

ENGLISH 291: TECHNICAL WRITING

Required Texts

Anderson. *Technical Communication: A Reader-Centered Approach*. 6th ed. Thomson/Heinle, 2007.
Maimon. *A Writer's Resource: A Handbook for Writing and Research*. (Or, any edition of *The Little, Brown Compact Handbook* may be used.)

Course Description

This course provides students with a greater awareness of the demands of professional literacy. Students will assess rhetorical situations (context, purpose, audience, and subject matter) that – while typical of nonacademic settings – simultaneously support skills that are essential for academic literacy. Emphasis will be placed on writing as a process with particular focus on making the transition from academic to work-world writing tasks: recursive writing, using group conflict for invention, synthesizing research, and feedback, and confronting issues of authorship.

Course Goals

In English 291, students will:

- Continue with the development of strategies for assessing and integrating the demands of context, purpose, audience, and subject matter;
- Write documents that address a variety of audiences;
- Adapt form, style, and tone to enhance readability and credibility;
- Develop strategies for assertive and effective collaboration;
- Analyze and synthesize research from various sources and of different genres;
- Revise by synthesizing different levels and sources of feedback;
- Develop tools for organization and readability such as visual display;
- Reinforce usage of Edited American English.

Coursework (may vary slightly from section to section)

- Five Assignments - 50%
Each involving invention, drafting, revising, and editing.
- In-Class Assignments- 20%
Includes assessing rhetorical situations and responding to readings.
- Collaborative Project - 20%
- Final Examination - 10%