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INTRODUCTION

You are a person. I know that. But, if you're entering the workforce, you are also – and will always be – a kind of a business. You will be offering your abilities, training and sweat – your product – to your employer, your coworkers and, of course, to the customers of your company – all of whom are your customers. As everyone knows, any business thrives by identifying and meeting the needs of its customers. This is why Coca Cola is flavored with sugar and not vinegar – who would want to cool their thirst with a can of vinegar?

It is the goal of this course to help you – the business – communicate effectively with all of your customers – your employers, coworkers and the customers of the company for which you work.

The key to successful technical communication is, I believe, remembering that your readers are your customers – and any document that doesn't meet their needs is a failure.

LEARNING ONLINE

By deciding to take this course on-line you have chosen to participate in a relatively new kind of learning. Instead of listening to me lecturing in a traditional classroom setting, you will actively engage your subject through reading, reflection and writing.

I will be there throughout the course to offer suggestions, answer questions and provide guidance, and you should call, write or e-mail me whenever you need help.

You will, however, take the over much of the initiative in your learning. You'll decide when to do your work and when to drop by and participate in group discussions. You'll also be able to look ahead to upcoming assignments and lectures.

That said, assignments and discussion board posts do have fixed due dates. While you can generate your essays according to your own schedule, they must be submitted on time.

The result will be a much deeper involvement with the work you're doing, and, it is expected, a much deeper understanding of your subject once you've completed this

course. Throughout you will rely on this course guide to direct your studies, and will complete several essays in order to deepen your analysis of the literature you're reading (and to give the professor something with which to evaluate you).

REALLY, REALLY IMPORTANT NOTES (REALLY!):

In order to succeed, you'll need to check into the course regularly -- at least every other day or so -- and check your Delta Webmail account regularly as well. **Do not use Educator to send/receive e-mail** (unless you're using the "E-mail group function -- we'll look at that later). Although Educator will let you send a message, it doesn't receive e-mail -- which means if you e-mail me from Educator, you'll never hear back! My response (or anyone else's, for that matter) will be forwarded automatically to your Delta Webmail.

Be sure when you check in to read the Announcements carefully. Any additions or changes to our schedule will be posted there. I'll also outline what's coming up and go into greater detail about anything with which some of you might be struggling. Nothing annoys me more someone asking me a question I've just answered in great detail in the announcements. Well, maybe a poke in the eye with a sharp stick. But it's close.

Finally, and most importantly: if you're feeling lost or confused, contact me. Stop by my office. Call. E-mail. Post to the Help!!! forum. But don't wait! It's very easy to slip behind -- and sometimes very hard to catch up. I'm here if you need me. Don't forget it.

EXPECTATIONS

There are a few things I expect from you, and, in turn, there are things you can expect from me.

Your job will be to:

- Check into the course regularly.
- Read. Your text is, to a large extent, the “lecture” portion of this online course. You can't skim by without reading it – trust me.
- Engage actively in your learning process. Read the book carefully, and reflect on what you read. Participate fully in group and class activities. Write and rewrite your essays, so that what I and your peers see is really your best effort.
- Listen carefully to the advice of your peers and your instructor, and don't be afraid to ask questions if that advice is unclear.
- Take an **active** role in all discussions and group activities. These are **mandatory** – skipping them is like not showing up for a face-to-face class.

My job is to help you improve your writing. I can't, in the traditional sense, teach you. I can introduce you to methods and techniques used by effective writers. I can

share my own experiences as a writer and reader (and a long-time student) with you. I can also offer you informed advice about your own writing – a sort of writing “coach.”

COURSE POLICIES

From the English Division:

Instructor Initiated Drop for Lack of Attendance

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course this semester (or term) that means not taking part in two weeks’ worth of activities or not logging in for two weeks. This is an English Division policy.

Disabilities

If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D102. The telephone number is 686-9330. Mike Cooper, Disability Services Director, D-WING, D102, 989-686-9322.

Integrity of Academic Work (From the Delta College Catalog)

I. Statement of Values

The principles of truth and honesty are fundamental to a community of learners. All members of the Delta College Community are expected to honor these principles and are responsible for maintaining the integrity of academic work at the College.

Plagiarism or any misrepresentation of work, unsanctioned collaboration, use of prohibited materials, and participation in any form of dishonesty all constitute violation of this policy.

Violations of this policy will result in the actions and consequences specified within this policy.

II. Faculty determine standards of integrity for academic coursework.

Examples of academic dishonesty that would constitute violations of this policy include, but are not limited to, the following:

- A. Plagiarism*
- B. Cheating on tests, quizzes, or any assignments

- C. Fabrication
- D. Aiding and abetting dishonesty
- E. Falsification of records and official documents

*Plagiarism is defined as, “the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own.” As developed by Alexander Lindey in “Plagiarism and Originality” (N.Y.: Harper,1952)

III. Faculty and Staff Responsibilities.

Faculty should do the following, where applicable and when appropriate:

- A. Provide clarification about the nature of academic dishonesty.
- B. Clarify expectations for homework, assignments, collaborative student efforts, research papers, exams, etc.
- C. Identify any specific style/format requirements for assignments.
- D. Communicate ethical and professional standards associated with courses and programs.
- E. Honor principles of truth and honesty and in so doing protect the validity of college grades.

IV. Student Responsibilities and Rights

Delta College Students are responsible for understanding/following

- A. All provisions of this policy including, but not limited to, examples under I and II above.
- B. Specific course policies for academic work.
- C. Other College policies as specified in the current Delta College Catalog.
- D. Commonly understood principles of personal honesty and integrity.

The student may appeal, through the Disputed Final Grades policy, any grade affected by a charge of academic dishonesty.

V. Process for Policy Violations by Students

- A. Faculty may use their discretion and judgment in any suspected violation of this policy, including limiting action to a warning. If the faculty member determines that this policy has been violated, then the process outlined below will be followed.
1. If the faculty member decides that a violation of this policy will not affect the student's assignment or course grade, the faculty member will explain the violation to the student and warn the student of future consequences for similar behavior.
 2. If a faculty member decides that a violation of this policy will affect the student's grade in the course, then the faculty member will explain the decision in writing to the student within a reasonable time frame. The faculty member will then send copies of the written explanation to the appropriate Division Chair, Academic Dean, and the Chief Academic Officer of the College.

Both the Division Office and Academic Office will maintain permanent records of these violations.

- B. When a violation is reported to the Academic Office, the Chief Academic Officer of the College will determine appropriate consequences beyond the course grade for the student, including, particularly in the case of a repeated violation of this policy, possible dismissal from the College.

Disruptive Students (From the Delta College Catalog)

Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct on campus creates a serious enough disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student from class/campus.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the following formal procedures will be implemented.

1. The student will be verbally warned by the faculty or staff member the student's behavior is considered to be disruptive (describe the behavior to which the faculty/staff member is referring) and that if the student continues the behavior, s/he will be asked to leave the class/building.

2. If the student persists with the disruptive behavior, the faculty/staff member can then ask the student to leave the class or campus. At this time the faculty/staff must warn the student that failure to leave may result in police intervention. The faculty/staff must indicate whether the suspension is just for that day or if the student must appeal to the appropriate Division Chair to reenter the class. In other words, clarify for the student whether the suspension is temporary or permanent.
3. If after the previous verbal warnings the student continues to demonstrate disruptive behavior, the faculty/staff will summon the appropriate police agency who will have the option of arresting the student for criminal trespass, if necessary. The faculty/staff member's request for the student to leave provides the police agency with sufficient probable cause to effect an arrest.
4. If as a result of faculty/staff member's request for expulsion the student leaves the classroom/campus, the faculty/staff will notify their Division Chair or immediate supervisor in writing within 24 hours of the incident. The written report must include the student's identity and the behavior that was considered to be disruptive. Sufficient detail must be provided to allow the Chair/Supervisor to assess whether or not the policy was followed. Please note that the written report is only necessary when considering expulsion. Temporary suspension is handled informally by the faculty/staff member.
5. The Division Chair/Supervisor must immediately contact the student by phone, with a follow-up through registered mail, notifying them of the opportunity to explain the incident from the student's point of view. In addition, this notice will include the date by which the student must respond back to the Division Chair (or designee) or else forfeit their right to appeal the expulsion. Generally, the student will be given three class* days to respond in person, by phone, or mail (postmarked). Within 24 hours of the conclusion of the meeting to review the suspension, the Chair/Supervisor will decide if the removal was justified or if the student should be reinstated. The Chair/Supervisor may find it necessary to consult with other College employees, students, or records for additional information upon which to base their decision. The Chair/Supervisor may support or deny the removal, or make other arrangements for the student.
6. The decision of the Chair/Supervisor will be conveyed to the student and the faculty/staff member who caused the removal as soon as possible, either in person or by phone. A written confirmation of the decision will be sent to both the staff member and the student within three class days. Within three class days of the receipt of the written decision, the student or the staff member may appeal in person, by phone, or in writing the decision to the appropriate Dean/Supervisor (identified in the written decision by the Chair); whose decision will be final.

7. It is important to emphasize that each step of the process should proceed as quickly as possible, while maintaining fairness and objectivity.

*For the purpose of this policy, class days include only Monday-Friday when Delta College classes are in session.

And a few of my own:

Late work: Discussion board posts cannot be made up – they are due the week they are due. Late papers will drop one grade for each day they are late.

Gateway Criteria: Each assignment will include certain Gateway Criteria. These are conditions which must be met before I will accept and grade any work. Please be careful to review the Gateway Criteria for each assignment before submitting your work. The Gateway Criteria will be outlined on the assignment sheet for each essay.

WHAT YOU'LL NEED

REQUIRED TEXTS

Technical Communication: Eleventh Edition by John Lannon

- A collegiate handbook is highly recommended

Computer: your computer presumably meets the minimum system requirements laid out by the eLearning Office. You also need to have a backup system somewhere – here at Delta, at a friend's house, at the local library. **Problems with your home system do not excuse extended absences from the course.**

GRADING

Please note that there's some tentativeness to this point distribution – as we go, the number of weekly points might go up or down slightly. Educator will automatically adjust your grade based on the total points we've actually completed.

150 Quizzes on Reading/Weekly Discussions Boards

200 Technical Report

250 5 Individual Assignments

- Resume/Letter of Application (75)
- Memo (25)
- Business Letter (25)
- Technical Report Proposal/Abstract (50)
- Instructions Process Description (175)

300 Group Projects

After we've got a few grades in, I'll open up the Grade Builder in Educator, which will keep you up-to-date on your current grade, based on the following scale:

A 93-100%

A- 90-92.9

B+ 87-89.9

B 83-86.9

B- 80-82.9

C+ 77-79.9

C 73-76.9

C- 70-72.9

D+ 67-69.9

D 63-66.9

E 0-62.9

Tentative (very tentative) Schedule of Due Dates

(Yes – not much detail! At the start of each Unit I'll post a detailed schedule of activities for that Unit in the Unit Packet. These deadlines are designed to give you an overview of when your essays will be due)

Due Date	Activities
Week 1	Introduction to Unit One: Give the People What They Want! (Analyzing and Targeting Your Audience)
End of Week 4	Resume and Cover Letter Due Small Group Exercise 1
End of Week 5	Memo/Business Letter Due End of Unit One
Week 6	Introduction to Unit Two: Absolute Beginners (Process Writing/Instructions)
End of Week 8	Instructions Due End of Unit Two
Week 9	Introduction to Unit 3: The Technical Report Group Exercise 2
Week 10	Due: Technical Report Proposal
Week 13	Small Group Exercise 3
Week 15	Technical Report Due