OMAHA NORTH HIGH MAGNET SCHOOL

Honors Technical Communication
Course Syllabus
2023-2024

Instructor:	Gina Alati
E-mail:	gina.alati@ops.org
Plan Periods:	A3+B4
Office/Classroom	Room 213
Best times to contact:	Before or after school

Course Description
Honors Technical Communication is designed to facilitate critical thinking, close reading, technical writing, and public speaking. Students will focus on the development of technical information to facilitate interaction with technology and solve complex problem through verbal and written expression. Students will engage in research and writing processes to produce a variety of technical documents appropriate for Precision Machining and STEM fields. Dual enrollment options may be available.
Status: Meets English 7-8 Graduation Requirement
Grade Level: 12

STEM Academy Overview
This course includes an innovative curriculum across English, engineering, and precision manufacturing courses to prepare students for the fundamentals of public speaking, written expression, and critical thinking in correlation to the design process. Students will engage in technical writing activities, informational reading relevant to engineering topics, and formal/informal presentations in anticipation of post-secondary education and career studies.

Nebraska Department of Education English/Language Arts Standards
LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.
LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.
LA 12.3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

Course Objectives
The course provides students with instruction and practice in academic and professional writing for the technical sciences. The course focuses on principles of rhetoric and composition, advanced library-based research techniques, academic and professional modes of writing suited to the technical sciences, style, grammar, and punctuation, all with attention to adapting writing to suit the needs of various academic and professional audiences. Upon completing the Honors Technical Communication course, students should be able to:

- Understand various writing strategies and genres
- Think, read, and write critically
- Apply field-related, advanced research skills
- Understand grammar and language issues
- Use appropriate language and be aware of audiences
- Understand the writing process
- Understand writing functions
- Exhibit rhetorical knowledge
- Exhibit knowledge of conventions

Curriculum Overview

Quarter One	Quarter Two
Technical Communication Chapter 1: Introduction to Technical Communication Chapter 2: Meeting the Needs of Specific Audiences Chapter 3: Persuading Your Audience Chapter 6: On Overview of the Technical Writing Process Chapter 10: Organizing for Readers Chapter 14: Email and Text Messages Chapter 15: Workplace Memos and Letters Chapter 16: Resumes and Other Job-Search Materials Chapter 24: Blogs, Wikis, and Web Pages Chapter 25: Social Media ***Report Writing: Skills Training Course*** Chapter 1: What makes an excellent report? Chapter 2: Planning and Resources for your Report **Topic:** Technical Communication **Essential Question:** What is the function of technical communication? **Enduring Understanding:** Technical communication is the exchange of information that helps people interact with technology and solve complex problems. **Topic:** Writing Process **EQ:** How does the writing process impact the quality of technical communication? **EU:** Applying critical thinking skills to the stages of the writing process leads to effective technical communication. **Formative Assessments** Introducing a Classmate (TC page 14) Memo (TC Page 14) Audience & Use Profile (TC page 30) Article Translation (TC page 30) Written Instructions (TC page 30) Persuasive Letter (TC page 58) Outline (TC page 200) Email (TC page 321) Report Objectives (RW Chapter 1) Resource Planning (RW Chapter 2) **Summative Assessments** Persuasive Letter (TC page 58) Formal Letter (TC page 365) Formal Memo (TC page 365) Research Questions	***Technical Communication*** Chapter 17: Technical Definitions Chapter 18: Technical Descriptions, Specifications, and Marketing Materials Chapter 19: Instructions and Procedures Chapter 7: Thinking Critically About the Research Process Chapter 8: Evaluating and Interpreting Information Chapter 9: Summarizing Research Findings and Other Information Chapter 20: Informal Reports Chapter 22: Proposals ***Report Writing: Skills Training Course*** Chapter 3: Organizing your Report **Topic:** Research Process **Essential Question:** How does the research process impact the quality of technical communication? **Enduring Understanding:** Critical thinking and analysis during the research process enhances the quality of technical communication. **Formative Assessments** Expanded Definition (TC page 412) Product Description (TC page 437) Workplace Specifications (TC page 437) Basic Usability Survey (TC page 466) Map Route (TC page 469) Developing Country Procedures (TC page 469) Source Examples (TC page 167) Article Summary (TC page 181) Article Abstract (TC page 181) Progress Report (TC page 491) Periodic Activity Report (TC page 491) Report Organizations (RW Chapter 3) **Summative Assessments** Specialized Process Specifications (TC page 437) Readability Revision (TC page 469) Analytical Report Procedure (TC page 534) Planning Proposal (TC page 571) Informal Report Proposal (Feasibility Report)

Quarter Three	Quarter Four
Technical Communication Chapter 11: Editing for a Professional Style and Tone Chapter 12: Designing Visual Information Chapter 13: Designing Pages and Documents Chapter 21: Formal Analytical Reports Chapter 23: Oral Presentations and Video Conferencing ***Report Writing: Skills Training Course*** Chapter 4: Presentation of the Report Chapter 5: The Finishing Touches **Topic:** Presentation Process **Essential Question:** How does the presentation process impact the quality of technical communication? **Enduring Understanding:** Presentation style, complexity, and formality enhance the quality of technical communication. **Formative Assessments** Editing Exercises (TC Chapter 11) Letter to Newspaper (TC page 235) North Memo Review (TC page 235) Visual Planning Chart (TC page 276) Page Design Analysis (TC page 305) Peer Review Forms Writing Conferences Report Presentation (RW Chapter 4) Finishing Touches (RW Chapter 5) **Summative Assessments** Visual Projects (TC page 280) Report Design Formal Analytical Report Oral Presentation	***Technical Communication*** Chapter 4: Weighing the Ethical Issues Chapter 5: Teamwork and Global Considerations **Topic:** Global and Ethical Issues **Essential Question:** How does consideration of global and ethical issues impact the quality of technical communication? **Enduring Understanding:** Considering global differences and recognizing the role of ethics in communication enhances the quality of technical communication. **Formative Assessments** Plagiarism Evaluation (TC page 79) Global Document Evaluation (TC page 79) Peer Review Forms Writing Conferences **Summative Assessments** Collaborative Group Document Formal Analytical Report Oral Presentation

Textbooks

Technical Communication
John Lannon & Laura J Gurak
Published by Pearson, 2017
ISBN 10: 0134678826
ISBN 13: 9780134678825

Report Writing: Skills Training Course
Dr. Margaret Greenhall
Published by Universe of Learning Ltd, 2013
ISBN 10: 1849370362
ISBN 13: 9781849370363

Policies and Procedures

Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students or the instructor interferes with the learning environment and should expect consequences.

- **Tardy Policy:** The student is expected to be in their seat when the bell rings. A daily warm-up activity will be provided and must be completed within the first 5 minutes of class. The school-wide tardy policy is enforced.
- **Hall Passes:** Hall passes are not permitted during the first and last 15 minutes of class. The student is allowed passes from class at the teacher's discretion during independent work time. Pass allowance will be decided on a case-by-case basis. The expectation is for the student to go to his/her locker, get a drink, and use the restroom during passing period.
- **Electronic Devices:** The student is expected to put away all electronic devices, including cellular phones and music players. The school-wide electronic policy is enforced.
- **Activity Absence:** If the student is going to be absent for a school approved activity, it is their responsibility to obtain class work and homework ***prior*** to the date of absence. All work is due upon their return to class.
- **Academic Integrity:** Academic integrity is a fundamental value of higher education at North High School. Acts of academic dishonesty include, but are not limited to, plagiarizing, violating copyrights, cheating, assisting fellow students in committing an act of cheating, and submitting work as one's own when such work has been prepared by another person or copied from another person. The latter example includes taking portions of articles or reports and using them without acknowledging the source. Copying another student's assignment or a portion of an assignment is plagiarism. If an academic integrity violation takes place, the policy outlined in the Code of Conduct handbook will be followed.

OPS Secondary Grading Practices

All coursework and assessments are judged based on the level of student learning from "below basic" to "advanced." This course will provide multiple opportunities to achieve at the "proficient" to "advanced" levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

Types of Coursework

- ***Practice*** **–** assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student's instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** **–** assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student's instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student's progress on grade level standards and may not be written at the student's instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

OPS Grading Scale 2018-2019

A	3.26 – 4.00
B	2.51 – 3.25
C	1.76 – 2.50
D	1.01 – 1.75
F	0.00 – 1.00

Missing Coursework
Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M for missing, which calculates to a score of zero.

Redoing/Revising Coursework
Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher's professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student score.

Late Coursework
Students are expected to complete coursework on time. Late coursework may be accepted for full credit until the end of the unit based on the teacher's professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. The teacher or school may make exceptions depending up on student circumstances (such as prolonged absences due to illness).

Weighting Assignments (Using a Multiplier) *Secondary only
When entering grades in the grade book, teachers may assign greater weight to some assignments. For example, the final exam may impact a student's summative grade more than a unit test. Teachers will have the option use the multiplier to weight both formative and summative assessments to a maximum of 4. If a weight of 2 or more is applied to an assessment, this information will be communicated to students at the time the assessment is announced.