

ENGL 120T: TECHNICAL WRITING

In Workflow

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Approval Path

1. Fri, 08 Oct 2021 16:42:06 GMT
Hellen Lee (hellen.lee): Rollback to Initiator
2. Fri, 08 Oct 2021 16:44:09 GMT
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
3. Fri, 08 Oct 2021 17:17:30 GMT
David Toise (dwtoise): Approved for ENGL Chair
4. Wed, 20 Oct 2021 19:28:05 GMT
Alyson Buckman (abuckman): Rollback to Initiator
5. Wed, 20 Oct 2021 22:00:45 GMT
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
6. Sun, 24 Oct 2021 20:11:06 GMT
David Toise (dwtoise): Approved for ENGL Chair
7. Mon, 25 Oct 2021 15:55:16 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
8. Mon, 25 Oct 2021 16:44:03 GMT
Robin Fisher (rfisher): Approved for ALS Dean

History

1. Dec 9, 2020 by Angela Laflen (angela.laflen)
2. Aug 9, 2021 by Angela Laflen (angela.laflen)

Date Submitted: Wed, 20 Oct 2021 21:40:50 GMT

Viewing: ENGL 120T : Technical Writing

Last approved: Mon, 09 Aug 2021 14:03:23 GMT

Last edit: Wed, 20 Oct 2021 21:40:49 GMT

Changes proposed by: Angela Laflen (223000258)

Contact(s):

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Catalog Title:

Technical Writing

Class Schedule Title:

Technical Writing

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

English

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

ENGL - English

Catalog Number: (course number)

120T

Course ID: (For administrative use only.)

203510

Units:

4

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This revision changes this course from one that is not required for a certificate or program to one that is required because the newly proposed Certificate in Professional Writing, which has been submitted for approval, includes English 120T as a required course. English 120T serves as a pivotal, intermediate-level course for the Certificate in Professional Writing. In English 120T students build on the introductory concepts that were introduced in English 120P (Introduction to Professional Writing) and gain additional preparation necessary for completing advanced, independent work in English 195W (Writing Programs Internship).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Teaches students the skills of a technical communicator capable of translating information created by technical experts for non-expert readers, whether those are business decision makers or members of the public. Focuses on how technical communication is different from academic styles and introduces students to the current writing challenges and practices. Prepares students to craft messages using ever-changing and increasingly powerful, integrated media. 4 units

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

4

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

- 1) Discuss the histories, theories, and best practices of technical writing.
- 2) Analyze examples of technical writing for rhetorical effectiveness.
- 3) Create a variety of written texts relevant to the study of technical writing in a process that includes revision based on feedback from peers and the instructor.
- 4) Design a technical writing research project.

Attach a list of the required/recommended course readings and activities:

Engl 120T Technical Writing syllabus.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Formal writing projects: Outcomes 1, 2, 3, and 4

Informal writing assignments: Outcomes 1 and 2

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:**Programs:**

Certificate in Professional Writing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Engl 120T Technical Writing syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds on lower division GE/GR requirements in written communication (GE area A2) and composition by looking in greater depth at particular aspects of composition and/or rhetoric—furthering student understanding of composition/rhetorical theories and applications.

The course must expand students' knowledge by examining complex issues.

This course examines and compares approaches to—and theories of—writing, writing studies, and rhetoric; in so doing, students gain a deeper understanding of the history and diversity of rhetoric/theories of writing as well as the cultural and personal significance of the various approaches.

The course must expand students' abilities to reason logically and to write clearly in prose.

The assignments listed below require students to improve their rhetorical awareness in a variety of different contexts, paying clear attention to audience and purpose. Students will do so by engaging with a variety of complex and sophisticated texts from this field.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

Reading Responses (10% of grade)

Three times throughout the semester students will be assigned to write a response to the day's readings. In crafting these responses, students will be assigned one of three roles: believer, doubter, and pragmatist. The "believer" will write a response that strongly agrees with what the readings of the day say and will highlight all of the strongest points. The "doubter" will be highly critical of the reading, looking for and pointing out any weak points. The response written by the "pragmatist" will focus primarily on practical application of the days readings. Throughout the semester students will have the opportunity to take on all three roles. These responses will provide the starting point for class discussion. Each response must be at least 500 words in length. Deliverables: reading response paper

Employment Documents Project (20% of grade)

This project will prepare you to craft persuasive, tailored job application documents. You will become familiar with the genre conventions of resumes and job application letters, learn how to analyze job ads, and practice using technical writing style. As part of this project, you will research several specific jobs or internships that you might apply for and produce a range of job application documents tailored for those jobs. You will get peer feedback on these documents, and you will submit your strongest resume and job application letter (also known as cover letter) for grading along with a description of and reflection on the project. Deliverables: resume, job application letter, project reflection of at least 500 words

iFixit Guides (30% of grade)

For this project, we will write replacement part guides to be published in the world's largest online repair manual. The Technical Writing Project is run by iFixit. Your instructor will assign your grade for the project, but you will receive feedback from iFixit staff throughout the project, and your grade will be based on how well you respond to iFixit's instructions and the feedback iFixit provides. The iFixit project will give you the chance to practice completing technical writing projects in teams, working for a client. It will also give you practice creating technical documentation and testing your documentation to improve it. Finally, it will give you the chance to participate in the exciting DIY culture of repair that is changing the way people interact with the gadgets we buy.

The project is divided into a proposal and 4 milestones (a 250-word Troubleshooting Page, a 250-word Device Page, Guides totaling at least 500 words, and Peer Review and Revision).

You will use the iFixit website to find instructions for each step of this project and to submit your work to iFixit.

Technical Writing Research Project (30% of grade)

Students will design a final research project in consultation with the professor and based on their own goals. Project deliverables: Proposal (at least 250 words), Research Project (at least 2000 words), Presentation, Analysis of project memo (at least 500 words)

Some options for the final project include:

Technical Writing Portfolio

Recommendation Report for a campus or local organization

Website for a campus or local organization

Usability test report for a campus or local organization

Social Media Strategy for a campus or local organization

Instructional video

Interactive visualization

Traditional academic term paper

Professional Ethos (10% of grade):

While your professionalism is tied to a grade in this course, outside of college it is tied to far more important matters such as salary, your family's livelihood, networking opportunities, job retention, and opportunities for advancement. For this class, your professional ethos grade will be affected by:

- your behavior/engagement in class
- your interactions with your classmates
- your interactions with your instructor
- your behavior outside of class (in group meetings, office hours, etc.)

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

The attached syllabus indicates opportunities for drafting, feedback, and revision of a variety of writing assignments.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The attached syllabus indicates due dates for writing assignments over the course of the semester; a minimum of 3000 words are due before the last two weeks of instruction.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

The attached syllabus indicates that almost the entirety of the students' grades in this course are based on instructor's assessment of their writing skills.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

Hellen Lee (hellen.lee) (Fri, 08 Oct 2021 16:42:06 GMT): Rollback: need a little more info in justification.

Alyson Buckman (abuckman) (Wed, 20 Oct 2021 19:27:29 GMT): Dear Angela, ENGL 120T: Technical Writing Summary: ELOs need to vary verbiage and increase level of difficulty; syllabus needs CARES statement and academic honesty information; be sure to revise the syllabus to agree with revised proposal. Thank you, Alyson and Kathy

Alyson Buckman (abuckman) (Wed, 20 Oct 2021 19:28:05 GMT): Rollback: Dear Angela, please see comments from Alyson Buckman and Kathy Kasic for revisions to be made to your proposal. Please note that these changes must be made by Thursday, 10/21, at 5pm in order to move forward from Robin Fisher through to the University Committee on Friday.

Angela Laflen (angela.laflen) (Wed, 20 Oct 2021 21:41:51 GMT): Thank you for your feedback! I have revised the ELOs in the proposal, and I have revised the syllabus to reflect the new ELOs and to add the CARES and academic honesty information.

Key: 8333