# Core Curriculum Course Proposal

| Course Prefix/Number** | ENGL 2311 |
|---|---|
| **Course Name** | Introduction to Technical and Business Writing |
| **Academic Department** | English and Modern Languages |

In which Foundational Component Area is the course (refer to the "Core Matrix")?

| **Foundational Area** | Communication 010 |
|---|---|

Check all Core Objectives that apply (refer to the "Core Matrix")

_X__ Critical Thinking

_X__ Communication Skills

____ Empirical & Quantitative Skills

_X__ Teamwork

____ Social Responsibility

_X__ Personal Responsibility

COMMUNICATION
STUDENT LEARNING OUTCOME ALIGNMENT FORM

Course Prefix/Number: ENGL 2311
Course Title: Introduction to Technical and Business Writing
Brief Course Description: Intensive study of and practice in writing in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents. Prerequisite: English 1301 or equivalent credit.

**Foundational Component Area: 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.

| Core Objective | ASU SLO | Course SLO | Assignment | Assessment Method |
|---|---|---|---|---|
| **Critical Thinking** | CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue. | Locate, evaluate, and incorporate pertinent information. | Students will conduct research, such as interviewing professionals and/or researching the types of communication professionals in their careers produce, such as the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. | See attached rubric. |
| | CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions. | Recognize, analyze, and accommodate diverse audiences. | Students will write documents (such as the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services) that integrate multiple perspectives and consider multiple stakeholders. | See attached rubric. |
| **Communication** | CS1: Develop, interpret, and express ideas through effective written communication. | Produce documents appropriate to audience, purpose, and genre. | Students will produce the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. | See attached rubric. |

| Teamwork | TW1: Consider different viewpoints as a member of a team. | Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate. | Students will research and draft multiple papers, prepare collaborative projects that include oral presentations and visual arguments, and will evaluate their participation and the work of others in various class activities. | See attached rubric. |
|---|---|---|---|---|
| Personal Responsibility | PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making. | Analyze the ethical responsibilities involved in technical communication. | Students will research and draft multiple papers, prepare collaborative projects that include oral presentations and visual arguments, and will evaluate their participation and the work of others in various class activities; students will also compose personal reflections in which they evaluate how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | See attached rubric. |

# Critical Thinking Rubric

Assessment: In the final draft of a writing project, students will demonstrate their abilities to conduct research, such as interviewing professionals and/or researching the types of communication professionals in their careers produce, such as the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. They will also demonstrate their abilities to write documents that integrate multiple perspectives and consider multiple stakeholders.

| Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue. | Skillfully gathers, analyzes, and synthesizes pertinent information within a given professional writing situation using primary and secondary research techniques. | Gathers, analyzes, and synthesizes pertinent information within a given professional writing situation using primary and secondary research techniques. | Inconsistently gathers, analyzes, and synthesizes pertinent within a given professional writing situation using primary and secondary research techniques. | Fails to adequately gather, analyze, or synthesize pertinent within a given professional writing situation using primary and secondary research techniques. |
| CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions. | Specific position accounts for complexity of an issue, including limits of position and other points of view. | Specific position acknowledges complexity of issue and includes other points of view. | Specific position is developed but is simplistic and obvious. | Fails to develop a specific position. |

# Communication Rubric

Assessment: In the final draft of a writing project, students will demonstrate their abilities to produce the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services.

| Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| **CS1: Develop, interpret, and express ideas through effective written communication.** | Consistently develops relevant and appropriate content for the audience, purpose, and genre. | Generally develops relevant and appropriate content for the audience, purpose, and genre. | Occasionally develops relevant and appropriate content for the audience, purpose, and genre. | Seldom develops relevant and appropriate content for the audience, purpose, and genre. |

# Teamwork Rubric

<u>Assessment</u>: In the process of demonstrating their abilities to research and draft multiple papers and prepare collaborative projects that include oral presentations and visual arguments, students will evaluate their participation and the work of others in various class activities.

| Core Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| **TW1: Consider different viewpoints as a member of a team.** | Consistently contributes to collaborative projects and/or group activities; consistently evaluates peers' contributions to those projects/activities. | Generally contributes to collaborative projects and/or group activities; generally evaluates peers' contributions to those projects/activities. | Occasionally contributes to collaborative projects and/or group activities; occasionally evaluates peers' contributions to those projects/activities. | Rarely or never contributes to collaborative projects and/or group activities; rarely or never evaluates peers' contributions to those projects/activities. |

# Personal Responsibility Rubric

Assessment: Through their research and drafting of multiple papers and collaborative projects, students will also compose personal reflections in which they evaluate how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings.

| Core Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| **PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.** | Consistently evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | Generally evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | Occasionally evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | Rarely or never evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. |

# ENGLISH 2311: Introduction to Technical and Business Writing

## Course Description:

ENGL 2311: Introduction to Technical and Business Writing. Intensive study of and practice in writing in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents. Prerequisite: English 1301 or equivalent credit.

## Course Student Learning Outcomes:

Upon successful completion of this course, students will:
1. Recognize, analyze, and accommodate diverse audiences.
2. Produce documents appropriate to audience, purpose, and genre.
3. Analyze the ethical responsibilities involved in technical communication.
4. Locate, evaluate, and incorporate pertinent information.
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
7. Design and test documents for easy reading and navigation.

The table below lists specific core objectives, student learning outcomes, and learning activities.

## Foundational Component Area: 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.

| Core Objective | ASU SLO | Course SLO | Assignment | Assessment Method |
|---|---|---|---|---|
| Critical Thinking | CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue. | Locate, evaluate, and incorporate pertinent information. | Students will conduct research, such as interviewing professionals and/or researching the types of communication professionals in their careers produce, such as the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. | See attached rubric. |
| | CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges | Recognize, analyze, and accommodate diverse audiences. | Students will write documents (such as the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and | See attached rubric. |

| | | | | |
|---|---|---|---|---|
| | ambiguities or contradictions. | | descriptions of products and services) that integrate multiple perspectives and consider multiple stakeholders. | |
| **Communication** | CS1: Develop, interpret, and express ideas through effective written communication. | Produce documents appropriate to audience, purpose, and genre. | Students will produce the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. | See attached rubric. |
| **Teamwork** | TW1: Consider different viewpoints as a member of a team. | Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate. | Students will research and draft multiple papers, prepare collaborative projects that include oral presentations and visual arguments, and will evaluate their participation and the work of others in various class activities. | See attached rubric. |
| **Personal Responsibility** | PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making. | Analyze the ethical responsibilities involved in technical communication. | Students will research and draft multiple papers, prepare collaborative projects that include oral presentations and visual arguments, and will evaluate their participation and the work of others in various class activities; students will also compose personal reflections in which they evaluate how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | See attached rubric. |

## Assignments:

| Points | Assignment |
|---|---|
| 10 | **Email**: Interview Plan |
| 15 | **Report**: Profile of Professional Communication |
| 10 | **Proposal**: Topic Selection for Instruction Manual |
| 10 | **Report**: Analysis of Secondary Research |
| 25 | **Instruction Manual**: Guide to Writing in a Profession |
| 10 | **Oral Presentation**: PowerPoint Presentation to Peers |
| 10 | **10 Quizzes** (over readings, online materials, lectures, and assignment descriptions) |
| 10 | **Workshops and Reflections** |
| 100 | **Total** |

## Grade Determination:

| Course Grade | Percentage |
|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% and below |

## Required Texts and Materials:

Johnson-Sheehan, Richard. *Technical Communication Today*, 5$^{th}$ edition. Pearson, 2015.
1. A zip drive or storage device for course materials
2. (2) two-pocket folders
3. A notebook for notes/group work/in-class writing
4. A writing implement
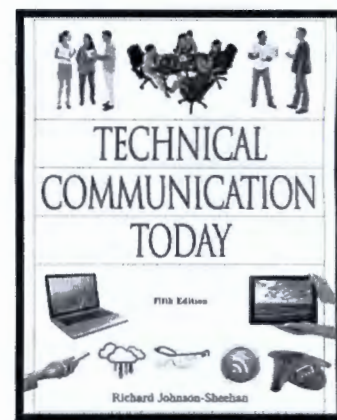
## Computer Requirements:

1. Access to Blackboard
2. Adobe Acrobat Reader
3. Technical Support:
   o **Phone:** 325-942-2911
   o **Email:** servicecenter@angelo.edu
   o **Web**: http://www.angelo.edu/services/technology/

## Attendance Policy:

Students can miss up to two weeks in a sixteen-week semester (four classes in a TR class). Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities. You will receive a five point deduction from your final course grade for every class you miss beyond the allowed number. In addition, if you come to class unprepared (e.g., without a draft on a peer-review day, without your textbook, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent.

## Tardiness Policy:

Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. **Three** tardies will constitute **one** class absence.

## Observances of Religious Holidays:

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

## Conferences:

Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because **missing a conference counts as a class absence**. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

## Classroom Decorum:

ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the *Student Handbook* at https://www.angelo.edu/student-handbook/.

## Peer Review:

This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of their papers. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

## Accommodation Statement:

If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Please let me know if your disability requires that you read documents and texts electronically so I can upload them into Blackboard for you.

## Plagiarism Policy:

Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The *ASU Student Handbook* further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

## Writing Center Information:

The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center website at http://www.angelo.edu/dept/writing_center/.

# Course Calendar

| Week 1 | Course Introductions |
|---|---|
| **Tue, Jan 19** | **Discuss:**<br>• Course description and syllabus<br>• What is the difference between academic and professional writing?<br>• Icebreaker<br>**Homework:**<br>• Log in to Blackboard and explore the course page.<br>• Write a description of the types of writing you have completed thus far in college. |
| **Thurs, Jan 21** | **Discuss:**<br>• Ice breaker activity: discuss your major and the types of writing you've completed in college thus far.<br>**Homework:**<br>• Explore "What Can I Do with This Major?" Web link available in Bb.<br>• Chapter 1 of *Technical Communication Today* |

| Week 2 | |
|---|---|
| **Tue, Jan. 26** | **Discuss:**<br>• The email assignment<br>• Selecting and contacting an interviewee<br>**Homework:**<br>• Begin drafting email |
| **Thurs, Jan 28** | **Discuss:**<br>• Conducting an interview<br>• The interview script<br>• Recording the interview and taking useful notes<br>• Taking pictures of interviewee<br>**Homework:**<br>• Chapter 2 of *Technical Communication Today*<br>• "The Concept of Discourse Community" (PDF posted in Bb)<br>• Respond to assigned questions. |

| Week 3 | |
|---|---|
| **Tue, Feb. 2** | **Due through Blackboard by midnight:** Email<br>**Discuss:**<br>• "discourse community" and "rhetorical situations"<br>**Homework:**<br>• Read "Exploring Genre: A College Writer's Tool for Understanding Writing" and portions of "Coaches Can Read Too" (PDFs in Blackboard).<br>• Chapter 15 of *Technical Communication Today*<br>• Respond to assigned questions. |
| **Thurs, Feb.4** | **Discuss:**<br>• Ted Talk: "Academic Writing" and "Exploring Genre" |

| | |
|---|---|
| | • Grammar and mechanics<br>**Homework:**<br> • Locate a piece of professional writing and bring it to class for discussion.<br> • Respond to assigned questions. |
| **Week 4** | |
| **Tue, Feb. 9** | **Discuss:**<br> • Sample writing assignments<br> • Sample profiles<br>**Homework:**<br> • Chapter 9 of *Technical Communication Today*<br> • Respond to assigned questions. |
| **Thurs, Feb. 11** | **Discuss:**<br> • Sample profiles<br> • Report<br>**Homework:** Draft Report |
| **Week 5** | |
| **Tue, Feb. 16** | **Due through Blackboard by midnight:** Report<br>**Discussion:**<br> • Repurposing interview data for the profile<br> • Selecting and incorporating images<br>**Homework:**<br> • Continue drafting the profile |
| **Thurs, Feb. 18** | **Discussion:**<br> • Drafting parts of the profile<br>**Homework:**<br> • Draft the report and bring copies to Tuesday's class. *If you fail to bring a draft, you cannot participate and will counted absent.* |

| **Week 6** | |
|---|---|
| **Tue, Feb. 23** | **Class Activity**: Peer review<br>**Homework:** Revise/edit the profile. |
| **Thurs, Feb. 25** | **Discuss/Class Activity**:  One-on-one conferences with professor. Schedule TBA |

| **Week 7** | |
|---|---|
| **Tue, March 1** | **Due at beginning of class:** the profile<br>**Discuss:** Sequence 2, Proposal<br>**Homework:** Chapter 8 of *Technical Communication Today* |
| **Thurs, March 3** | **Discuss:**<br> • Reflection 1<br> • Finding library resources<br>**Homework:** Read "Reading Strategies" on Blackboard |
| **Week 8** | |
| **Tue, March 8** | **Discuss:**<br> • Locating a topic<br> • Finding resources for Proposal; reading strategies<br> • Analyzing and comparing the selected pieces of writing<br>**Homework:** Complete Reflection 1 and work on Proposal<br>**Due:** Reflection 1 due by midnight through Blackboard |

| Thurs, March 10 | **Discuss:** Analyzing and comparing the selected pieces of writing; locating sources for the research analysis report<br>**Homework:**<br>Read<br>• Chapter 14 of *Technical Communication Today*<br>**Due:** Proposal due by midnight via Blackboard |
| --- | --- |

<p style="text-align:center"><strong>SPRING BREAK: MARCH 14-18</strong></p>

| Week 9 | |
| --- | --- |
| **Tue, March 22** | **Discuss:** Developing a research plan; locating sources for the research analysis report; reading strategies; writing report summaries<br>**Homework:**<br>Read<br>• Appendix C of *Technical Communication Today*<br>• Chapter 4 of *Technical Communication Today* |
| **Thurs, March 24** | **Discuss:** Reading annotations; documenting sources; citation software; peer review protocol for the research analysis report<br>**Due:** Report #2 Before midnight<br>**Homework:** Draft the report and post draft in Blackboard for peer review before 3/31's class. ***If you fail to bring a draft*** *(or post a draft, if we complete in Bb)* ***you cannot participate and will counted absent.*** |

| Week 10 | |
| --- | --- |
| **Tue, March 29** | **Discuss:** Documenting sources; plagiarism/intellectual property<br>**Homework:** Post draft of research analysis report for peer review.<br>***If you fail to bring a draft*** *(or post a draft, if we complete in Bb)* ***you cannot participate and will counted absent.*** |
| **Thurs, March 31** | **Peer review activities** |

| Week 11 | |
| --- | --- |
| **Tue, April 5** | **Report #2 due at the beginning of class**<br>**Discuss:**<br>• Instruction Manual |
| **Thurs, April 7** | **Discuss:** Instruction Manual<br>**Due:** Reflection 2 through Blackboard before midnight |

| Week 12 | |
| --- | --- |
| **Tue, April 12** | **Discuss:**<br>• Analyzing instruction manuals<br>• Planning your manual<br>**Homework:**<br>• Chapter 17 of *Technical Communication Today* |
| **Thurs, April 14** | **Discuss:**<br>• Planning your manual<br>• Integrating sources<br>• Guide formatting, design, and layout |

| Week 13 | |
|---|---|
| **Tue, April 19** | **Due:** Instruction Manual<br>**Discuss:**<br>   • Final oral presentations<br>   • In-text documentation/inserting footnotes<br>   • Guide formatting, design, and layout<br>   • Selecting and manipulating visuals |
| **Thurs, April 21** | **Discuss:**<br>   • Guide formatting, design, and layout<br>   • Selecting and manipulating visuals<br>**Homework:**<br>   • Post draft of peer review in forum. We will discuss peer review protocol in class.<br>   • Chapter 20 of *Technical Communication Today* |

| Week 14 | |
|---|---|
| **Tue, April 26** | Peer review<br>**Discuss:** Oral Presentations |
| **Thurs, April 28** | **Due:** Instruction Manual<br>Oral Presentations |

| Week 15 | |
|---|---|
| **Tue, May 3** | Oral Presentations |
| **Thurs, May 5** | Oral Presentations |

| FINALS WEEK | |
|---|---|
| | Final due by 3PM on Tuesday, May 10. |

# Critical Thinking Rubric:

Assessment: In the final draft of a writing project, students will demonstrate their abilities to conduct research, such as interviewing professionals and/or researching the types of communication professionals in their careers produce, such as the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. They will also demonstrate their abilities to write documents that integrate multiple perspectives and consider multiple stakeholders.

| Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| **CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.** | Skillfully gathers, analyzes, and synthesizes pertinent information within a given professional writing situation using primary and secondary research techniques. | Gathers, analyzes, and synthesizes pertinent information within a given professional writing situation using primary and secondary research techniques. | Inconsistently gathers, analyzes, and synthesizes pertinent within a given professional writing situation using primary and secondary research techniques. | Fails to adequately gather, analyze, or synthesize pertinent within a given professional writing situation using primary and secondary research techniques. |
| **CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.** | Specific position accounts for complexity of an issue, including limits of position and other points of view. | Specific position acknowledges complexity of issue and includes other points of view. | Specific position is developed but is simplistic and obvious. | Fails to develop a specific position. |

# Communication Rubric:

Assessment: In the final draft of a writing project, students will demonstrate their abilities to produce the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services.

| Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| **CS1: Develop, interpret, and express ideas through effective written communication.** | Consistently develops relevant and appropriate content for the audience, purpose, and genre. | Generally develops relevant and appropriate content for the audience, purpose, and genre. | Occasionally develops relevant and appropriate content for the audience, purpose, and genre. | Seldom develops relevant and appropriate content for the audience, purpose, and genre. |

# Teamwork Rubric:

Assessment: In the process of demonstrating their abilities to research and draft multiple papers and prepare collaborative projects that include oral presentations and visual arguments, students will evaluate their participation and the work of others in various class activities.

| Core Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| **TW1: Consider different viewpoints as a member of a team.** | Consistently contributes to collaborative projects and/or group activities; consistently evaluates peers' contributions to those projects/activities. | Generally contributes to collaborative projects and/or group activities; generally evaluates peers' contributions to those projects/activities. | Occasionally contributes to collaborative projects and/or group activities; occasionally evaluates peers' contributions to those projects/activities. | Rarely or never contributes to collaborative projects and/or group activities; rarely or never evaluates peers' contributions to those projects/activities. |

# Personal Responsibility Rubric:

Assessment: Through their research and drafting of multiple papers and collaborative projects, students will also compose personal reflections in which they evaluate how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings.

| Core Objective | Excellent (4) | Proficient (3) | Weak (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| **PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.** | Consistently evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | Generally evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | Occasionally evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. | Rarely or never evaluates how material and practices learned in the classroom will impact how they make decisions about communicating ethically in professional settings. |

ENGL 2311: Introduction to Technical and Business Writing

Justification

ENGL 1302: Writing Across the Curriculum focuses student learning on common writing and research strategies within academic settings.  As an alternative, ENGL 2311: Introduction to Technical and Business Writing will serve as an introductory course to professional and workplace discourse. It will teach students how to conduct primary and secondary research to learn about and practice creating the types of communication professionals in their chosen career fields produce.