Academic Affairs
Course Outline of Record

- **COURSE SUBJECT & NUMBER:** ENGL 315
- **COURSE NAME:** Applied Technical Writing
- **COURSE UNITS:** 3
  COURSE HOURS: Lecture: 3.00 hours weekly (54 Hours Total)
- **COURSE REQUISITES: (Follow format of similar courses found in the college catalog.)**
  Limitation on Enrollment (e.g. Performance tryout or audition): Must be selected as part of the AFMT BS Degree cohort to take this course.,
  Prerequisite: Completion of ENGL 115
- **COURSE DESCRIPTION: (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).**
  Building on skills learned in the lower division technical writing course, this course provides extended, guided practice and instruction in understanding and writing for multiple audiences and multiple purposes in a technical environment. Students will develop skills in language choice as an aid to clarity, and students will learn principles of document design in both digital and conventional communication situations. Students will learn advanced research techniques and strategies while working on extended writing projects. Learning to work on multi-staged, collaborative projects will be central to this course. (CSU, AVC)
- **COURSE OBJECTIVES: (Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)**
  Upon completion of course, the successful student will be able to
  1. Conduct multi-stage collaborative research projects.
  2. Analyze a research situation and, in collaboration with a team, create a plan and a timeline to complete the research work.
  3. Assess the needs of multiple audiences and effectively use language to communicate highly technical information to all of them.
  4. Manage collaborative asynchronous, online drafting, revision and editing processes.
  5. Conduct primary research using proper techniques to achieve validity.
  6. Design documents in both digital and conventional contexts.
  7. Incorporate visual elements in primarily textual documents.
  8. Verify and comply with parameters for researching and communicating in a regulated environment.
  9. Revise and edit effectively for clarity.
- **COURSE CONTENT:**
  1. Planning and Organization for Multi-stage projects
     1. Analyzing the task and breaking it into stages
     2. Creating a timeline
     3. Sharing Out the Work
  2. Working in Teams
     1. Managing a team
     2. Dealing with Conflict

3. Ethics
4. Providing meaningful feedback on the work of others
3. Doing and analyzing Primary research
   1. Surveys
   2. Interviews
   3. Observations
   4. Experiments
4. Designing Documents
   1. Differences between paper and electronic documents
   2. Designing paper documents
   3. Designing Electronic Documents
   4. Incorporating Non-Textual elements
5. Visual Rhetoric
   1. Color
   2. Font
   3. Images
   4. Charts and graphs
6. Drafting, Revising and Editing
   1. Drafting, revising and editing as a team
   2. Drafting, revising and editing asynchronously

o **TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.
   1. **Describe nature and frequency of typical <u>reading</u> assignments if applicable; note if any are required:**
      Weekly readings will include examples of technical writing, readings from the textbook and technical articles.
   2. **Describe nature and frequency of typical <u>writing</u> assignments if applicable; note if any are required:**
      Writing Assignments will include at least 8000 words across all writing tasks. At least half of that amount will be written in collaboration with others. At least one assignment will incorporate numeric data, charts and/or graphs. At least one assignment will require extensive revision in consultation with others. At least one assignment will incorporate the results of non-library research.
   3. **Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:**
      N/A
   4. **Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**
      Other assignments may include group presentations, creative presentations, collaborative work with other classes or people in, for example, the Engineering field.

o **For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.**
   Reading Assignments: 2
   Writing Assignments: 3
   Computational Assignments: 0
   Other Assignments: 1

o **METHODS OF INSTRUCTION: (Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)**
   o Instructor led Discussion

- o Lecture
- o Other: Instructor-moderated group activities Audio-visual Guest Speakers Collaboration with other faculty
- o **METHODS OF EVALUATION: (These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)**
    0. Student's ability to work well in a group. (Objectives: 1, 2, 3, 9)
    1. Projects/papers/presentations (Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9)
    2. Writing assignments (Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9)
- o **SUGGESTED TEXTS OR OTHER INSTRUCTIONAL MATERIALS**
  (List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
    - o Wolfe, Joanna (2010). *Team Writing: A Guide to Working in Groups* Bedford / St. Martin's. Rationale: This book is considered the standard in this discipline.
    - o Kimball, M., Hawkins, A. (2008). *Document Design: AA Guide for Technical Communicators* Bedford/St. Martin's. Rationale: Industry standard.