

# Technical Writing

## Instructor

Michael David Measel  
"David"

## Contact

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(501)580-6096

## Office Location & Hours

Tuesdays 10 a.m. - 12 p.m.  
Online via Zoom

## Course

ENGL 3140-416  
CRN 91883

## Semester

Fall 2020  
Aug 12, 2020 - Dec 4, 2020

## Meeting Times

Asynchronous  
Virtual Lectures in Canvas

## Course Prerequisite

Junior Standing

## University Phone

(864)656-6311)

## Description

**This course is writing-intensive.** Throughout the semester you will compose professional samples of technical writing in addition to composing daily discussion posts in which you will reflect on your interaction with technical writing. Each week we will cover a separate topic in technical writing, from ethics to multimodal composition of instructions. You will learn to recognize technical writing in your daily life; represent yourself professionally to employers, colleagues, and customers; produce efficient infographics; and compose written, oral, and multimodal instructions. Through study of technical writing and technical writing theory, consideration of technical writing in multiple contexts, and reflection on your own experiences with technical writing, you will come to understand technical writing as an evolving element ever-present in our daily communications.

**This course is listening-intensive.** We will be considering all course materials through the heuristic of Musical Listening. The tenets of Musical Listening are that 1) we are musical instruments, 2) music shapes the messages we absorb and produce (including technical communication), and 3) our understanding of the music that pervades us and our communication shapes *how we listen*.

## Required Materials

### Required Texts:

Markel, Mike. *Practical Strategies for Technical Communication*, Second Edition. Bedford/St. Martin's, 2016.

### Recommended Texts:

Last, Suzan. *Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields*. University of Victoria, 2018. Web. [pressbooks.bccampus.ca/technicalwriting/](http://pressbooks.bccampus.ca/technicalwriting/)

Gross, Allison et al. *Technical Writing*, Expanded Edition. Open Oregon Educational Resources, 2017. Web. [openoregon.pressbooks.pub/technicalwriting/](http://openoregon.pressbooks.pub/technicalwriting/)

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## Required Supplies:

Laptop featuring Microsoft Office (specifically Word and PowerPoint), and Adobe Acrobat; both software collections are available to you for free via your association with Clemson. If you are not capable of running the Adobe software suite on your computer, including Premiere Pro and Audition, be prepared to use campus resources to utilize this software.

## Course Learning Outcomes

### **TECHNICAL WRITING IN CONTEXT**

Develop an understanding of technical writing as a long-established and consistently developing form of communication. Recognize its varying definitions and relationship to business writing and professional writing.

### **ETHICS OF TECHNICAL WRITING**

Become familiar with the ethics of technical writing and be able to explain how and why they are necessary to avoid communication errors both large and small. Be able to identify errors in technical writing and their related consequences. Be able to identify unethical practices in technical communication and explain their respective consequences.

### **CRITICAL THINKING**

Become proficient at performing rhetorical analyses of technical writing, with an emphasis on understanding of ethos and the ability to delineate between high quality technical writing that is ethically appropriate and technical writing that is poorly researched or otherwise violates technical writing ethics.

### **CLARITY & EFFICIENCY**

Develop strategies for writing efficiently according to the guidelines of Standard Written English while being aware of changing trends in language and communication. Use multiple modes of communication to convey ideas efficiently, including images, voice and text, and video. Communicate ideas in a clear, direct style appropriate for practical applications.

### **GENRE AWARENESS & DOCUMENT DESIGN**

Compose in various technical writing genres, using document design techniques appropriate to each. Be able to identify several technical writing genres and the rhetorical elements that constitute their design, style, and content.

### **AUDIENCE AWARENESS & AUDIENCE ADDRESS**

Develop an understanding of audience as varied, complex, and nuanced. Identify the audiences of various technical compositions and compose appropriately for various audiences according to their degree of knowledge of the topic at hand. Compose written, oral, and multimodal instructions which are efficient and accessible to multiple audiences according to various rhetorical situations.

### **PROFESSIONAL PRESENTATION**

Present yourself professionally to employers in your field of interest. Develop a résumé that represents your strengths to employers as well as peripheral documents that will strengthen your hireability. Discover the skills for adapting your job application materials to the needs of employers through application documents and development of a professional online persona.

## MUSICAL LISTENING

Apply the tenets of Musical Listening in the composition of technical documents, with an emphasis on oral and multimodal instruction. The tenets of Musical Listening are that 1) we are musical instruments, 2) music shapes the messages we absorb and produce (including technical communication), and 3) our understanding of the music that pervades us and our communication shapes *how we listen*.

### Assignments

#### Readings & Discussions (25%)

**You are expected to complete all assigned readings.** Your reading assignments are listed in the class schedule. Readings are subject to change to meet the needs of the class. I will let you know about any updates through Canvas Announcements. Each student will have the opportunity to present summary and analysis of one scholarly article from our readings to be shared with their Discussion Group to contribute to the group learning atmosphere. I will provide further details about reading summary and analysis assignments in the Week 1 discussion groups. **I will be posting weekly video lectures in Canvas to introduce assignments, discuss theory, and highlight what I feel is most important in course readings.**

You are also expected to respond to all discussion prompts. There will be two prompts each week in the Discussions section of Canvas, excepting weeks including holidays and breaks, which will include fewer prompts. There will be 24 discussion prompts to which you can respond across the semester. Discussion prompts will be based on class discussion topics and will challenge you to communicate solutions regarding issues in technical writing. Your responses must be intellectually substantial and expressed with clarity. Discussion posts must be at least 150 words in order to receive full credit. **Biweekly discussion posts, in addition to the summary and analysis of a scholarly article, are the basis for your Participation grade.** You have until Sunday at 11:59 of each week to submit the two discussion posts from the previous week (for example, posts for Monday through Friday of Week 1 are due the following Sunday, just prior to the beginning of Week 2). Each week on Monday, the previous week's discussion will close for comments. If you need to make up discussion posts, contact me and we will discuss that option, which may or may be available depending upon how late the posts will be. Late posts are subject to the late assignment policy.

#### Document Design (10%)

I will provide you with content for a product description and instructions on how to use that product (see Announcements). Arrange all of the information provided appropriately according to genre conventions and the needs of your audience. You may contribute minor edits to the information that I provide as long as your changes do not affect the basic information being conveyed to the reader. For example, do not change the product name or specifications such as dimensions or steps in the directions. Refer to Markel's text and actual product manuals, electronic and print, for product descriptions and instructions. Submit as docx, pdf, or png. Microsoft Publisher and Photoshop are recommended design tools for this project.

### **Résumé (5%)**

Compose a résumé in response to a job description which you will seek out for this project. Your résumé must reflect your understanding of document design; do not produce a plain-text résumé. This job description should ideally be in the field which you are pursuing in your studies at Clemson. Internships are acceptable, as well as alternate application documents (Curriculum Vitae; etc. - **discuss it with me before submitting a document other than a résumé**). Include appropriate professional summary, education, employment history, and skills for the position to which you are applying. No more than two pages, not including job description; if two pages, the résumé must extend to the end of the second page. **Include the job description to which you are responding with your résumé as the first page, followed by your résumé.** Microsoft Publisher is a recommended design tool for this project. Submit as pdf.

### **Workplace Correspondence (5%)**

Based on a situation posed to you by me, compose two letters of workplace correspondence. One of these will be a good example, the other a poor example: compose one document (the genre will depend on the situation posed to you) that meets the ethical and professional guidelines of the workplace situation, and a second that does not. The purpose of writing both documents is to give you a feel for both what is appropriate in workplace communication and what is not. Have fun with the bad example, making the issue(s) evident to the reader. Submit two pages (one for each piece of correspondence), combined in a single document. Submit as docx or pdf.

### **Written Instructions (5%)**

Considering options for your instructional video project, compose a detailed, accurate set of written instructions that meets the needs of an audience entirely new to the topic that you are discussing. Your topic for written instructions should be one in which you take an interest, preferably associated with your chosen area of study. The task for which you provide instructions should require several (between ten and twenty) steps and should explain those steps in detail and in layperson's terms so that they are accessible to your audience. Microsoft Publisher is a recommended design tool for this project. Submit as docx, pdf, or png.

### **Oral Instructions (5%)**

Using audio recording software, produce a second set of instructions, with your options for your instructional video project in mind. Compose a set of numbered instructions that meet the needs of an audience who is already highly familiar with your topic (*the topic*, not necessarily the task that you are detailing). Do not provide basic details or definitions for terms that an audience highly familiar with the topic will likely already know. Spend your time explaining more complicated concepts and steps that even a well-informed audience might not know about the particular task that you are detailing. Use audio editing software to clear your recording of background noise, clicks and pops, and clipping. Audio recording should be between two and four minutes and free of background noise. Recommended tools for this project include Adobe Audition and Audacity. Submit as wav or mp3.

### *Musical Listening:*

*Consider your rhythm, pitch, tone, and pacing when delivering your instructions. You may want to study and imitate the rhetorical choices made by authors who have composed oral instructions that you have found particularly useful in your own listening history.*

### **Infographic (10%)**

Review the statistical information about technical writing at the Bureau of Labor Statistics website at. Gather statistical information from the following links: “Pay,” “Similar Occupations,” “Job Outlook,” and “Work Environment.” Create an efficient infographic representing these four collections of statistical data without duplicating graphics from the Bureau of Labor Statistics. Design your own graphics making them visually different from what is on the BLS website. For example, if you see a bar graph on BLS, do not represent the same statistical information in your infographic in the form of a bar graph. Combine your graphics them into one informative infographic which represents all of the information. You may go beyond writing for the purpose of efficiency to make your infographic aesthetically pleasing and attention-grabbing, but remember that the primary purpose of your infographic is to inform, not to entertain. Microsoft Excel, Publisher, and Photoshop are recommended tools for this project. Submit as docx, pdf, or png.

### **Informational Brochure (10%)**

Compose an informational brochure in cooperation with your discussion group. Assign roles within your group based on a balance of existing skills and learning needs. Choose an appropriate audience for your brochure and shape your message accordingly. This brochure can be about a product, process, service, or activity. The brochure should evidence professional design skills, implementing both text and images to convey its message efficiently. The primary purpose of your brochure is to inform. Be sure that you use space (and likewise the reader’s time) efficiently. You may argue for the benefits of your brochure’s subject, but do not detract from the document’s informative purpose. Brochure should be least one page, front and back. Suggested designs are standard bifold and trifold. Submit as pdf or png. Recommended design tools include Microsoft Publisher and Photoshop.

### **Collaborative Multimodal Presentation (15%)**

Convert your informational brochure to a multimodal presentation. Choose an appropriate audience for your brochure and shape your message accordingly. All members of your group must contribute to the multimodal presentation, although not all members must appear or speak in the presentation. Assign roles within your group based on a balance of existing skills and learning needs. Presentation must be 5-7 minutes and include Works Cited in MLA style. PowerPoint and Adobe Spark are recommended presentation tools for this project.

### **Instructional Video (10%)**

Choose a task that requires a significant degree of technical knowledge and an appropriate audience. This can be a task that you addressed in your oral and/or written instructions assignment. Record audio (your voice) and video (your screen, environment, and/or subject) in a 3-5-minute instructional video. Layer your voice over an instrumental audio file to set an appropriate tone for your instructional video. You may produce this audio yourself or harvest it from a source, which you will cite. Videos should be three to five minutes in length. Recommended tools for this project include Adobe Premiere Pro and Adobe Audition. Submit as link or wmv, mp4, or mk4.

\*\*\*You have the option with this assignment of providing instruction purely through visual demonstration. If you choose to do this, your only audio source should be the instrumental music file. If you take this route, your visual demonstration must be complete and thorough so that your audience can absorb through the visual medium alone exactly how to complete the task being instructed.

### *Musical Listening:*

*How is the rhetoric of each of your audio contributions (narration and instrumental music) likely to affect your audience? Consider the pacing, tone, volume, and pitch of your narration. How is it affected by the volume and tempo, etc. of the instrumental track? Is the instrumental track distracting? Is the musical style of the instrumental track appropriate to the content? You may want to research similar videos.*

### **Citation & Formatting Guidelines**

You are encouraged to utilize the resources at the Purdue Online Writing Lab (OWL, [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)) to assist with citation and other formatting elements. We will review the Purdue OWL on the first day of class and use it throughout the semester as necessary during course discussions.

### **Schedule**

**\*\*\*Assignments and due dates are in red.**

#### **Weeks 1-2: Introduction & Ethics**

Markel Ch. 1-2

“A Brief History of Technical Communication” (O’Hara)

“Constructing a Contextual History of English Language Technical Writing” (Crabbe)  
excerpt from “A Brief Introduction to Ethics” (Velasquez)

STC Ethical Principles: <https://www.stc.org/about-stc/ethical-principles/>

#### **Week 3-4: Audience, Genre, & Document Design**

Markel Ch. 4, 6-7

“Audience Involved” (Johnson)

“An Introduction to Genre Theory” (Chandler)

**Document Design (10%)**

**Draft I due Fri, Sep 4 @ 11:59 p.m.**

**Draft II due Fri, Sep 11 @ 11:59 p.m.**

#### **Weeks 5-6: Job Application Documents & Workplace Correspondence**

Markel Ch. 9-10

“Business as Usual” (Ross & Young)

Mr. Measel’s Website and CV: [michaeldavidmeasel.com](http://michaeldavidmeasel.com)

Sample Letters & Memos (see Announcements)

**Résumé (5%)**

**Draft I due Fri, Sep 18 @ 11:59 p.m.**

**Draft II due Fri, Sep 25 @ 11:59 p.m.**

**Workplace Correspondence (5%)**

**Draft I due Friday, Sep 25 @ 11:59 p.m.**

**Draft II due Friday, Oct 2 @ 11:59 p.m.**

#### **Weeks 7-8: Written & Oral Instructions**

Markel Ch. 14

Sample Written Instructions

“Music. Rhythm. Rhetoric!” (Measel)  
Sample Oral Instructions (see Announcements)  
Written Instructions (5%)  
Draft I due Fri, Oct 2 @ 11:59 p.m.  
Draft II due Fri, Oct 9 @ 11:59 p.m.  
Oral Instructions (5%)  
Draft I due Fri, Oct 9 @ 11:59 p.m.  
Draft II due Fri, Oct 16 @ 11:59 p.m.

### **Weeks 9-10: Creating Graphics**

Markel Ch. 8  
Bureau of Labor Statistics website  
“Infographics: A Toolbox for Technical Writers?” (Bursi-Amba)  
Sample Infographics (see Announcements)  
“How to Make an Infographic in 5 Steps” (YouTube, link below)  
[https://www.youtube.com/watch?v=uQXf\\_d5Mgjj&t=801s](https://www.youtube.com/watch?v=uQXf_d5Mgjj&t=801s)  
Infographic (10%)  
Draft I due Fri, Oct 16 @ 11:59 p.m.  
Draft II due Fri, Oct 23 @ 11:59 p.m.

### **Weeks 11-12: Collaborative Writing**

“Readability Levels of Dental Patient Educational Brochures” (Boles et al.)  
Write with your Group  
Informational Brochure (10%)  
Draft I due Fri, Oct 30 @ 11:59 p.m.  
Draft II due Fri, Nov 6 @ 11:59 p.m.

### **Weeks 13-14: Collaborative Multimodal Technical Writing**

“Excellence in a Technical Presentation” (Padgett & Yoder)  
Write with your Group  
Multimodal Group Presentation  
Collaborative Multimodal Presentation (15%)  
Due Fri, Nov 20 @ 11:59 p.m.

### **Weeks 15-16: Multimodal Technical Writing, Cont.**

Sample Videos (see Announcements)  
Workshop Videos with Instructor  
Instructional Video (10%)  
Due Fri, Dec 11 @ 11:59 p.m.

*\*\*\* There will be no exceptions for the Instructional Video deadline @ 11:59 p.m. on Dec 11.*

### **Key Dates**

Aug 17, Mon	Late enrollment
Aug 17, Mon	University Convocation
Aug 19, Wed	Classes begin
Aug 25, Tue	Last day to register or add a class or declare Audit

Sep 1, Tue	Last day to drop a class or withdraw from the University without a W grade
Sep 8, Tue	Last day to apply for December graduation
Oct 9, Fri	Last day for instructors to issue midterm evaluations
Oct 23, Fri	Last day to drop a class or withdraw from the University without final grades
Nov 2, Mon - Nov 3, Tue	Fall Break
Nov 4, Wed	Registration for Spring and Summer terms begins
Nov 25, Wed - Nov 27, Fri	Thanksgiving holiday
Dec 3, Thu - Dec 4, Fri	Classes meet; exams permitted in labs and one-hour courses only
Dec 7, Mon - Dec 11, Fri	Examinations
Dec 14, Mon	9:00 a.m. - Deadline to submit candidate grades
Dec 16, Wed	9:00 a.m. - Deadline to submit other grades
Dec 16, Wed	Candidates for graduation may access grades
Dec 16, Wed	Doctoral Hooding at the Brooks Center
Dec 17, Thu	Graduation

## Policies & Procedures

### Late Assignments

All assignments due dates are available in the course syllabus and in Canvas Assignments. Unless otherwise noted by instructor, all assignments must be submitted by the day and time indicated in the syllabus and in Canvas in order to receive full credit. All late assignment submissions are subject to a penalty of one (1) point per day.

### Technology Requirements

This course requires the use of computer technologies in and out of class. Students are expected to bring their laptops to class with batteries fully charged. While some class time is provided for computer literacy instruction, the instructor will either provide additional help on an individual basis or recommend other support for advanced applications. **Cellular phones must be both turned off and stored away during class.**

### Office Hours

Please note my regular office hours above. You also can arrange to see me at other times that are mutually convenient. Office hours belong to you just as much as our class time. Do not hesitate to take advantage of my availability and the help I am ready to offer. If you need to contact me outside of class time or office hours, it is best to communicate with me by email. **Please contact me any time via my email at [mmeasel@clemsun.edu](mailto:mmeasel@clemsun.edu) or phone at (501)580-6096 for questions or to discuss any matter regarding class. It is my job to listen and to help you to success in whatever way that I can. Again, please reach out if you have questions or difficulties, or just need clarification of course materials.**

## Course & University Policies

### Attendance

You may accrue a total of three (3) absences without a change to your final grade. All absences contribute to the same pool; there are no “excused” or “unexcused” absences.

Any additional absences beyond three can result in the dropping of the final grade by 10%, or one letter (A, B, C, D, F). While class meetings are being conducted online due to restrictions which result from COVID-19, this policy applies to online meetings as opposed to face-to-face instruction.

### **Special Pandemic Clause**

In the event of a regional or national emergency (e.g., pandemic, hurricane, etc.), students missing classes may not be charged with unexcused absences if the nature and extent of the emergency is defined and disseminated by the Provost (or designee).

Punitive grading for student absences cannot be issued while the pandemic is in effect.

Because privacy regulations stipulate that faculty and staff communicate with students through authorized University channels, use your University email account or Canvas's messaging system to contact me.

Canvas allows you as a student to quickly notify instructors of an absence from class and provides set categories (e.g. court attendance, illness, family illness or death, military duty, hospitalization, university function, religious observance). This does not serve as an excuse from class but allows students to communicate with instructors (all or some, of their choice). Consult with instructors when discussing absences. The Dean of Students' office can also be of assistance.

### **Inclement Weather**

Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

### **Notification of Student Contraction of COVID-19**

For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence module in Canvas to initiate this notification. (For courses where Canvas is not used, the direct link to the Notification of Absence form can be found through the Division of Student Affairs site.) Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

### **Face Coverings Protecting against COVID-19**

While on campus, face coverings are required in all buildings and classrooms. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. Please be familiar with the additional information on the Healthy Clemson website, such as the use of wipes for in-person classes. If an instructor does not have a face covering or refuses to wear an approved face covering without valid accommodation, students should notify the department chair. If a student does not have a face covering or refuses to wear an approved face covering without valid accommodation, the instructor will ask the student to leave the academic space and may report the student's actions to the Office of Community & Ethical

Standards as a violation of the Student Code of Conduct. If the student's actions disrupt the class to the extent that an immediate response is needed, the instructor may call the Clemson University Police Department at (864)656-2222.

### **Student Accessibility Services**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the professor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu). Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

### **Title IX Policy:**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.

The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University's Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware: Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual discrimination.

Another important exception to the reporting requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX Coordinator. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Executive Director for Equity Compliance and the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is [alesias@clemson.edu](mailto:alesias@clemson.edu).

## **Email Policy / Response Time**

You can expect a response to your email inquiries within 36 hours, excluding weekends and university holidays.

## **Copyright**

All materials found in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

## **Privacy Policy**

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

## **Online Conduct**

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to these standards of conduct:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact me with your concerns.

## **Academic Integrity**

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

A simple definition of plagiarism is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. I will use, at my discretion, the Plagiarism Resolution Form. All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office.

See the [Undergraduate Academic Integrity Policy \(Links to an external site\)](#). website for additional information about academic integrity at Clemson.

## Academic Grievances

Students are advised to visit the [Ombuds' Office \(Links to an external site\)](#), prior to filing a grievance. After discussion with the undergraduate academic ombudsman, students should contact Undergraduate Studies (656-3022) for assistance filing official paperwork.

## Non-Discrimination

Clemson University is committed to providing a higher education environment that is free from sexual discrimination. Therefore, if you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex, or if you have questions about Title IX, please contact the Title IX Coordinator, Alesia Smith, who also serves as the Executive Director of Equity Compliance, at 110 Holtzendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person designated by Clemson University to oversee its Title IX compliance efforts. Please consult the [University's Title IX policy \(Links to an external site\)](#), for full details.

## Student Support Services

### Academic Success Center

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the [Academic Success Center website \(links to an external site\)](#) for more information on their services and workshops.

### Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit the [Writing Center's website \(links to an external site\)](#) for more information about their services or to make an appointment.

### Cooper Library

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian \(links to an external site\)](#) for more information or to get in touch with a librarian.

### Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at [ITHELP@clemson.edu](mailto:ITHELP@clemson.edu) with a detailed description of your problem.

### Academic Advising

[Academic advising \(links to an external site\)](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

### Registrar

The [Registrar's office \(links to an external site\)](#) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

*Please print your name, sign, and enter the date on the lines below and return this document in full, in pdf format, to Mr. Measel at [mmeasel@clermson.edu](mailto:mmeasel@clermson.edu) as an email attachment. By printing and signing your name below, you are indicating that you have read and are aware of all aspects of this course as represented in the syllabus, and that you agree with all course and university policies and procedures.*

Print \_\_\_\_\_

Sign \_\_\_\_\_

Date \_\_\_\_\_