



# Teaching Technical Communication

ENG 452 | Spring 2022  
Day, Time

## Professor Information

**Professor:** Dr. Erika M. Sparby

**Email:**

**Zoom Room:**

**Zoom Hours:**

## Required Texts

Angela Haas and Michelle F. Eble (Eds.), *Key Theoretical Frameworks*, ISBN: 9781607327578

Tracy Bridgeford (Ed.), *Teaching Professional and Technical Communication*, ISBN: 9781607326793

## Course Description and Objectives

This graduate course will prepare you to teach introductory undergraduate professional and technical writing courses (such as ENG 249 – Technical and Professional Writing I at ISU). You will examine technical communication as both an academic discipline and a professional practice, focusing specifically on social justice approaches to technical and professional communication (TPC) pedagogy. We will interrogate how power, positionality, and privilege (what Walton, Moore, and Jones call the “3Ps”) influence who makes TPC, who it is made for, and who is excluded, with a goal of giving you practical methods for becoming inclusive TPC teachers.

The course goal is to equip you with the tools you need to successfully teach TPC while attending to the 3Ps, particularly as they pertain to race and ethnicity, gender and sexuality, and disability. As such, you will

- Understand that pedagogical spaces—including TPC—are deeply rhetorical, cultural, and political
- Gain facility with theories, methodologies, and practices for designing and teaching TPC courses
- Interrogate how different teacher-trainer bodies and identities have different impacts on how their curricula and pedagogy is received by different users of the course (and course evaluations).
- Evaluate and review textbooks and technologies for teaching technical and professional communication
- Plan and develop a syllabus and other pedagogical materials for an introductory technical and professional communication course

Major shoutout to Elise Verzosa Hurley and Angela Haas for providing course documents and support as I designed this course.

## Grade Distribution

Attendance/Participation	15 points
Class Activity	5 points
Class Facilitation	10 points
Observation/Reflection	15 points
Textbook Review/Presentation	25 points
Course Design/ Presentation	30 points

## Grading Scale

A	100-90
B	89-90
C	79-70
D	69-60
F	59 or below

## Brief Assignment Descriptions

The assignments in this course are designed to meet the course objectives outlined above. Below are brief descriptions of the assignments; full prompts are available on Reggienet.

### Attendance/Participation

You are expected to arrive to class on time and be prepared. Complete all readings beforehand and be prepared to discuss them in class. Engage in all discussions and activities.

### Class Observation / Reflection

Once during the semester, each of you will attend a technical communication class (ENG 249 or ENG 349) and reflect on the pedagogical techniques you saw at work.

### Class Activity

Once during the semester, each of you will lead the class in a pedagogical activity related to the readings at hand. Give a brief lesson to set it up, then introduce the activity for students to complete. We will debrief as a class afterwards.

### Class Facilitation

Once during the semester, each of you will lead a class facilitation on the readings at hand for ~50 minutes. Introduce key texts, making connections and asking questions to engage classmates in discussions.

### Textbook Review and Presentation

Once during the semester, each of you will review a technical communication textbook; you will present it review to the class, focusing on its potential applicability to ENG 249.

### Course Design and Presentation

The final project for this course is a syllabus, schedule, and project prompts for ENG 249, as well as a brief tech comm teaching philosophy and a presentation on your course plan.



# Course Policies

The policies in this syllabus are considered contractual at ISU. If you remain in the class after day one, you have agreed to all that is required. I reserve the right to change the day-by-day schedule (with advanced notice), but not the requirements outlined above in the course description and below in the policies.

## Professionalism

During class discussions and in your writing, you are expected to treat others with respect. This pertains to all class members, the professor, and the audiences you write for and people you write about. I do not tolerate intolerant discourses. If a student engages in disrespectful or hateful speech, we will discuss conduct; if it happens a second time, the offender will be removed from the course altogether. You are expected to produce professional, high-quality documents that are appropriate for specific writing situations.

All ISU students are responsible for upholding the Code of Academic Integrity and the Student Code of Conduct available online. Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work is prohibited by the Student Code of Conduct. Plagiarism will result in a failing grade for the assignment or for the course.

## Mental Health

Things kind of suck right now, so if you need mental health support, don't hesitate to get it. If you're feeling stressed, overwhelmed, lost, anxious, depressed, or are struggling with personal issues, call or visit Student Counseling Services (SCS). These services are free and completely confidential.

**Location:** 320 Student Services Building  
**Phone:** (309) 438-3655

## Student Well-Being

Resources are available to ensure that you keep yourself healthy if you need help.

- [The School Street Food Pantry](#). Students suffering from food insecurity can get groceries at the School Street Food Pantry.
- [Covid Testing](#): Students are strongly encouraged to take advantage of on-campus testing.

## Homework Submission

- All coursework will be submitted by the start of class on the date the prompt lists.
- Late work is accepted for two days after the due date, but you will lose points from the final grade if no extension has been granted.
- Technological mishaps are not accepted as excuses for late work.

## Accessibility

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact SAAS (Student Access and Accommodation Services).

**Location:** 350 Fell Hall  
**Phone:** (309) 438-5853  
**TTY:** (309) 438-8620  
**Website:** <http://studentaccess.illinoisstate.edu>  
**Email:** [ableisu@ilstu.edu](mailto:ableisu@ilstu.edu)

## Mandatory Face Coverings

To protect the health and safety of all students, faculty, and staff, wearing face coverings while indoors is **mandatory** at Illinois State University. This classroom is no exception. To attend class, you must be properly wearing a suitable face covering that completely covers your mouth and nose. "Suitable" refers to an approved disposable or cloth covering that restricts the flow of respiratory air and water droplets. Sheer, lace, netting, or other thin fabrics are not suitable.

I will try to keep some disposable masks on hand, but you are responsible for remembering your own face covering. If you attempt to attend class but are turned away for not having a face covering, this will count as an unexcused absence and will negatively affect your grade.

If you are still in need of a good reusable face covering that allows for easy breathing and talking, I recommend the ones from [Adidas](#).

For additional protection, I also recommend using a [filter](#) or putting a [KN95 mask](#) underneath your cloth covering.

## Campus Safety and Security

ISU is committed to maintaining a safe environment for the University community. Please take a few moments to ensure you are signed up for [ISU Emergency Alerts](#).

Also, note the information posted in each classroom about emergency shelters and evacuation assembly areas (indicated in classrooms).

Additional safety information is available on the [Campus Safety and Security website](#).

## Video Recording

### Notice of Recording a Class Session by the Instructor

The University wants to make students aware that a course may be recorded by the faculty member for later use. Please understand that each faculty member makes an individual decision on whether recording and/or sharing their class materials is warranted. Any recordings that a faculty member makes available are for use by students enrolled in the class and are for the purpose of individual or group study only. The recordings may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments.

### Regarding students making their own recordings

Students may not use audio or video devices to record classroom lectures or discussions. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](#). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#). Students who wish to use audio or video devices to record classroom lectures or discussions must obtain written permission from the instructor. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](#). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#).