Course Change Request

Date Submitted: 03/06/18 10:29 am

Viewing: ENGL 210: Technical and Business Writing

Last approved: 09/05/17 3:16 am
Last edit: 03/06/18 11:34 am
Changes proposed by: coppedgesarah

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
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<td>979-845-9936</td>
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Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix ENGL Course number 210
Department English
College/School Liberal Arts
Academic Level Undergraduate
Undergraduate course level justification (Select One)

Academic Level Graduate
Effective term 2018-2019
Complete Course Title Technical and Business Writing
Abbreviated Course Title TECHNICAL BUSINESS WRITING

Catalog course description

Focus [ENGL 2311] (3.0) Focus on writing for professional settings; correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design; emphasis on audience awareness, clarity of communication and collaborative team-work.

Prerequisites and Restrictions

Concurrent Enrollment No
Should catalog prerequisites /
<table>
<thead>
<tr>
<th>Concurrent enrollment be enforced?</th>
<th>No</th>
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<tbody>
<tr>
<td>Crosslistings</td>
<td>No</td>
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<tr>
<td>Stacked</td>
<td>No</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
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<tr>
<td></td>
<td>3</td>
<td>(per week):</td>
<td>3</td>
<td>0</td>
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<td>3</td>
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Repeatable for credit? No
Three-peat? No
CIP/Fund Code 2313030001
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
- Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
The learning outcomes are the same for the traditional face-to-face sections as for the online sections. In the Summer semester of 2018, 14 specific sections of ENGL 210 (Technical Business Writing) will be delivered entirely online. The Coordinator of Multi-Section Writing Courses, Sara DiCaglio, and the Director of the Undergraduate Studies, Apostolos Vasilakis, have approved the non-traditional teaching method through an internal departmental process, which included an examination of syllabi, assignment structures, and other course material.

Hours
- Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
These sections cover the same key topics as the standard face-to-face sections of the same course, take place over the same period of time (15 weeks), and meet the necessary learning objectives for the course. These sections are also equivalent in contact hours, as they include a semester total of 45 hours of instruction and 90 hours of work outside of instruction. We are satisfied that the course follows rule 11.03.99.M1.

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:
- Required (select program)
- Elective (select program)
Has/will this course be(en) submitted for Yes

https://nextcatalog.tamu.edu/courseleaf/approve/
Core Curriculum Consideration?

Proposed Core Foundational Component Area

Approved Foundational Component Area

Core Communication (KCOM)

Has/will this course be(en) submitted for Writing or Communication consideration?

No

Has/will this course be(en) submitted for ICD consideration?

No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Final SS1 ENGL 210 Web Syllabus 2018.docx

Letters of support or other documentation

No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (03/09/18 3:32 pm): UCC approved March 9 via e-vote.

Reported to state?

No
Syllabus: ENGL 210.184, Technical Business Writing (Online)

Instructor Information
Class Meeting Times and Location:  Online
Instructor: Sara DiCaglio
Email Address: sdicaglio@tamu.edu
Office Location: LAAH 358
Office Hours: Tuesday 11-12, Friday 10-12

Course Description
Technical Business Writing: (3-0) Credit 3. Focus on writing for professional settings; correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design; emphasis on audience awareness, clarity of communication and collaborative teamwork.

Learning Outcomes/Course Objectives
At the end of the semester, you will be able to do the following:

- Create written documents that respond to the specific needs of their rhetorical situations.
- Compose technical documents through the use of process-based writing, including drafting, peer-reviewing, revising, and editing.
- Analyze the ethical responsibilities involved in technical and business communications.
- Design documents that use principles of document design to enhance readability and effectiveness.
- Evaluate sources based on principles of good research.
- Compile pertinent information for business and technical purposes.
- Apply the conventions of professional writing to original technical documents.

Core Curriculum Objectives

- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas about persuasive discourse.
- Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings; through regular practice in persuasive forms of writing.
- Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentation skills, and classroom tasks.
- Personal Responsibility (PR): The course teaches personal responsibility by enhancing
students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues.

Assessment of Core Objectives:

• CTS: The assessment of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.
• CS: The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation in class discussions, individually and/or in teamed groups.
• T: The assessment of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and/or oral presentational skills to support a shared purpose or goal.
• PR: The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person's work in composing an oral presentation and/or written research essay.

Required Textbooks and Resource Material

• Technical Communication, 12th edition by Mike Markel and Stuart Selber (ISBN: 978-1319058616)
• Additional readings are provided as PDFs or links on eCampus.

Grading and Course Policies

Your grade is based on the average of the assignments listed below. You must complete all of the major assignments to pass the course. You must have a University-approved excuse in order to make up a major project or a course activity.

Specific due dates and detailed instructions for all assignments will be provided on eCampus.

Grading Percentages

Class Discussion Forums (20% total)
Job Application Packet (20%)
210 Portfolio (60% total)
  • Topics Memo (5%)
  • Internal Research Proposal (20%)
  • Progress Report (10%)
  • Recommendation Report (25%)

Expectations

Because this course is process and participation based, some assignments are required in
order to receive credit for the completion of the final assignment. For most of the lessons in the course, you will be completing class discussion forums and submitting them online. These forum posts are equivalent to daily work in a course taught in a traditional classroom and are structured to help you learn, review, and practice specific skills and prepare for successful completion of the major writing assignments. Forums must be complete, including any required posts and responses, in order to receive a grade.

In order to pass the course, you must complete at minimum 7 out of 10 Class Discussion Forums. Submitting fewer than seven complete posts, including any required posts and responses, will lead to failure of the class. Students must also turn in required drafts and participate in peer reviews of the 210 Portfolio in order to receive credit for the final assignments. You must complete all the major writing assignments—each part of the Job Application Packet and 210 Portfolio—in order to pass the course.

Numerical Grade Equivalents
Course grades are calculated on the standard scale:
- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F = 59 or less

Attendance and Late Paper Policy
You are responsible for being familiar with the Texas A&M Student Rules.

Attendance Policy
Expectations of the English Department and the University Rules are that you complete classwork and submit all assignments in the sequence they are assigned, by the deadlines posted on eCampus. Since this is a web-based course, you are expected to log in to eCampus regularly and check your official Texas A&M email daily. If you fail to log into the system for more than two weeks, your Instructor or Instructional Grader may submit an Excessive Absence report to the English Department and your college advising office.

Late Paper Policy (unexcused absences)
Forum posts and Writing Portfolio work will not be accepted late. For the Application Materials and 210 Portfolio, you will lose 10% of the final assignment grade for every day past the due date. The Late Paper Policy for this course follows the guidelines described in the University Student Rules, “Section 7. Attendance” (http://student-rules.tamu.edu/rule07).

eCampus Submissions
Submit your assignments to eCampus early to ensure that assignments submit properly. After you upload your document and click submit, you will see a confirmation screen and then receive a confirmation email. Make sure that you receive and keep a record of this confirmation so there are no discrepancies about submissions. In the event that there is an
eCampus error blocking a submission, simply send your instructor an email with your submission attached and explain the difficulty - I will upload the document for you. Please use this as a last resort.

Make-up Policy (excused absences)
You must have a University-approved excuse in order to make up a missed course activity or turn in portions of the Application Materials and 210 Portfolio without a penalty. You are responsible for providing evidence to substantiate "authorized absences." If you must miss time in the course and its activities, it is your responsibility to inform your instructor.

Email Communication
This course is dedicated to teaching you to communicate professionally. As such, you should approach correspondence with your instructor in a professional manner. All emails to the instructor should include the course and section number in the subject line. Your emails should address your instructor by their title unless otherwise indicated and should be formatted as a professional piece of correspondence.

If you have a question about the course, you should first visit the course syllabus, website, and previous emails from your instructor to see if you already have the answer. If you cannot answer the question using these materials, you should feel free to email your instructor at their listed TAMU email address or to stop by during office hours with your question. Emails will be responded to within one business day; please leave time for your instructor to respond if your question is time sensitive.

Students Needing Support Service
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on West Campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity
"An Aggie does not lie, cheat or steal, or tolerate those who do."
Students are expected to be aware of the Aggie Honor Code, the specific rules on plagiarism, and the Honor Council Rules and Procedures pertaining to classroom behavior as explained at http://aggiehonor.tamu.edu.

University Writing Center
The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers preparing documents, slides, or oral presentations. UWC consultations are highly recommended but are not required.
Help is available for all of the steps of the writing and speechwriting process including assistance with brainstorming ideas, narrowing the topic, creating outlines or drafts, and presenting a speech to an audience. UWC consultants can help you practice your speech with a real audience or develop visual presentation aids like slides and handouts. Consultants can also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at http://writingcenter.tamu.edu/, or stop by in person.
# ENGL 210 Course Schedule

All readings and assignments are due the day they are listed. All lessons can be found on eCampus under Lesson Modules and all readings are from *Technical Communication (TC)* unless otherwise noted.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Readings</th>
<th>Assignments</th>
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| Tue May 29 | Introduction and Application Materials  
- Read Chapter 1: “Introduction to Technical Communication” (*TC* 2-15)  
- Read Chapter 15: “Writing Job Application Materials” (*TC* 385-415)  
- Review Lessons One: Introductions and Lesson Two: Application Materials | Forum 1: Introductions |
| Wed May 30 | Audience and Purpose  
- Read Chapter 5: “Analyzing Your Audience and Purpose” (*TC* 81-111)  
- Finish Lessons One: Introductions  
- Continue Lesson Two: Application Materials | Forum Response 1: Introductions  
Forum 2: Professional Position Analysis |
| Thu May 31 | Document Design  
- Finish Lesson Two: Application Materials  
- Read Chapter 11: “Designing Print and Online Documents” (*TC* 248-291)  
- Review Lesson Three: Document Design as Persuasion | Forum Response 2: Professional Position Analysis  
Forum 3: Page Design |
| Fri June 1 | Persuasion  
- Read Chapter 8: “Communicating Persuasively” (*TC* 170-188)  
**Job Application Packet Due** |
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<th>Week 2</th>
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<tr>
<td>Mon June 4</td>
<td>Correspondence and the 210 Portfolio</td>
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<td>• Read Chapter 14: “Writing Correspondence” <em>(TC 358-381)</em></td>
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<td>• Review Lessons Four: Correspondence and Choosing a Topic</td>
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<td>Tue June 5</td>
<td>Proposal Writing</td>
<td><strong>Topics Memos Due</strong></td>
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<td>• Chapter 16: “Writing Proposals” <em>(TC 419-442)</em></td>
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<td></td>
<td>• Finish Lessons Four: Correspondence and Choosing a Topic</td>
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<td>Wed June 6</td>
<td>Creating Clear and Informative Documents</td>
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<td></td>
<td>• Chapter 9: “Emphasizing Important Information” <em>(TC 192-212)</em></td>
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<td>• Review Lesson Five: Research Proposals</td>
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<td>Thu June 7</td>
<td>Research Strategies</td>
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<td>• Appendix A: “Skimming Your Sources” <em>(TC 606-613)</em></td>
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<td>• Review Lesson Five: Research Proposals</td>
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<td>Fri June 8</td>
<td>Research Strategies II</td>
<td><strong>Forum 4: Designing Research Based Tasks</strong></td>
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<td>• Chapter 6: “Researching Your Subject” <em>(TC 114-144)</em></td>
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<td></td>
<td>• Review Lesson Five: Research Proposals</td>
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<th>Week 3</th>
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<tr>
<td>Mon June 11</td>
<td>Continue Drafting Internal Research Proposal</td>
<td><strong>Forum Response 4: Designing Research Based Tasks</strong></td>
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<td></td>
<td>• Finish Lesson Five: Research Proposals</td>
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<td></td>
<td>• Chapter 3: “Writing Technical Documents” *(TC 41-51, “Planning” and “Drafting”)</td>
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<td>Tue June 12</td>
<td>Drafting</td>
<td><strong>Forum 5: Internal Research Proposal draft</strong></td>
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<td>• Review Lesson Six: Drafting and Revising</td>
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<tr>
<td>Day</td>
<td>Activity</td>
<td>Chapter(s)</td>
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| Wed June 13 | Reviewing                                     | - Chapter 4: “Writing Collaboratively” *(TC 67-71)*  
- Review Lesson Six: Drafting and Revising | Forum Response 5:  
Peer Review of Internal Research Proposal |
| Thu June 14 | Organizing                                    | - Chapter 7: “Organizing Your Information” *(TC 146-165)*  
- Finish Lesson Six: Drafting and Revising | Forum 6: Using Feedback Effectively |
| Fri June 15 | Revising                                      | - Chapter 3: “Writing Technical Documents” *(TC 52-55, “Revising,” “Editing” and “Proofreading”)  
- Turn in Internal Research Proposal | **Internal Research Proposal due** |
| **Week 4** |                                               | **Internal Research Proposal due**                                  | **Internal Research Proposal due** |
| Mon June 18 | Research and Ethics                           | - Read Chapter 2: “Understanding Ethical and Legal Considerations” *(TC 17-39)*  
- Review Lesson Eight: Research and Ethics | Forum 7: Research and Ethics |
| Tue June 19 | Progress Report                               | - Finish Lesson Eight: Research and Ethics  
- Chapter 17: “Writing Informational Reports” *(TC 451-61, “Progress Reports”)*  
- Review Lesson Nine: Progress Reports and Graphics | Forum Response 7:  
Research and Ethics |
| Wed June 20 | Graphics                                      | - Chapter 12: “Creating Graphics” *(TC 294-335)*  
- Continue Lesson Nine: Progress Reports and Graphics | Forum 8: Graphics |
| Thu June 21 | Clarity and Emphasis                          | - Chapter 9: “Emphasizing Important Information” *(TC 192-213)*  
- Finish Lesson Nine: Progress Reports and Graphics | Forum Response 8:  
Graphics |
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<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Fri June 22</td>
<td>Recommendation Reports</td>
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<td></td>
<td>• Turn in Progress Report</td>
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<td>• Chapter 18: “Writing Recommendation Reports”</td>
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<td>(TC 468-511)</td>
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<td>• Review Lesson Ten: Recommendation Reports</td>
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<td><strong>Progress Report Due</strong></td>
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<tr>
<td>Mon June 25</td>
<td>Drafting</td>
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<td>• Finish Lesson Ten: Recommendation Reports</td>
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<td>Tue June 26</td>
<td>Style and Sentences</td>
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<td></td>
<td>• Chapter 10: “Writing Correct and Effective</td>
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<td>Sentences” (TC 215-243)</td>
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<tr>
<td></td>
<td>• Review Lesson Eleven: Drafting and Revising a Report</td>
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<tr>
<td>Wed June 27</td>
<td>Editing and Proofreading</td>
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<td>• Appendix C: “Editing and Proofreading Your</td>
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<td></td>
<td>Documents” (TC 658-676)</td>
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<tr>
<td></td>
<td>• Review Lesson Eleven: Drafting and Revising a Report</td>
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<td><strong>Forum 9: Recommendation Report draft</strong></td>
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<tr>
<td>Thu June 28</td>
<td>Revising</td>
<td></td>
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<tr>
<td></td>
<td>• Continue to revise your Recommendation Report</td>
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<tr>
<td></td>
<td>• Finish Lesson Eleven: Drafting and Revising a Report</td>
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<td><strong>Forum 10: Using Feedback Effectively</strong></td>
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<tr>
<td>Fri June 29</td>
<td>Wrapping Up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Last day of class! Congratulations!</td>
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<td></td>
<td>• Turn in Recommendation Report via TurnItIn</td>
<td><strong>Recommendation Report due</strong></td>
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