Instructor: Dr. Emily Johnson  
Office: Clark C225  
Office Hours: Monday 11:00-11:50 a.m. & by appointment  
E-mail: emsjohnson27@gmail.com

What We Use:  

Download a special book chapter on Feasibility Reports created just for CSU:  
http://lib.oupasupport.com/Tebeaux_CS_custom/  
Password: OUPfy18TebeauxCUST *You will need Adobe Flashplayer to download

What You Can Expect to Learn:  
• Audience Analysis  
• Critical Thinking  
• Resume & Cover Letter Construction  
• Formal Report Writing  
• Document Design  
• Research Citations & Methods  
• Specialized Communication  
• Oral Presentation Skills  
• Professional Writing Techniques

Professional & Technical Communication
Section 7, Spring 2018 • 12:00–12:50 p.m. • M & W • Eddy 212

Friday Recitation Sections

<table>
<thead>
<tr>
<th>Section #</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>R31</td>
<td>Ashley Moore</td>
<td>11:00-11:50 a.m.</td>
<td>Education 236</td>
</tr>
<tr>
<td>R32</td>
<td>Di Lan</td>
<td>12:00-12:50 p.m.</td>
<td>Molecular Radiological Biosci 109</td>
</tr>
<tr>
<td>R33</td>
<td>Di Lan</td>
<td>1:00-1:50 p.m.</td>
<td>Walnut 108</td>
</tr>
<tr>
<td>R35</td>
<td>Ashley Moore</td>
<td>12:00-12:50 p.m.</td>
<td>Stadium 1203</td>
</tr>
</tbody>
</table>

Recitation sections meet in groups of about 25 students, every Friday. It’s important that you attend your correct lecture section and correct recitation section in order to receive attendance points.

Grade Assignment Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>
Course Objectives
This course consists of content that specifically meets the following professional values and competencies (as they apply to professional communication) outlined by The Accrediting Council on Education in Journalism and Mass Communications that successful students should:

- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of communications in a global society;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

JTC 300 is a gtPathways Course: The Colorado Commission on Higher Education has approved JTC 300 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT - CO3 category. For transferring students, successful completion with a minimum C - grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

Written Communication Competency (GT-CO3) — Criteria for Written Communication
Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcomes (SLOs) for Advanced Writing Courses (GT-CO3) — Students should:
1. Employ Rhetorical Knowledge
   a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. Develop Content
   a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions
   a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. Use Sources and Evidence
   a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
   b. Follow an appropriate documentation system.
5. Control Syntax and Mechanics
   a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Advanced Writing Course (GT-CO3) — Content Criteria
1. Extend Rhetorical Knowledge
   a. Use texts from rhetoric, d discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
   b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
   c. Learn more sophisticated ways to communicate knowledge to appropriate audiences.
   d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.
2. Extend Experience in Writing
   a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
   b. Critique one’s own and other’s work, including the work of professional writers and/or scholars.

3. Extend Critical and Creative Thinking
   a. Reflect on the implications and consequences of context.
   b. Incorporate alternate, divergent or contradictory perspectives or ideas within one’s own position.
   c. Extend and complicate the consequences of the stated conclusion.

4. Use Sources and Evidence
   a. Select, evaluate, and synthesize appropriate sources and evidence.
   b. Use discipline-appropriate criteria to evaluate sources and evidence.

5. Extend Application of Composing Conventions
   a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
   b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing objects.

Academic Integrity

- Everyone at Colorado State values academic integrity, and this course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and Student Conduct Code. You are expected to write your own papers and to take your own exams. Ignorance of university academic misconduct rules is not an acceptable excuse.

- At minimum, academic integrity means not presenting work for this class that is the work of another or work you previously submitted (in another course or elsewhere). Likewise, do not turn in material for other students, or provide or accept help on exams. All are forms of academic misconduct and will be dealt with according to university policy (see links below). Plagiarism tops the list of academic integrity violations. It cannot, and will not, be tolerated in this course. **Intent does not factor into the determination of plagiarism.**

- “Plagiarism is the unauthorized or unacknowledged use of another person’s academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding ‘credit be given where credit is due,’” according to the CSU Writing Center. **Source:** (Writing Guides: Understanding Plagiarism. http://writing.colostate.edu/guides/researchsources/understandingplagiarism/plagiarismoverview.cfm.)

- If you plagiarize work, you will fail the assignment and possibly the course. Plagiarism could also result in expulsion from the university. Each instance of plagiarism, academic dishonesty, aka cheating, will be addressed according to the principles published in the CSU General Catalog (see page seven, column two): http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf.

Student Safety & Community Practices

- You should recognize that CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees.”

- This designation remains consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments.

- As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking, and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.
Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response, call 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment, call (970) 491-1350
- Colorado State University Police Department (non-emergency), call (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: http://www.health.colostate.edu/. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is http://www.wgac.colostate.edu/need-help-

Course Assignments, Point Breakdown, and Due Dates

<table>
<thead>
<tr>
<th>#</th>
<th>Major Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Resume/Cover Letter/LinkedIn Bio</td>
<td>60</td>
<td>2/9</td>
</tr>
<tr>
<td></td>
<td>• Resume = 30 points; Cover Letter = 20 points; LinkedIn Profile = 10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Professional Email</td>
<td>25</td>
<td>2/16</td>
</tr>
<tr>
<td>3</td>
<td>Project Proposal + Attending Proposal Meeting</td>
<td>55</td>
<td>2/19</td>
</tr>
<tr>
<td>4</td>
<td>Prefatory &amp; Back Matter Elements Exercise</td>
<td>25</td>
<td>3/2</td>
</tr>
<tr>
<td>5</td>
<td>Midterm Exam</td>
<td>100</td>
<td>3/5</td>
</tr>
<tr>
<td>6</td>
<td>Paper-in-Progress</td>
<td>50</td>
<td>3/23</td>
</tr>
<tr>
<td>7</td>
<td>Peer Edit of Feasibility Report</td>
<td>50</td>
<td>3/30</td>
</tr>
<tr>
<td>8</td>
<td>Professional Memo</td>
<td>25</td>
<td>4/6</td>
</tr>
<tr>
<td>9</td>
<td>Oral Presentation</td>
<td>75</td>
<td>4/16- 4/27</td>
</tr>
<tr>
<td>10</td>
<td>Final Formal Report</td>
<td>200</td>
<td>4/16</td>
</tr>
<tr>
<td>11</td>
<td>Final Exam</td>
<td>100</td>
<td>5/9</td>
</tr>
</tbody>
</table>

--------- Lecture-Based Points
- 5 Discussion Posts (50 points [10 points per post])
- Professional Email (20 points)
- Professional Memo (20 points)
- Guest Presenter Worksheets/Activities (30 points [10 points each])
- ‘Mystery’ Points (10 points administered at random throughout semester)

--------- Recitation-Based Points
- Personal Profile = 5 points
- Attendance points = 5 points per class (50 points)
- In-class peer editing = 10 points per exercise (30 points)
- Grammar quizzes = 3 quizzes throughout the semester (30)
- Oral Presentation Participation = 15 points

Total 1025
Expectations and Etiquette

- **Mutual respect** - students and instructors will maintain respectful interactions with one another at all times.
- **Non-disruptive behavior** - respect your instructor, your classmates, and their desire to teach and to learn.
  - In a class this large, it is nearly impossible to monitor cell phone and computer use. If use of your cell phone, tablet, or laptop becomes a distraction, you will be asked to remove yourself from class.
  - Any student who disrupts the instructor will receive a verbal warning; if the behavior persists, the student will be asked to remove him/herself from class.
- **Promptness** - instructors will arrive on time and be prepared for class. Students are expected to do the same. Students who are chronically late may be asked to leave or drop the class.
- **Flexibility** - changes or adjustments may be made to the syllabus, specific assignments, due dates, points allowed for a particular assignment, etc., as determined by the instructor.

Email

- Allow at least 24 hours for response to emails (expect a longer response time for emails sent during the weekend).
- Given that this is a professional/technical communication course, be professional and specific when sending an email – always address the recipient properly.
- Review the syllabus and/or class notes **prior** to sending an email – if you can find the answer to your question on your own, **do not send an email**.
- Do not email your assignment and expect it to “count” for an on-time submission **unless** you receive permission from your recitation instructor.

Class Preparation, Attendance, and Assignment Submission

- Students are expected to attend class having read the assigned readings as outlined in the schedule. Quizzes and other in-class activities will occur randomly during lecture. To be prepared for quizzes and in-class activities, students must complete the assigned reading.
- To do well in the course, you need to attend class regularly. You will have the opportunity to earn in-class points and obtain information that will be used on exams, in major course projects, and in weekly recitation sessions. Assignments may be due in recitation – you are responsible for attending and submitting your own work.
- All assignment deadlines are final. All assignments are due at **11:59 p.m. via Canvas unless specified otherwise**. Students should use the Canvas syllabus, as well as their lecture and recitation syllabi, to stay current on the class schedule and assignment deadlines.
- No make-ups or post-class excuses accepted for absences. If you have an excused absence for a university event, you must coordinate your absence in advance with your instructor. It is the student’s responsibility to make-up work in a timely manner. If you do not communicate in advance, the instructor is not required to make special arrangements with you. You will be asked to provide verification that indicates the legitimacy of your absence (e.g., note from the doctor’s office).
- In-class activities/assignments **WILL NOT** be accepted late. If you miss a lecture or recitation during which an in-class activity took place, you automatically receive a zero (unless you have an excused absence).
- Late work can be submitted within 24 hours of the original due date for a 10% deduction and within 48 hours for a 20% deduction. Any assignment submitted after 48 hours of the original due date **will not** be accepted.
- **NOTE:** The Final Formal Report **WILL NOT** be accepted late.

Lecture and Recitation Structure

- Lectures will generally take the form of digital presentations in which major course concepts and assignment/project expectations are outlined.
- Recitations provide time to review topics discussed in lecture, major course assignments, and grammar. They will also provide the opportunity to ‘workshop’ various assignments and engage in peer editing. These sessions are equally important as lecture because students will have the opportunity to work collaboratively with classmates, earn participation points, and receive additional information about major course writing assignments.
Rubrics and Posting of Grades

- Rubrics and/or detailed description sheets will be provided for every major writing assignment. Students are expected to review and closely follow rubrics, description sheets, and any other related material made available when completing assignments. Failure to consult rubrics and description sheets may result in point deductions for missing or incomplete aspects of a given project or assignment.
- Grades will generally be posted in the Canvas grade book within two weeks of the submission date.

Canvas

- Canvas will be used in conjunction with the textbook. Log in frequently to check for special announcements and to access course materials. You will not be able to succeed in this course without consulting regularly and using the materials provided. On Canvas, you may find:
  - Lecture-related content (e.g., discussion forums, lecture slides, writing samples, etc.)
  - Assignments and information for lecture and recitation
  - Course project rubrics, information sheets, and examples

**DAILY CLASS SCHEDULE**

**WEEK 1: January 15-19**

<table>
<thead>
<tr>
<th>M</th>
<th>NO CLASS – University Holiday</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Introduction to JTC 300: Overview of syllabus &amp; class expectations -Overview of Personal Profile (due in recitation on Friday)</td>
<td>Read: Review syllabus</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Due: Personal Profile (bring hard copy to recitation)</td>
</tr>
</tbody>
</table>

**WEEK 2: January 22-26**

| M  | Guest Speaker – Ms. Jimena Sagas of CSU’s Morgan Library Lecture on Formal Citation Style (APA, MLA) | Read: Appendix B *Review the citation style appropriate for your discipline |
| W  | Designing Documents & Illustrations | Read: Chapters 5 & 6 Due: Discussion Post |

**WEEK 3: January 29-February 2**

| M  | Job Applications: Resume, Cover Letter, LinkedIn Profile | Read: Chapter 12 |
| W  | Guest Speaker: Mr. Rusty Smith – The Job Search Process | Read: TBA Due: Discussion Post |

**WEEK 4: February 5-9**

| M  | Formal Report Introduction: A First Look at the Feasibility Report Assignment | Read: e-Chapter on Feasibility Studies Scan: Chapter 8 |
| W  | Project Writing: Introduction to the JTC 300 Project Proposal | Read: Chapter 10 |
| F  |                                       | Due: Resume, Cover Letter, & LinkedIn Profile |

**WEEK 5: February 12-16**

| W  | Professional Workplace Communication | Read: Chapter 7 |
| F  |                                           | Due: Professional Email |
### WEEK 6: February 19-23

| M | Final Report Practice: Prefatory & Back Matter Elements Exercise  
- Lecture and assignment overview | Due: Project Proposal |
| W | Achieving a Readable Style  
- Discussion of ‘Plain Language is for Everyone, Even Experts’ Article  
- Midterm Exam Review / Q&A | Read: Chapter 4 & ‘Plain Language Article’ (available on Canvas) |

### WEEK 7: February 26 - March 2

**Proposal Meetings ALL WEEK!** Students will attend an individual proposal meeting with his/her recitation instructor to discuss the Feasibility Report Proposal. This 10-minute meeting will provide the student with time to receive feedback about his/her proposal idea.  
*Graded Proposals are returned during this meeting.*

**NO LECTURE OR RECITATION ALL WEEK!**  
Due Friday: Prefatory & Back Matter Elements Exercise

### WEEK 8: March 5-9

| M | Midterm Exam (Scantron format – completed in lecture)  
| W | Overview of the Paper-in-Progress and Peer Edit | Bring a pencil!  
Read: Chapter 9 & Appendix C |

### WEEK 9: March 12-16

**NO CLASS – Have a safe and relaxing Spring Break!**  
You are strongly encouraged to work on your upcoming Paper-in-Progress  
Reminder: this is due Friday, March 23

### WEEK 10: March 19-23

| M | Ethics and the Workplace | Read: Chapter 3  
Due: Discussion Post |
| W | Guest Speaker: Ms. Ashley Moore, Doctoral Student, JMC Department  
Viewing Race as a Technology Lecture + In-Class Activity | Read: TBA  
*First meeting with Peer Edit partner takes place in class – you must be present to earn points* |
| F |  
| |  |

### WEEK 11: March 26-30

| M | Guest Speaker: Ms. Di Lan, Doctoral Student, JMC Department  
Intercultural Communication Lecture + In-Class Activity | Read: TBA |
| W | Oral Reports: Overview of Assignment & Tips for Success | Ch. 11  
*First meeting with Peer Edit partner takes place in class – you must be present to earn points* |
| F |  
| |  |

### WEEK 12: April 2-6

| M | Professional Workplace Communication Revisited: Memo Writing  
Video shown during lecture; memo writing (in response to video) takes place outside of lecture | Read: Review Chapter 7 |
| W | Oral Presentation & Feasibility Report Re-Cap: Requirements and Tips for Success | Read: Review Ch. 11 & e-chapter on Feasibility Studies  
Due: Professional Memo |
| F |  
| |  |

### WEEK 13: April 9-13

**FINAL REPORT WRITING WEEK**  
NO LECTURE OR RECITATION ALL WEEK!  
Students are to use the break from lecture and recitation to finalize the Final Feasibility Report.  
Due Friday: Discussion Post (details to come)
### WEEK 14: April 16-20

<table>
<thead>
<tr>
<th>M</th>
<th>R31 Oral Presentations</th>
<th>Due: Formal Report (including submission to VeriCite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>R32 Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Oral Presentations take place during recitation period (attend your regular class)</td>
<td></td>
</tr>
</tbody>
</table>

*Students are to attend only the M/W lecture associated with their designated recitation.*

### WEEK 15: April 23-27

<table>
<thead>
<tr>
<th>M</th>
<th>R33 Oral Presentations</th>
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</thead>
<tbody>
<tr>
<td>W</td>
<td>R35 Oral Presentations</td>
</tr>
<tr>
<td>F</td>
<td>Oral Presentations take place during recitation period (attend your regular class)</td>
</tr>
</tbody>
</table>

*Students are to attend only the M/W lecture associated with their designated recitation.*

### WEEK 16: April 30-May 4

<table>
<thead>
<tr>
<th>M</th>
<th>Course Wrap-Up &amp; Course Evaluations (*Evaluations for both lecture and recitation)</th>
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</thead>
<tbody>
<tr>
<td>W</td>
<td><strong>Optional Lecture:</strong> Final Exam Review / Q&amp;A</td>
</tr>
<tr>
<td>F</td>
<td>NO CLASS – Final Exam Study Day</td>
</tr>
</tbody>
</table>

**Finals Week**

**FINAL EXAM** – Wednesday, May 9 – 7:30-9:30 a.m., Eddy 212  
*Failure to complete the exam during the designated exam time will result in a zero.*  
-- Make sure you record the exam time in your calendar, planner, etc. --