GENERAL EDUCATION NEW COURSE TEMPLATE

(For courses seeking approval as meeting general education requirements)

Department: English_____ **Course Prefix and Number:** ENGL 321____

Course Title: Writing in the Technical Professions_____

Instructor(s): _Dale Sullivan

This form was completed by: Dale Sullivan_____

Date: _Feb 22, 2006_____

Campus phone #: _1-7144__ **E-mail:** dale.sullivan@ndsu.edu__

ITEMS TO BE INCLUDED: (Please use these headings as the template.)

1. **Course Information**

Category(ies) in which you are submitting this course: Communication requirement, third course in three-course writing sequence (110, 120 plus 300-level writing course).

Course title/number/credits: Writing in the Technical Professions/ENGL 321/3 credits_

Catalog description: Intensive practice employing the conventions of professional genres to write about technology development and use for expert, business, and more general audiences.

Students for whom the course is intended (only if applicable): Students majoring in engineering, computer science, and architecture (and any others interested in such a course) who have already taken 120 and who take one of their communications requirements at the 300 level. Students with junior standing.

Prerequisites for courses shall be only other general education courses and may not exclude students from any major other than that of the department offering the course)

2. Textbook(s)/Course Materials/Library Materials on Reserve (if required)

Woolever, Kristin R. *Writing for the Technical Professions*, third edition. New York: Pearson, 2005.

3. Intended Course Outcomes and Their Relationship to General Education

Course Objectives

Students will improve their abilities to do the following:

- Analyze the audience for a document or a presentation to determine the needs of the audience as well as how the audience will use the information, and to use that analysis in the creation of effective technical communications.
- Write as a member of a team and as an individual.
- Locate and evaluate information and standards used by professionals and incorporate that information into their own writing, documenting the sources appropriately.

- Present technical information in conventional genres, patterns, and formats appropriate for the audience and the context.
- Incorporate graphical elements appropriately and effectively into written communications and presentations.
- Write and edit to produce a concise, precise, and grammatically correct style that is appropriate for professionals in technical disciplines.

General Education Outcomes

1. Communicate effectively in a variety of contexts and modes, using a variety of communication skills.
6. Integrate knowledge and ideas in a coherent and meaningful manner.

4. Student Activities to Promote General Education Outcomes

1. Communicate effectively in a variety of contexts and modes, using a variety of communication skills.
The writing assignments in this course directly address this outcome. Students write design reports, instruction sets, proposals, abstracts, analyzes of professional articles. Audiences include engineers, managers, technicians, clients, public decision makers, and end users.

6. Integrate knowledge and ideas in a coherent and meaningful manner.
The primary place where this outcome is taught and demonstrated is in the proposal and review of literature paper. In the proposal and review of literature, students write an extensive literature review dividing the literature into topical categories and report on their own research integrating it in a meaningful way with previous research on the same issue.

5. Evaluation of General Education Outcomes

Each of the outcomes is evaluated primarily through the class writing.

1. Communicate effectively in a variety of contexts and modes, using a variety of communication skills.
Students demonstrate this outcome through the various writing assignments: job applications, technical descriptions, proposals, literature reviews, PowerPoint presentations or posters. Each assignment requires that they write a new genre for a slightly different audience and sphere of communication. They cannot be successful in the course if they cannot communicate effectively in a variety of contexts and modes (genres). Students demonstrate this outcome in their attention to shifts in tone, design, structure, the presentation of evidence, styles of citation, etc.

6. Integrate knowledge and ideas in a coherent and meaningful manner.
Students demonstrate this outcome primarily through the proposal, literature review, and technical description assignments. Extensive documentation of technological design requires integration of numeric, visual, procedural, and financial knowledge.

6. Schedule and Topics
Provided in attached syllabus

Outcome 1

General Education Outcome 1: Communicate effectively in a variety of (a) contexts and (b) modes, using a variety of (c) communication skills.

Outcome 1a: Communicate effectively in a variety of contexts

The student has demonstrated the ability to communicate effectively

1. For a variety of purposes (to inform/ persuade/ evaluate, etc.)	N/A No Somewhat **Yes** Evidence: The technical description both attempts to document a design (informational discourse), to present it to clients in a persuasive way, and to argue that the design is superior when evaluated against alternatives.
2. With different kinds of audiences (peers, public, individuals, groups, etc.)	N/A No Somewhat **Yes** Evidence: Design reports are written for other designers, for business managers, for clients, for public officials, and for end users.
3. In different kinds of communication forums (dialogues, committees, public speeches, various publications, electronic communication [email, web pages], etc.)	N/A No Somewhat **Yes** Evidence: The class has a major electronic component, and students study oral presentations as well as various kinds of written documents.
4. Using different kinds of formats (formal presentation, progress report, final report, news story, etc.)	N/A No Somewhat **Yes** Evidence: technical descriptions, design and usability reports, reviews, proposals, non-expert instructions
5. Other. Please specify.	N/A No Somewhat Yes Evidence:

Outcome 1b: Communicate effectively in a variety of modes

The student has demonstrated the ability to communicate effectively

1. Using oral communication	N/A No Somewhat **Yes** Evidence:
2. Using written communication	N/A No Somewhat **Yes** Evidence: Formally evaluated through review, peer response letters, technical description and review of literature, and daily writing.
3. Using visual communication (charts, graphs, illustrations, etc.)	N/A No Somewhat **Yes** Evidence: document design and appropriate use of visual supports are part of the grade for written documents. Technical communication is especially dependent on visual support in the form of schematics, drawings, charts.
4. Other. Please specify.	N/A No Somewhat Yes Evidence:

Outcome 1c: Communicate effectively using a variety of skills

The student has demonstrated the ability to communicate effectively

1. Finding topics, arguments, and evidence appropriate for speech/written document/situation	N/A No Somewhat **Yes** Evidence: Students must adapt written text for designated audiences and occasions
2. Organizing ideas in a coherent structure	N/A No Somewhat **Yes** Evidence: Students experiment with various kinds of patterns technical writing. All technical writing must be clearly structure and marked.
3. Composing language effectively to convey meaning	N/A No Somewhat **Yes** Evidence: The student's effective use of prose affects the grade on each paper.
4. Employing an appropriate university-level vocabulary	N/A No Somewhat **Yes** Evidence: Students must adapt vocabulary to various audiences—peers in design profession, managers, clients, users, etc.
5. Demonstrating the grammar, spelling, usage, mechanics, and structure of standard English	N/A No Somewhat **Yes** Evidence: Correctness and usage affect the student's grade.
6. Presenting the text or speech effectively as finished product or performance	N/A No Somewhat **Yes** Evidence: Most papers go through peer review and the final draft must be deemed effective and acceptable by the teacher before it receives points.
7. Other. Please specify.	N/A No Somewhat Yes Evidence:

Outcome 6

Outcome 6: Integrate knowledge and ideas in a (a) coherent and (b) meaningful manner.

Outcome 6a: Integrate knowledge and ideas in a coherent manner.

The student has demonstrated the ability to

1. Identify and organize information relevant to a question or issue.	N/A No Somewhat **Yes** Evidence: Complete design reports need to assemble a variety of kinds of information for a variety of audiences and purposes.
2. Synthesize information to address a question or issue from a variety of sources (such as personal observation, scholarly journals, monographs, electronic media).	N/A No Somewhat **Yes** Evidence: same as above
3. Integrate a variety of perspectives and points of view to address a question or issue.	N/A No **Somewhat** Yes Evidence: Design reports and oral reports subsume alternative design options and evaluate designs against competing approaches.
4. Other. Please specify.	N/A No Somewhat Yes Evidence:

Outcome 6b: Integrate knowledge and ideas in a meaningful manner.

The student has demonstrated the ability to

1. Identify significant patterns from information relevant to a question or issue.	N/A No Somewhat **Yes** Evidence: Previous designs and projects are used as precedents to support proposed design.
2. Identify significant patterns from the variety of points of view and perspectives relevant to a question or issue.	N/A No **Somewhat** Yes Evidence: Literature reviews typically turn up various perspectives.
3. Evaluate the significance of various points of view and perspectives relevant to a question or issue.	N/A No Somewhat **Yes** Evidence: Determining which design approaches are appropriate to the current design problem.
4. Integrate information to gain new insights relevant to a question or issue.	N/A No **Somewhat** Yes Evidence: Same as above
5. Integrate perspectives and points of view to gain new insights relevant to a question or issue.	N/A No Somewhat **Yes** Evidence: Technical communication documents tend to be collaboratively written documents that integrate, after much negotiation, various perspectives in the final design.
6. Other. Please specify.	N/A No Somewhat Yes Evidence

English 321 Writing in the Technical Professions (3 credits)
Spring Semester 2006 **Office: Minard 322G**
Instructor: Dale Sullivan **Office Phone: 231-7153**
Office Hours: 9:30-10:30 M-F or by arrangement **Email:**
dale.sullivan@ndsu.edu

Prerequisties

Students enrolled in this course must have completed English 120, College Composition II, and have at least junior standing.

Description

Intensive study and practice of the conventions of professional genres to write about technology development and use for expert, business, and more general audiences.

Students will improve their abilities to do the following:

- Analyze the audience for a document or a presentation to determine the needs of the audience as well as how the audience will use the information, and to use that analysis in the creation of effective technical communications.
- Write as a member of a team and as an individual.
- Locate and evaluate information and standards used by professionals and incorporate that information into their own writing, documenting the sources appropriately.
- Present technical information in conventional genres, patterns, and formats appropriate for the audience and the context.
- Incorporate graphical elements appropriately and effectively into written communications and presentations.
- Write and edit to produce a concise, precise, and grammatically correct style that is appropriate for professionals in technical disciplines.

General Education Outcomes

This course has been approved for the Communications category in general education because it enables "the clear, precise, and purposeful exchange of information using written and oral means."
This course specifically addresses the following two General Education outcomes:
Outcome 1. Communicate effectively in a variety of contexts and modes, using a variety of communication skills. Through formal assignments such as oral presentations, group research, and interviews; visual design of documents and web sites; and written proposals, reports, memos, letters, you will demonstrate skill communicating in a variety of contexts and modes.
Outcome 6. Integrate knowledge and ideas in a coherent and meaningful manner. By undertaking individual and group research for the purpose of producing the above-mentioned written, oral and visual texts, students will demonstrate their ability to meaningfully integrate knowledge and ideas from varied sources and perspectives in a coherent manner.

Students with Special Needs

Any student with disabilities or special needs who needs special accommodations in this course is invited to share these concerns or requests with the instructor as soon as possible.

Textbook

Woolever, Kristin R. *Writing for the Technical Professions*, third edition. New York: Pearson, 2005.

Requirements

Most of the grade in this course will be based on the following numbered assignments. Specific directions will be provided for each of these assignments.

Assignment Number	Assignment Description	Value/ Points	Value/ Percentage	Due Dates
1	Reporting Numerical Information (case study; memo)	50	5 %	01-25-06
2	Technical Description & Definition (group project)	50	5 %	02-01-06
3	Job Application Package	100	10 %	02-17-06
4	(A) Instructions & (B) Usability Test Report (group project)	50	5 %	03-01-06 03-10-06
5.	Reporting Problems (email)	50	5 %	04-03-06
6	Review of Literature (ROL)			
6.A.	ROL Proposal	10	1%	02-08-06

6.B.	ROL Analysis of Article From Professional Journal	50	5 %	02-24--06
6.C.	ROL Abstract	10	1 %	03-22-06
6.D.	ROL Oral Presentation	100	10 %	03-27-06 to 04-03-06
6.E.	ROL Paper	250	25 %	RD: 04-05-06 FD: 04-21-06
7	Report	200	20 %	RD: 04-26-06 FD: 05-05-06
Other	Quizzes, short assignments, workshops	80	8 %	

Grading

Specific evaluation criteria will be provided for each assignment. In general, letter grades are assigned based on which of the following descriptions best matches the document being submitted and then a numerical grade is determined based on this scale: A = 90% or more, B = 80% to 89%, C = 70% to 79%, D = 60 to 69%, F = 59% or less.

A = Excellent. The writer has done everything well. The writer demonstrates understanding of the content, the needs of the audience, and the rhetorical situation specified for the assignment. The writer has used rhetorical strategies appropriate for the situation. The style is clear, concise, and mechanically correct. In addition, the writer shows a creative or insightful solution to the writing task.

B = Good. The writer has done everything required by the assignment but has done at least some aspects better than the minimum.

C = Acceptable. The writer has complied with the assignment, but there is nothing particularly good or particularly bad about the document.

D = Poor. The document may not cover essential information, or it may not be written appropriately for the specified audience, or it may have a problem with style or format.

F = Missed the boat. The writer fails to demonstrate understanding of the assignment or has so many mechanical errors that the assignment is unacceptable.

Final grades will also be assigned on this basis: A = 90% or more, B = 80% to 89%, C = 70% to 79%, D = 60 to 69%, F = 59% or less.

Academic Honesty

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct <http:www.ndsu.nodak.edu/policy/335.htm>.

Specifically this policy means that writers must disclose all sources of information including direct quotations, summaries, paraphrases, statistics, images, and so forth that they use in their own writing. For more information on how to do this, see the PowerPoint presentation "Using Information from Sources" in the Course Documents section of Blackboard.

Class Policies

- All individually numbered written assignments are due by 5:00 pm on the specified date. Papers will receive a late penalty of 10% of the possible points per day (M-F) unless you have made arrangements with me. If a written assignment is more than one week late, it will have no value.
- Specific dates for presentations will be assigned, but you may negotiate with me if you have a conflict during the time we are doing presentations.
- In-class workshops must be completed during the class period unless you have

Save, Save, Save

Keep all of your papers—digital copies as well as printouts—

made arrangements with me in advance.

- Each group project will receive a single score. However, group members will rate contributions made to the project by themselves and by each other and points will be allocated based on the averages of those contributions.

Schedule

01-11-06: Introduction to class.
01-13-06: Read Introduction: What are the Technical Professions (pp. 1-7). Overview of Assignment 1: Reporting Numerical Information.

01-16-06: NO SCHOOL--HOLIDAY.
01-18-06: Read Chapter 1: Planning (pp. 9-31). Discussion of Assignment 1.
01-20-06: More on Assignment 1.

01-23-06: Overview of Assignment 3: Job Application Package and Assignment 5: Review of Literature.
01-25-06: **Assignment 1: Reporting Numerical Information due.** Editing for conciseness and clarity plus exercise. Overview of Assignment 2: Technical Definition & Description. Groups will be formed to work on this assignment.
01-27-06: Read Chapter 10: Describing and Summarizing Technical Information (pp. 245-263). Groups will meet in the classroom to work on Assignment 2.

01-30-06: Read Chapter 3: Organizing for Readers (pp. 57-78 only). Read Chapter 8: Memos, Letters, and Email (pp. 183-217). There will be some time for groups to discuss revisions to Assignment 2.
02-01-06: **Assignment 2: Technical Definition & Description due.** ROL: topics, searching for information; evaluating information.
02-03-06: Read Chapter 17: Finding a Job (pp. 441-468). Discussion of Assignment 3: Job Application Package.

02-06-06: More on Assignment 3.
02-08-06: **Assignment 6. A. Review of Literature—Proposal due.** More on Assignment 3.
02-10-06: More on Assignment 3.

02-13-06: Workshop: bring 2 copies of your letter of application and resume to class; groups will meet to discuss these drafts. Sign up for an individual conference time.
02-15-06: No class meeting: individual conferences in my office as scheduled.
02-17-06: **Assignment 3: Job Application Package due**. Begin reading Chapter 9: Instructions, Procedures, and Policies (pp. 219-243)
02-20-06: NO SCHOOL—HOLIDAY.
02-22-06: Finish reading Chapter 9: Instructions, Procedures, and Policies (pp. 219-243). Overview of Assignment 4: Instructions and Usability Test Report.
02-24-06 **Assignment 6.B. Review of Literature: Analysis of Article from Professional Journal due**. Groups will meet in the classroom to work on instructions.

02-27-06: Editing exercise. Groups will meet in the classroom to finish writing the instructions.
03-01-06: No class meeting—go to the Career Fair at the Bison Sports Arena (9:00 am to 2:00 pm) sponsored by the NDSU Career Center <http://www.ndsu.edu/career_center/>. **Assignment 4. A. Instructions are due by 5:00 pm**.
03-03-06: Groups will exchange sets of directions, test those directions, and report back to the groups that wrote them.

03-06-06: Groups will meet in the classroom to work on Assignment 4.B. usability report. Sign up for a time for the group conferences.
03-08-06: No class meeting: group conferences as scheduled to discuss Assignment 4.B. Usability Test Report.
03-10-06: **Assignment 4.B.: Usability Test Report due**.

03-13-17-06: Spring Break.

03-20-06: Read Chapter 16: Professional Presentations (pp. 415-439). 03-22-06: **Assignment 6.C. Review of Literature: Abstract due.** Overview of Assignment 5: Reporting Problems.
03-24-06: Overview of Assignment 7: Report.

03-27-06: Assignment 6.D. Review of Literature Presentations.
03-29-06: Assignment 6.D. Review of Literature Presentations.
03-31-06: Assignment 6.D. Review of Literature Presentations.

04-03-06: **Assignment 5: Reporting Problems due**. Assignment 6.D. Review of Literature Presentations.
04-05-06: **Rough Draft of Assignment 6.E. Review of Literature Paper due**. Sign up for a time for an individual conference.
04-07-06: No class meeting—individual conferences as scheduled.

04-10-06: No class meeting—individual conferences as scheduled.
04-12-06: No class meeting—individual conferences as scheduled.
04-14-06: NO SCHOOL—HOLIDAY.

04-17-06: NO SCHOOL—HOLIDAY.
04-19-06: Read Chapter 12: Reports (pp.285-337). Discussion of Assignment 7.
04-21-06: **Final draft of Assignment 6.E. Review of Literature Paper due**. More on Assignment 7.

04-24-06: More on Assignment 7.
04-26-06: Workshop: bring copies of your draft of Assignment 7; groups will meet to discuss these drafts. Sign up for an individual conference time.
04-28-06: No class meeting—individual conferences in my office (South Engineering 318 H) as scheduled.

05-01-06: No class meeting—individual conferences in my office (South Engineering 318 H) as scheduled.
05-03-06: No class meeting.
05-05-06: **Assignment 7: Report due**. Last day of classes. Class will meet for the last time on this date (we will not have a final exam).