in length, not counting the required title and reference pages.
 - Incorporate at least two visuals, such as graphs, charts or tables, formatted according to APA standards.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
 0% Opening Exercises
 8% Mastery Exercises
 37% Critical Thinking Assignments
 35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.