Syllabus for
**WRT 335—Technical Writing I**
3 Credit Hours
Fall 2025

I.      COURSE DESCRIPTION

The first of a two-course sequence designed specifically for students preparing for professional writing in business, science, publishing, and other fields. Focuses on collaborative writing, problem-solving, audience analysis, research, summarizing, documenting sources, and revising for clarity and conciseness. Develops skills for writing, editing, copyediting, and proofreading brochures, instruction manuals, newsletters, and short reports. Practices computer skills for written documents and oral presentations.
Prerequisites: COMP 102, typing ability, and basic computer skills.
Lab fee: $45

II.     COURSE GOALS

The purpose of this course is to provide instruction in writing for various business and professional situations in the workplace. The course is designed for students wanting to pursue a career in technical writing/communication, which involves business communication, desktop publishing, editing, collaboration with colleagues, the Internet, and oral presentations. Students learn proper procedures, formats, and computer skills.

III.    STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:
A.      Work with colleagues to produce short reports, brochures, booklets, and newsletters, and oral presentations using proper formats and practices.
B.      Access information from written and Internet sources.
C.      Use the computer to produce written documents.
D.      Edit, revise, and proofread documents to correct writing, organization, spelling, punctuation, and format.
E.      Analyze audience and purposes and to adjust writing to fit varying situations.
F.      Adapt texts to fit various modes of development.
G.      Emulate various writing styles.
H.      Use graphics (charts, graphs, etc.) in brochures, reports, and oral presentations.

IV.     TEXTBOOKS

A.      Markel, Mike, and Stuart A. Selber. *Technical Communication*. 14th ed. w/Achieve, Bedford/St. Martins, 2025. ISBN: .

        (At a minimum, students must have access to Macmillan Learning's Achieve platform, which includes an e-book. Students may choose to purchase a loose-leaf or paperback version of the textbook in addition to the digital platform.)

B.      Optional materials
        A writing/grammar handbook
        The *Chicago Manual of Style*, 17th ed.

V.    POLICIES AND PROCEDURES

A.    Department Policies and Procedures
1.    **Class Assignments**
    a.    Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
    b.    Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2.    **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
3.    **Late Work**
    a.    The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
    b.    Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee ($15), which must be paid before the late test can be taken.
    c.    Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4.    **Attendance**
    a.    **Excused and Unexcused Absences**—Class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused

absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:

(1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.

(2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.

(3) Obtain information covered during an absence. All work must be completed as scheduled.

(4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.

b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the School of Liberal Arts. Very few incompletes are granted.

7. **Whole Person Assessment**—There is no WPA assignment for this course.

B. Course Policies and Procedures

1. **Minimum grade –** It is recommended that a minimum grade of "C" be achieved in this course before the next level is taken.

2. **Extra-credit** – If available, extra credit may not apply to raise a grade from a "D" to a "C" if the cumulative score is lower than a 68% before extra credit points are added.

3, **Evaluation Procedures**

a. Course assignments include in-class assignments, homework, computer work, quizzes, tests, projects, presentations, and the portfolio. Points earned for each of these are accumulated for the semester. The grading scale for the accumulated points is as follows:

A=90-100%  B=80-89%  C=70-79%  D=60-69%

        b.      Points are also given for reading assignments, as indicated by taking notes and quizzes on the readings and for attendance, participation, and being prepared for class.

    4.    **Class Assignments**
        a.      Because of the quantity of the material for this course is significant, students need to keep up with assignments in order to be adequately prepared for class discussions and activities.
        b.      To experience real-life experience and practical training, students are often given a special project that varies from year to year. It may be something like creating a PowerPoint presentation for an on- or off-campus organization. Consequently, the course calendar may need to be adjusted to meet the organization's deadlines.
        c.      Students need to come to class with the appropriate textbooks and supplies.
        d.      Students need to consult the D2L web pages for information regarding assignments. The pages can be accessed through http://d2l.oru.edu.

    5.    **Attendance**
        a.      Attendance is taken at each class session and figures into the course grade.
        b.      Many class sessions involve presentations, discussions, and group activities that students cannot adequately duplicate if they miss class. Therefore, class attendance is very important.

    6.    **Faculty Contact**
        Students need to keep in contact with the professor, especially if they are absent or if some problem arises. Office hours and contact information are provided on the professor's door and in the Content folder in the course's D2L shell.

VI.    COURSE CALENDAR*

| Week | Topic | Text Readings |
| --- | --- | --- |
| "0" | Introductions, Syllabus, Goals | Ch. 1 |
| 1 | Introduction to Technical Communication | |
| 2 | Understanding Ethical and Legal Considerations | Ch.2 |
| 3 | Writing Technical Documents | Ch. 3 |
| 4 | Writing Collaboratively | Ch. 4 |
| 5 | Analyzing Your Audience and Purpose | Ch. 5 |
| 6 | Researching Your Subject; Tutorial: Tracking Sources with Evernote and Zotero | Ch. 6 |
| 7 | Organizing Your Information | Ch. 7 |
| 8 | Communicating Persuasively | Ch. 8 |
| | Fall Break | |
| 9 | Emphasizing Important Information | Ch. 9 |
| 10 | Writing Correct and Effective Sentences | Ch. 10 |
| 11 | Designing Print and Online Documents; Tutorial: Proofreading Format Consistency | Ch. 11 |
| 12 | Creating Graphics; Tutorial: Photo Editing Basics with GIMP | Ch. 12 |
| 13 | Evaluating and Testing Technical Documents | Ch. 13 |
| 14 (Thanksgiving) | Corresponding in Print and Online | Ch. 14 |
| 15 | Applying for a Job | Ch. 15 |
| Finals week | Final | |

*The course calendar is subject to change. See D2L for the latest information on course activities, including textbook readings, assignments, exams and due dates.

**WRT 335 Tech Writing I**
**Fall 2025**

This course contributes to the ORU student learning outcomes as indicated below:
**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.
**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.
**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

| OUTCOMES | Significant Contribution | Moderate Contribution | Minimal Contribution |
|---|:---:|:---:|:---:|
| **Spiritual Integrity** | | | |
| **Personal Resilience** | | | |
| Outcome 1 – Student integrates his or her faith into learning experiences and demonstrates concepts that constitute a Christian Worldview. | | X | |
| **Intellectual Pursuit** | | | |
| Outcome 2 – Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically. | X | | |
| Outcome 5 – Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation. | | X | |
| **Global Engagement** | | | |
| **Bold Vision** | | | |

(Revised 8/25/2022)