



## Technical Writing

**Course Description:** Technical Writing is a semester course satisfying 0.5 credit of the state English composition requirement. This course prepares students for writing in real-world situations. Students will explore ethics and inclusion, content and design strategies, using technology in business, evidence-based and instructional communication, and collaborative engagement with professional communities. Writing will focus on communicating effectively with other professionals.

**Attendance:** Students are required to be in school every day. Students are responsible for communicating with their teachers to make up missed learning.

**Essential Skills:** Below are the essential standards for Business and Technical Writing.

### **Learning Outcomes:**

- I can accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially. (RL/RI 1)
- I can produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose and audience. (W.4)
- I can use a writing process to develop and strengthen writing as needed by planning, revising, editing, and rewriting (the writing process) (W.5)
- Demonstrate command of conventions. (L.2)

**Course Expectations:** Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.

### **Grading**

**Learning (Practice)** includes instructional activities in and outside of class and are not used in grade determination.

**Skyward Assessment (Grades)** may include quizzes, labs, learning checks, tests, speeches, performances, and projects.

<b>Final Grade</b>	
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	40% - 59%

**Calculations:**

<b>Final Grade Calculation</b>	
Cumulative Grade	<b>95%</b>
Final Exam(s)	<b>5%</b>

**Central High School Courses:**

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

**Instructional Resources: Business Writer's Handbook and Essential Grammar for Business.**

## Technical Writing Course Overview

### Postsecondary Writing

**Unit One—Personality and Strengths Testing:** Students will participate in a series of strengths and personality tests to begin to generate language around professional strengths and workplace skillsets. Students explore what type of personality they have and what industries/disciplines might work with their personalities. They analyze how they best work in collaborative environments and challenge themselves to see group contributions through the lens of personality. These personality/strengths profiles are saved grouping later as they engage in collaborative projects.

**Unit Two—Writing After High School:** Students will be asked to engage in some post-secondary planning and research, determining what best suits them in their life after high school. Depending on the type of post-secondary plans each student creates, they choose to write either a cover letter/resume combination, a college admission essay, or a college scholarship essay. Which piece of writing they complete will be determined by the research they will do before they begin the writing process. Those students who are taking this class second semester, I would encourage students who are already admitted to college to work toward a comprehensive cover letter/resume combination.

### Workplace Communication (Internal)

**Unit One—Shark Tank Project** – Students will work in strategically created collaborative groups to create a potential business. During this unit, students will work to create a business plan for their business, along with reviewing a commercial loan application process, a mission/vision statement and description for their business, policies and procedures for their business, etc. Students will have the opportunity to present their business plan to adults and members of the public in a type of “shark tank” presentation during class time. This is an incredibly important project, as their business creation here will determine all of their writing projects moving forward.

### Workplace Communication (External):

**Unit One—Proposals and Marketing:** During this unit, students will each be assigned a component of externally reaching workplace communication, such as business branding and marketing materials or grant research and researched stakeholder proposal writing.

**Workplace Simulation:**

For this unit, students will be given a complex written scenario (most dealing with ethical issues in the workplace). For the project, students will be required to complete an internal incident report, several emails role playing communication related to the issue, and will be asked to produce an internal plan for company improvement, which will be presented to the class as an oral and visual presentation.

**Workplace E-Portfolios:**

Students will compile all their business documents in a digital portfolio, and we hope to have community members in the building to discuss their business writing with them. Students will get feedback from community members and reflect on how they could improve their workplace communication, collaboration, and teamwork in the future.