

**Southern Polytechnic State University
Department of English, Technical Communication, and Media Arts
TCOM 2010/Sect. 852/CRN # 8809
Fall 2009**

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(and upon request)

Class Hours: T 3:00 pm - 4:15 pm
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Text:

Mike Markel, *Technical Communication: Situations and Strategies* 9th ed., (Boston: Bedford/St. Martin's, 2010). Also, see the [textbook Web site](#).

A good college dictionary (optional but recommended)

Course Objectives

This course will prepare you to complete the kinds of practical communication projects often required in professions such as those you will enter. Emphasis will be placed on (1) the process of completing any on-the-job writing assignment, (2) the specific formats most often used, and (3) related communication tasks such as oral presentations and graphics.

Upon successful completion of this course, students will be able to

- Analyze reader (s) and situation (s)
- Gather, record, and interpret data as a basis for a report
- Write rough drafts
- Edit rough drafts to improve
 - Technical accuracy
 - Conciseness
 - Organization
 - Readability
 - Completeness
 - Clarity
- Prepare appropriate illustrations
- Complete final drafts

Learning Outcomes

Students will:

- Analyze audiences and purposed for various technical documents

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- Write effective technical documents, such as descriptions, instructions, progress reports, and formal reports
- Correct instances of improper usage and eliminate trite and redundant phrases
- Write clear and precise sentences
- Apply sound formatting principles to the design and layout of documents
- Insert eye-catching graphics, charts, and tables that illustrate key points
- Incorporate editorial changes and user feedback to documents

Hybrid Format

This course will be taught using a hybrid format. This means that we will meet face-to-face one day per week and online for the remainder of the class time.

This hybrid format requires that you be disciplined. Each week, you will upload an assignment to the course site in WebCT. Late assignments will be penalized as described in the deadlines section of this course syllabus.

Each week, you will be assigned reading from the textbook. Some weeks, some of the material does not relate directly to the assignments that you upload to the course site. But please read all the chapters carefully. You will be using the information in those chapters when you do other assignments later in the semester.

Even though we will not be meeting in a traditional face-to-face classroom setting, I am always happy to communicate with you. I invite you to e-mail or phone me with questions or stop by my office during office hours or at an arranged time. If you ask a question that is answered in the syllabus, the descriptions of the assignments, or the textbook, I will refer you to the appropriate item. If you ask a question that is not answered in any of those resources, I will of course be happy to answer it.

I want you to learn as much as you can about technical communication and earn the highest grade that you can, and I pledge to do everything I can to help you. However, you have to take more responsibility for your learning in a hybrid environment than you do in a face-to-face environment. I cannot see your face or read your body language (unless you come to my office). I cannot tell whether you understand what is required in an assignment unless you get in touch with me with questions before the assignment is due or after you receive the graded assignment back from me. And I cannot tell what your goals are for the course. If you are getting C's, for example, I cannot tell if you want to talk about your progress in the course. If you do, you have to get in touch with me.

Please note that the syllabus includes my policy on late assignments. If you do not submit the first few assignments, it becomes very difficult to get a good grade in the course, regardless of how hard you might work.

Assessment Strategies

- Written homework assignments
- In-class quizzes
- Formal written assignments
- Oral presentations

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- Group projects

Professional Behavior and Attitude

This class is designed to prepare you for writing and communicating in the workplace. To that end, you should approach this class with a professional attitude. You should interact politely with your fellow students, even when you disagree. And you should stay focused on the tasks at hand. Give your classmates the respect you would give co-workers, and view me as your supervisor for this job. If you have questions, please ask me.

Regents' Writing Test

Effective fall semester, 2008, **ALL** students who have not satisfied Regents' Writing and Reading Skills Requirements **MUST** take the Regents' Test **EVERY** semester they enroll in classes until they satisfy the Regents' requirements. This includes all freshmen, all transfer students, and anyone else who has not previously satisfied Regents' requirements. No longer do the number of semester course hours determine when to take that Regents' test or when a student has to enroll in remediation classes. Mandatory enrollment in remediation classes and/or workshops will be determined by the number of times a student fails the tests.

Students can register now for the Regents' tests in BANNER just like they would register for a course. Students who have not met the Regents' requirements and fail to register for the required test(s) will be assigned a testing date (which they will have the opportunity to change if necessary). **Not taking the test on the assigned day/time will count as a test failure.** Non-native speakers of English must apply in the ATTIC and be approved for testing in order to sign up for the ESL version of the test.

These new policies are being instituted across the University System of Georgia. Information about the Regents' test, including exemption criteria, may be found at

- The Regents web page: (<http://www.gsu.edu/rtp>),
- The SPSU Registrar's web page: (<http://www.spsu.edu/registrar/registration.html>), and
- The ATTIC web page: (<http://www.spsu.edu/home/services/attic.html>).

Instructor's Responsibilities

As your instructor, I have three responsibilities:

- *Creating a clear, professional syllabus.* I have tried to do so. If you have questions or see problems on the site, please email me at mlogan@spsu.edu .
- *Responding to your assignments.* All your assignments are due late Monday night after you have completed the reading that relates to the assignment. Expect to receive your assignments back via the course site. At the bottom of your response, you will see that I have pasted the grading checklist for that assignment. There you will find my comments and suggestions, along with your grade.
- *Responding to your questions.* Because I want you to do as well as you can in this course, I am happy to answer your questions, either about a past assignment or a future assignment. E-mail is the best way to contact me. I check e-mail frequently and will probably respond to your messages within one working day.

Portfolios

Although a portfolio is not a formal part of the course, you should maintain one, for you might need some of these documents when you take another course or apply for a job. Therefore, make backup files (on a different disk--hard drives can fail) of everything you write, and keep all the graded assignments.

My Expectations about Your Writing Skills

Everyone comes into this course with a different set of writing skills. Some of you are quite experienced and skilled; others are less experienced and less skilled. I will assume that you have successfully completed ENGL 1101 and 1102 (or their equivalents) and have therefore mastered a core set of skills and understanding:

- an understanding of the writing process, including planning, drafting, revising, editing, and proofreading
- an understanding of the techniques of writing from sources, including the ethics and techniques of documentation
- an understanding of how paragraphs work, including topic sentences, support, and transitions
- an understanding of how sentences work, including standard grammar, punctuation, style, usage, and mechanics
- an understanding of the basics of Word, including creating, saving, and revising files, as well as inserting page numbers, creating headers and footers, making numbered and bulleted lists, and using the spell checker

In other words, I hold you responsible for these skills right from the beginning. I do not hold you responsible for knowing anything about technical communication.

If you lack confidence about your current writing skills, I suggest you consult the appendices of your text, which discuss skimming and taking notes, documenting your sources, and editing and proofreading your documents. In addition, the appendix includes a section with advice for students whose first language is not English. Other advice is included in the body of the text itself. Also consider visiting the ATTIC, which is discussed in the next section of this syllabus.

One other point I'd like you to keep in mind is that I expect you to incorporate the knowledge and skills you acquire in one assignment to the next assignment. For instance, if Assignment 2 calls for you to master the concept of Word styles, I will expect you to use styles, where appropriate, in your subsequent assignments. When you reach the end of the course, with Assignment 15, you will apply all the knowledge and skills you have acquired in the course, starting with Assignment 1, Assignment 2, and so forth.

The cumulative nature of writing is what makes it challenging. You can't focus on only one thing; you have to focus on many things. You need to pay attention to what is new in the particular document you are creating, without losing sight of all the other things you know about writing, from words, sentences, and paragraphs, to the use of graphics, documentation, document and page design, and so forth. The best way to deal with this reality of writing is to review the previous assignments when you work on your next assignment. When you do Assignment 3, for instance, review Assignments 1 and 2 to determine

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whether anything covered in those earlier assignments applies to Assignment 3. **Big, broad hint:** I've tried to make sure each assignment covers important skills and information from previous assignments.

And, finally, keep in mind that most writers do the same things well – and the same things not so well – over and over. If, for instance, you have a problem with a particular aspect of punctuation (such as comma splices), you will probably make comma splice errors over and over. The good news is that if you learn what a comma splice is and remind yourself not to make that error, you'll be able to eliminate that error. Many writers find that creating checklists of their problem areas, such as the checklists you find at the end of each of the chapters in the text, helps.

One more piece of good news: when you conquer comma splices, you don't start making new errors. So I urge you to use this course as an opportunity to increase the number of good things you do as a writer and to decrease the number of not-so-good things.

ATTIC

You may be required or find it helpful to do some additional work in the ATTIC (Advising, Tutoring, Testing, International Student Center) if you have challenges in one or more areas in your writing. Academic assistants help students through the processes of invention, organization, writing, revising, and editing of essays and research papers. The ATTIC also offers Regents' Test preparation instruction. The ATTIC maintains student academic enrichment as its primary mission and students should expect to work to improve their grammar and mechanics. Students should not expect an editorial or proofreading service.

The ATTIC encourages both student "drop-ins" and faculty referrals.
Room J-253 — Phone: 678-915-7361.

Disability Statement

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the counselor working with disabilities at 678-915-7361 as soon as possible to better insure that such accommodations are implemented in a timely fashion.

Grading Policies and Criteria

If you are like most students, you have two goals in taking this course: to improve your technical communication skills and to get a high grade. My editing of your documents is critical to both of these goals. For you to improve your skills, you must write frequently and have your documents edited. As the semester progresses and you write more and study the annotations on your documents, you should start to see significant improvement in your writing.

My job as an instructor is to give you clear and informed commentary on your writing. I will not mark or comment on every problem in your writing, because part of the learning process is to learn to identify and correct problems yourself. But I will comment in detail on portions of each assignment.

As I review your documents, I will assess your success in meeting the criteria of excellence outlined in Chapter 1 of the text: honesty, clarity, accuracy, comprehensiveness, accessibility, conciseness,

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professional appearance, and correctness. The best way to interpret your grades is to pay close attention to the comments I make throughout the document and on the grading checklist at the bottom of it.

One other note: If you are concerned about the grade you received on a document, let it sit overnight, then study the relevant portions of the textbook that discuss the issues I raise. If after studying the text you do not understand what I am getting at, or you don't see how the comments apply to your document, please get in touch with me, and I will try to help you understand what I wrote.

The following table describes in general terms what the five letter grades from A to F represent for written assignments in this course. Please see the detailed description of each assignment for the grading checklist that I will use in evaluating that assignment.

<i>Grade</i>	<i>Meaning</i>	<i>Bottom Line</i>
A (90-100 points)	An A document is excellent work. The audience analysis is insightful, the topic precise, the organization clear and logical. The document contains sufficient detail, the information is accurate, timely, clear, and comprehensive. The writing is excellent: good use of advance organizers, well-developed paragraphs, graceful and concise sentences, precise word choice. The document is complemented by appropriate, clear, correct, and honest graphics. The design is clear, attractive, and professional.	Your supervisor would be impressed and would pass the document along to his or her supervisors, with little or no revision.
B (80-89.99 points)	A B document is good work. It might have almost all the virtues of the A document, but one or more of the elements is missing. For instance, persistent spelling errors could reduce an A document to a B. Unprofessional design, ineffective paragraphing, awkward sentences--any of these problems could account for the grade of B.	Your supervisor would appreciate your work but would want to have the document revised before passing it along.
C (70-79.99 points)	A C document is satisfactory work. Although the document satisfies the requirements of the assignment, it is significantly flawed. Usually, two, three, or more problems make it difficult to read or to understand or prevent it from fulfilling its purpose. For instance, a proposal that lacks a project schedule and a list of works cited would receive a C even if it is otherwise excellent.	Your supervisor would be somewhat disappointed with the document and would want it revised significantly before passing it along. In addition, the supervisor would begin to doubt your ability to complete similar assignments successfully.
D (60-69.99 points)	A D document is unsatisfactory. Although some aspects of the document might be well done, there are numerous or significant problems with its conception or execution.	Your supervisor would have another employee re-do the document and would question your basic competence and suitability for your position. This doubt would be reflected in your performance evaluations.
F (0-	An F document is failing work. It is submitted	Work on your résumé.

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59.99 points)	after the deadline, it does not respond to the readers' needs, it is extremely difficult to read, or it is unprofessional in appearance or writing quality.	
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The grade you get in this course is largely determined by two factors: your current skills in reading, critical thinking, and writing; and the effort you put into the course.

Everybody has unique skills. Some people can read five times faster than others do and understand the material better. Some people find it easier to create persuasive, logical arguments than others do. Some people can write better – more clearly, more correctly, more quickly – than others. Although everyone can improve his or her skills in these areas, some people will find the material in this course quite easy to master; others will find it quite difficult.

Equally important is the effort you put into the course. Many of you work outside of school, and some of you have family responsibilities. These commitments take time. To do well in this course, however, you will need to devote considerable time to it. Here are the five major tasks you will need to perform:

- *Reading the chapters in the textbook.* Most chapters will require at least two hours to prepare. You will need to read the chapters at least twice, taking notes or marking the most important passages. I recommend that you study the flashcards and take the self-study quizzes on the textbook Web site <http://ebooks.bfwpub.com/techcomm9e.php?page=3.0>.
- *Reading the assignment sheets.* Every assignment explains what I am asking you to do, why I am asking you to do it, how I recommend you do it, and how I will evaluate it. Study the grading checklist. If it states that in the assignment you will earn 10 points by, say, including a correctly formatted list of references on your resume, that's useful information. If it tells you that if you do not include a list of references, you will earn no points; if you include a list of references but they are incorrectly formatted, you will earn only some of those 10 points.
- *Meeting with other members of the class in preparing collaborative assignments.* A number of the course assignments are collaborative. Although you can carry out many of your meetings electronically, you will, on occasion, have to meet face-to-face. Meetings take time.
- *Planning, drafting, and revising your writing.* Writing is hard. You can do it fast or you can do it well. Throughout the course we will discuss techniques to make the process more effective and more efficient. But there is no getting around the fact that it will take time.
- *Studying my comments about your assignments.* When I return your assignments, I include comments. Read them carefully. Make sure you understand what I am trying to communicate. If you don't, ask me. Make checklists (like those at the end of each chapter in the textbook) focusing on those things you need to pay particular attention to in your writing.

So, how much time and effort do you need to devote to this course? To a large extent, it depends on what grade you want. The typical student who earns an A has probably devoted 10-14 hours per week to the course. That same student could probably earn a B with 8 or 9 hours. A C calls for a smaller investment – perhaps 5-8 hours. A D is easy: 3 or 4 hours. And an F doesn't take any time at all.

But please keep in mind that I am evaluating the quality of your assignments, not the number of hours you spend creating them. A strong writer can get that A with 5 hours per week, whereas a weak writer could spend 20 hours per week and still earn no higher than a C. Just as some students are better at

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calculus than others are, some are better at writing than others are. I wish I could figure out a way to correlate your effort and your accomplishment, so that if you worked hard you were guaranteed an excellent product, but it doesn't work that way.

I can guarantee two things, though. First, the harder you work, the more your writing will improve. And second, the more your writing improves, the better you will do in your other courses and in your professional career.

Course Grades

The following table shows you the percentage value of each assignment and indicates whether the assignment is individual or collaborative.

Although I grade each assignment on a 100-point scale, the assignments are not equal in importance in determining your final grade. As you can see in this table, Assignment 1 is worth only 3 percent of your final grade, whereas Assignment 12 is worth 15 percent.

<i>Assignment</i>	<i>Percent of Final Grade</i>	<i>Individual or Collaborative?</i>
Assignment 1: Syllabus, Chapter 1, and Student Questionnaire	03	individual
Assignment 2: Styles and Tables	04	individual
Assignment 3: Collaboration	04	individual
Assignment 4: Ethics	04	collaborative
Assignment 5: Audience, Purpose and Persuasion	05	individual
Assignment 6: Questionnaires	05	individual
Assignment 7: Organization and Definitions	05	individual
Assignment 8: Proposal Worksheet	08	collaborative
Assignment 9: Job Application Materials	08	individual
Assignment 10: Design	05	individual
Assignment 11: Graphics	05	individual
Assignment 12: Proposal	10	collaborative
Assignment 13: Instructions	04	individual
Assignment 14: Coherence and Sentence Effectiveness	05	individual
Assignment 15: Recommendation Report	15	collaborative
Knowledge Checks/Quizzes (Reading and Standard)	05	individual
Class Attendance and Participation	05	individual
<i>Note: Participation includes purposeful class discussion, engaged group work (including verbal and written responses to the texts of others), attendance, tardies and timely preparedness.</i>		

Please see the course site to download the Excel spreadsheet to use in following your progress in this course. On this spreadsheet, a 100 has been entered as a grade in each data cell. When you receive a graded assignment back from me, substitute that grade for the 100 in the appropriate data cell.

The total column automatically shows the maximum number of points you can earn in the course. It does not indicate your current average in the course or your likely final grade. For instance, if your Total is 90 after having received grades on assignments totaling 50 percent of the points, you are not

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averaging a 90 in the course. You are averaging closer to an 80 in the course. You will earn a 90 in the course only if you score 100 on every remaining assignment.

The point values for the course are as follows:

<i>Grade Equivalent</i>	<i>Numeric Grade</i>	<i>Grade Equivalent</i>	<i>Numeric Grade</i>
A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	0-59

I round points up. In other words, an 89.56 is a 90.

Collaboration

Much of the work in this course will be collaborative. Because people in business, industry, and government often work collaboratively, I want you to have the experience of learning how to work effectively and efficiently with other people. You will contribute to a number of assignments in small groups and submit a single assignment.

When I grade a collaborative assignment, I will first read the assignment and assign a grade to it. Then, I will determine a grade for each person in the group. (Unless I give you a separate statement indicating a grade, your grade will be the same as that assigned to the assignment.) I will base your grade on the following criteria:

- *Your self-evaluation form.* Submit the self evaluation form. On this form, you describe and evaluate your own contributions to the group's project.
- *The other group members' evaluations of your contributions to the project.* Submit the group members evaluation form. On this form, you evaluate the contributions of the other people in your group. If there is a consensus that a particular student's contributions to a project were less substantial or less constructive than those of the other students, that student will receive a lower grade on the assignment than the other students will.
- *Any other materials you submit to me.* You are invited, but not required, to submit any other working materials – drafts, outlines, e-mails, etc. – that you want me to see. Include an memo to me describing these materials and explaining what you wish me to learn as I review them. Submit materials if you want me to see that your own work differed significantly from that of the rest of the group, in terms of strategy or quality or quantity. On the basis of these materials, you can receive a higher grade than the assignment itself received. You will not receive a lower grade.

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Please put some thought into filling out the two forms. If you fill them out quickly, you are less likely to think about techniques for working effectively and efficiently in groups. On the self-evaluation form, pay particular attention to the two final sections, which ask you to evaluate your own participation. I would consider the following responses to be sufficient:

Aspects of my participation that were successful:

I think I did a good job in reviewing the proposal and critiquing the research. I had the draft ready on time, although there were some rough parts in it. I participated effectively in the group meeting about the revision. I think I'm getting a little better about being less sensitive when the group suggests revisions.

Aspects of my participation that I want to improve in the future:

I still need to get better at completing my work early enough so I can set it aside before getting it out to the other group members. I get embarrassed when they point out superficial mistakes that I should have caught. I need to practice using styles so that my drafts are easier to incorporate into the group's draft. The other members remembered to use them. I didn't.

If your responses are inadequate – hastily written, unclear, or insufficiently thoughtful – I will ask you to re-do them. Please think twice or three times before writing "None" in response to the second prompt, above. If you can't think of aspects of your participation that you would like to improve the next time, keep thinking.

If you do not submit both required forms, your grade on the assignment will be reduced by 10 points. The forms are due at the same time as the assignment to which they refer.

Collaboration is described in more detail in Chapter 4 of the text.

Attendance and Participation

Since a great deal of writing, evaluation, and instruction will occur in class *and* online, face-to-face attendance and online attendance/participation is extremely important. (Everyone is expected to be present, on-time, attentive, prepared, and involved.) Excessive tardiness may result in a class absence and may affect your final course grade. Note that failure to post work or participate online via WebCT by announced due dates may result in a class absence. Remember all work is due at the beginning of class or as specified; otherwise, it is late and may not be accepted or may adversely affect your grade for a particular assignment and your overall participation grade. *More than three absences is grounds for failure.*

Let me stress that I do not "allow" any absences. Absences in class and online will significantly reduce your final course grade and may put you in jeopardy of "failing" the course. Your course grade may be lowered by one letter grade for every three hours of absence. *More than three absences is grounds for failure.* Again, there are no excused absences other than official college business that is documented prior to class time. Please note that if you miss a class, it is your responsibility to find out what you missed and make up class assignments no later than the following class meeting/posting. I strongly advise you to exchange contact information with someone in the class who you trust to provide detailed, accurate information of what went on in class.

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Submission Requirements

Word-process all assignments using Microsoft Word. Leave at least one-inch margins on all four sides.

Notes:

- Microsoft Works files (.WPS) are not acceptable because I cannot open them.
- If you create your word-processing files using Word 2007 (part of the Microsoft Office 2007 suite), please be sure to save them as Word 97-2003. Otherwise, many other students in the class will not be able to open them. To find out how to automatically save all your files as Word 1997-2003, search for "Word 2007 backward compatible" on the Internet. The process is simple and will take less than 30 seconds.
- Be sure to keep an electronic copy of all work you turn in.

Place your files in the appropriate dropbox on WebCT.

Deadlines

Deadlines are provided on the description of each assignment. Late assignments will be penalized at the rate of 10 points per late day (or portion of one), including weekends and holidays.

Problems with technology (a broken computer, a dead Internet connection) are not valid excuses for late work, unless they are documented problems addressed by the SPSU Office of Information Technology staff.

Plagiarism

Plagiarism is the intentional or unintentional representation of another person's ideas or writing as one's own, including any materials taken off the Internet. Students should consult the *Catalog* under Academic Regulations for a fuller explanation of this violation of Disruptive Behavior and Academic Dishonesty. The penalty for plagiarism may be failure of the course or dismissal from the University.

Modification of Syllabus

I reserve the right to modify the syllabus at any time. You are responsible for staying current with the syllabus.

Process Memos

On a few occasions you will be required to provide for me a "process memo," a brief summary on the progression you have made as a writer in light of the assignments given.

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In-Class Writings

On some occasions you will be asked to perform in-class writings. These writings are meant to serve as opportunities for you to become comfortable with the art of technical writing. Although some of the writings may be timed, all will be informal in nature.

Final Exam and Participation Grade

A final exam may be given during the final week of class or during the examination period to provide you with the opportunity to demonstrate the knowledge that you gained during the session. *Poor performance or failure to take the final exam will reduce your overall participation grade by as much as 15 percent.* A good performance and show of effort on the final exam will ensure that you get the maximum percentage points for participation.

Additional Information about Knowledge Checks (Quizzes)

Knowledge Checks will receive number grades from 0-100; the purpose of quizzes will be to allow you to demonstrate that you have completed outside readings and that you are engaged during the class.

Late Work

Assignments not submitted by the due dates are considered late. If the assignment is not submitted within a week of its due date, the assignment will receive a grade of zero (0).

Students who do not show up to take a scheduled knowledge check or to participate in the collaborative assignments, will receive a zero (0) on the knowledge check or collaborative.

Computer Issues

Portable Storage Device

You will need to bring a portable electronic storage device to class with you for each class meeting. There is no hard-drive space on these computers, so you can only save your work on a portable storage device. Make sure that these personal items are labeled with your name and contact information.

Paper Form

Unless indicated otherwise, I expect all writings to be *typed single space with 2 spaces between paragraphs and one-inch margins on both sides using 12-point font (preferably Times New Roman)*. Please include your name, course number, date, and assignment name and number in the header of each page. Additionally, when you are required to submit hard copies of your assignments, please number each page and staple them together in the upper left corner. In addition to identifying the assignment name and number, please provide a title for each writing.

All citation and documentation should follow the MLA style. Please be prepared to occasionally provide photocopies of your writings for your classmates and me. *Note: You are responsible for preserving the*

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original copies (with written responses from teacher or classmates) of all your work. You will resubmit all portfolios and writing at the end of the term

Cell Phones

In an effort to provide an effective learning environment, I am asking that you turn off all cell phones and/or pagers prior to coming into the classroom. While we live in an age of modern convenience, ringing cell phones, cell phone conversations, and other distracting communication devices are not appropriate for a classroom environment.

Email Correspondence

Email is generally a good way to communicate with the class, professor, and your group members. Students are required to register their email address with the SPSU Registrar. It is your responsibility to check your email regularly for the class. I will use it to communicate changes in the schedule and to post some assignments and to communicate with you individually. If I happen to miss class (very rare), I will contact you via email. Please make sure your address is up-to-date with the Registrar. Something else to remember: Although email is convenient, it is not foolproof. Do not assume that your audience will always receive your email and/or attachments. This mode of communication should not be used as substitute for timely preparedness.