Communication
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 210

3. Texas Common Course Number: 2311

4. Complete course title: Technical and Business Writing

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   ☑ Communication
   ☐ Mathematics
   ☐ Life and Physical Sciences
   ☐ Language, Philosophy and Culture
   ☐ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☑ Yes
   ☐ No

8. How frequently will the class be offered? every fall, spring and summer semester

9. Number of class sections per semester: 18 (some large; some @ 30)

10. Number of students per semester: 580 - 780

11. Historic annual enrollment for the last three years: 1375 1151 1189

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   
   Course Instructor
   Date 3/5/13

   Approval:
   Date 3/5/13

14. Department Head
   Date 3/18/13

15. College Dean/Designee
   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

*English 210* provides practice in business, technical, or workplace writing, such as memoranda, proposals, reports, instructions, email, and correspondence (business letters,) graphics, and document design (to enhance readability), and oral presentations that use PowerPoint. The course emphasizes practice in teamwork and individualized learning. The research process will be presented to aid students in developing assignments. The course emphasizes use of standard rhetoric: analysis of audience(s), purpose(s) or, and context(s); how to choose and employ the most appropriate means of persuasion for any situation. The ethics of correct citation will be emphasized, along with ethics as stated by the Society of Technical Communication.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

To emphasize critical thinking, the course will use regular reading assignments, online and/or study group discussions, and writing assignments, as listed in the opening paragraph above. Several will require database research that will require locating, assessing, and synthesizing information that best serves the goal of the document under development. Because each written assignment will have specific goals that reflect critical thinking, faculty will determine how well students have achieved the goals of each assignment.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The course is designed to strengthen students' communication skills through writing a variety of documents, designing graphics (when needed), and choosing visual design to enhance clarity and readability of documents. Students will also discuss their work online and in study groups and will follow principles of respect in their dealings with other students.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The course helps students learn to work in teams by providing regular opportunities to discuss readings, written work or the planning of written work. For example, the course uses standard assignments where students are divided into
Texas A&M University

Core Curriculum

*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*

groups whereby they interact collectively to review and respond to course readings and to their own writing; student interactivity is tracked by the online Learning Management System so that students can also be held individually accountable for contributing to the group goal.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Discussion of the need for correct citation and adherence to the STC Code of Ethics (Society of Technical Communication) will help students develop their assignments to fit these two forms of ethics. Students will also learn that every discipline has ethical codes which they must follow. Students will also learn the possible legal ramifications of failures to follow ethical guidelines required in a business or technical workplace. The STC emphasizes the following: legality, honesty, confidentiality, quality, fairness, and professionalism—integrity, standards, and performance: [http://www.iit.edu/departments/csep/codes/coe/Society_for_Technical_Communication_Ethical_Guidelines.html](http://www.iit.edu/departments/csep/codes/coe/Society_for_Technical_Communication_Ethical_Guidelines.html)

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number:
ENGL 210: Technical and Business Writing

Section:

Term:

Meeting times and location:
(web-based: online)
Instructor: Dr. Christine Murray
Office: 545 LAAH
Email: chris_murray@tamu.edu
Office Hours: M W T 12:00-2:00

Catalog Course Description and Prerequisites:
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. Assignments emphasize audience awareness, clarity of communication and collaborative team-work.

Course Description
English 210 provides intensive study and practice in writing for professional settings. The course focuses on the types of documents fundamental to the technical and business workplace, such as, memoranda, proposals, reports, instructional manuals, online correspondences (email as well as ethical responding in social media), business letters, graphics and the elements of document design. The course emphasizes practice in collaborative team-work and individualized learning by means of understanding and employing research process; writing to explain complex problems and solutions; analysis of relevant issues. The course emphasizes use of conventional rhetorical elements, such as, how to anticipate audience; how to employ the most appropriate and ethical means of persuasion for various types of writing; and how to determine and make use of the rhetorical situation while proposing written and oral-presentational solutions to problems and issues in the technical and business workplace. Assignments consist of a sequence of in-depth, interconnected writing projects designed to foster skills necessary to succeed rhetorically in communications of the business and technical workplace.

Learning Outcomes:
At the end of the semester, students will be able to do the following:

- locate, evaluate, and incorporate pertinent information for business and technical purposes
- recognize, analyze, and accommodate diverse audiences and rhetorical situations
- analyze the ethical responsibilities involved in technical and business communications
- develop materials with the necessary rhetorical awareness and in various modes: verbal, visual, graphical, and text-only, in both collaborative team-work and as individual projects
- compose documents appropriate to purposes in technical and business professions
- compose documents appropriate to audiences in technical and/or business settings
- proficiently use a variety of technological and business tools to support online communication, the drafting and sharing of various workplace documents
- revise and edit with the goal of utmost clarity; meeting the standards of appropriate purpose, style, conventions of English usage; grammatical correctness, including studied attention to word choice (diction), sentence structures, the utility of punctuation
• read and edit with an awareness of various differences in spelling for the globalized workplaces of English (primarily American or British)

Core Curriculum Objectives:

• Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, online and/or study group discussion, and writing assignments focused on key ideas about technical and business discourse.

• Communication Skills (CS): The course promotes communication skills through practice in small and large group discussion of presentational forms of discourse in, issues related to, and professional conventions fundamental to technical and business writing.

• Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities both within and outside the online-class to collaborate with classmates on relevant technical, researched and/or business-oriented projects employing interpretive and written skills.

• Personal Responsibility (PR): The course teaches personal responsibility by enhancing students' understanding of and practice in how to employ ethical business practices in professional communications; the course teaches personal responsibility by offering practice in how to use sources ethically while composing, citing and documenting technical reports and/or business correspondence.

Assessment of Core Objectives:

• CTS: The assessment of critical thinking skills will be based on written work, quizzes, exams, presentations, and regular participation in class discussions online.

• CS: The assessment of communication skills will be based on written work, exams, presentations, and participation during online and/or study group discussions.

• 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 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 to cite ethically another person's work in writing technical and business correspondence, proposals, reports and in delivering presentations.
Required Textbooks (available at the University Bookstore)
The following resources are required of all students in web-based ENGL 210:

- Online Writing and Grammar Resource: Purdue OWL: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Grade%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>Regular Discussion and Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Major Writing Project 1</td>
<td>Formal Proposal</td>
<td>25%</td>
</tr>
<tr>
<td>Major Writing Project 2</td>
<td>Analytical Report Project</td>
<td>30%</td>
</tr>
<tr>
<td>Major Writing Project 3</td>
<td>Resume with Cover Letter</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Requirements for the 3 Major Writing Assignments: Students will receive a formal assignment instruction prompt for each of the major projects. The sequence of major written projects is: Formal Proposal (including graphic figures and data, and analytical exposition of 1250 words); Analytical Report (on the same topic as the Proposal, developing the ideas to the length of 2500 words, along with a condensed version in PowerPoint for presentation); and Resume with Cover Letter (for professional employment applications, 850-1000 words). The sequence is designed to lead student writers through a systematic, integrated development of the major types of technical and business writing.

Format of the Major Written Projects: All work must be typed on a computer and formatted according to guidelines chosen from the instructor from one of the following types of citation and documentation: IEEE (Institute of Electrical and Electronics Engineers), CSE (Council of Scientific Editors), APA (American Psychological Association), CMS (Chicago Manual of Style), or MLA (Modern Language Association). Guides to these types of documentation can be found in the required textbooks for the course. The ethics of appropriate citation and documentation are covered in the early part of the course.

Grading of the Major Writing Projects is based on clarity of communication, informed analytical use of data to support proposals and reports, accurate, ethical citation of all sources, and appropriate use of the grammar and mechanics of English. Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university Rule #7 at [http://student-rules.tamu.edu/rtel07](http://student-rules.tamu.edu/rtel07)

Participation Requirements: (10%)
Students are expected to keep up with the course readings, activities, grouped-teamwork, writings, and other assignments. The participation grade is based on evidence of preparation, demonstration of proficiency in use of data and analysis in discussions, regularly (twice weekly) signing in and working on the website's assignments, and engaging in cooperative teamwork with classmates.

Numerical Grade Equivalents:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 or less

Major Assignment Due Dates

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Project</td>
<td>Week 5</td>
</tr>
<tr>
<td>Analytical Report Project</td>
<td>Week 10</td>
</tr>
<tr>
<td>Resume and Cover Letter Project</td>
<td>Week 14</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

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, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
**Academic Integrity—Consequences of Plagiarism and/or Dishonesty**

**Aggie Honor Code.** "An Aggie does not lie, cheat, or steal, or tolerate those who do." Students are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

**Engl. 210 Course Topics, Calendar of Activities, Major Assignments:**

<table>
<thead>
<tr>
<th>Weeks/Dates</th>
<th>Topics</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to Technical Writing</td>
<td>MM 2-16, 40-55 ABO 46-47, 544-45</td>
</tr>
<tr>
<td>5</td>
<td>Correspondence (Project 1 due)</td>
<td>MM 227-258, 370-397 ABO 109-13, 164-9, 318-23</td>
</tr>
<tr>
<td>6</td>
<td>Creating and Using Graphics</td>
<td>MM 305-348 ABO 233035, 455, 576-581</td>
</tr>
<tr>
<td>7</td>
<td>Instructions and Documentation</td>
<td>MM 563-603 ABO 148-155, 266-273, 385-392, 463-467</td>
</tr>
<tr>
<td>11-12</td>
<td>Resumes and Letters of Application</td>
<td>MM 398-437 ABO 38-42, 114, 480-508</td>
</tr>
<tr>
<td>13-14</td>
<td>Social Media, Professional Presenting</td>
<td>MM 76-7, 92-94, 605-658 ABO 301-2, 412-21</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name): Department of English

2. Course prefix, number and complete title of course:
   ENGL 210 SCNTFIC & TECH WRTNG

3. Change requested
   a. Prerequisite(s): From: ENGL 104 To: None
   b. Withdrawal (reason):
   c. Cross-list with:
   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
   Scientific and Technical Writing. Principles of composition, rhetoric, and document design applied to the basic genres of research-based scientific and technical writing, including the report, proposal, manual, resume, and professional correspondence. Appropriate for all majors. Computer sections available.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Technical and Business Writing. 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.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>210</td>
<td>SCNTFIC &amp; TECH WRTNG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>EICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>03 00 03 23 13 03 00 00 00 09 90 00 36 32 09 90 00 36 32</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>210</td>
<td>TECHNICAL BUSINESS WRTNG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>03 00 03 23 13 03 00 00 00 09 90 14 15 00 36 32</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845 8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
MEMORANDUM

Date: March 11, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

The Undergraduate Studies Committee of the Department of English recommends changing the course title, course description and prerequisite of the following course:
ENGL 210: Scientific and Technical Writing
The department has already submitted a request to withdraw ENGL 301: Technical Writing and is requesting these changes to ENGL 210 so that it can be considered for the core curriculum.
Please let me know if you have additional questions regarding this request.
Sandra Williams

From: Stephenson, Michael T. <mstephenson@tamu.edu>  
Sent: Thursday, April 04, 2013 2:16 PM  
To: Sandra Williams; 'Tim Scott (tim@science.tamu.edu)'
Subject: FW: ENGL 210

Sandra, can you include this memo with our ENGL 210 submission when it routes to Faculty Senate? Thanks, Mike

-----Original Message-----
From: Louder, Martha [mailto:mlouder@mays.tamu.edu]
Sent: Thursday, April 04, 2013 2:07 PM
To: Stephenson, Michael T.
Subject: RE: ENGL 210

We have no objections to the title change. Does this count as a W course? Our USBU students are having a hard time finding two W's.

Marty

Martha L. Louder, PhD
Associate Dean, Mays Business School
(979) 845.1807

-----Original Message-----
From: Stephenson, Michael T.
Sent: Monday, March 18, 2013 3:57 PM
To: mlouder@tamu.edu
Subject: RE: ENGL 210

Dear Marty,

This is the ENGL course I mentioned to you at Faculty Senate. I need to know of the newly proposed title is acceptable. The syllabus needs some tweaking to meet UCC guidelines and I am working on that. The course title is the main issue.

Mike

Sent from my iPhone

Begin forwarded message:

> 
> > Sent from my iPhone