ACTION BY ACADEMIC AFFAIRS
RECEIVED BY AA _____
SUB COM ACTION_____ DATE/REF :_____
EPC ACTION_____ DATE/REF :_____
EFFECTIVE DATE :_____

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COURSE MODIFICATION OR NEW COURSE PROPOSAL FORM

1. **College and Academic Unit** [Identify the College and Department, Division, School, or Program responsible for submitting the proposal.]

College of Arts and Letters, English Department

2. **Proposal Type** [Indicate below the type of proposal being submitted.]
   _X_ **NEW COURSE**
   __ **COURSE MODIFICATION** [For a Course Modification Proposal replicate the entire existing course proposal and indicate any proposed changes, using ~~strike-through~~ for deletions and <u>underline</u> for additions.]

3. **Catalog Description of the Course** [Include the course prefix, number, full title, abbreviated title (27 characters max, including spaces), and units, followed by any prerequisites and co-requisites. Provide a course narrative not to exceed a limit of 30 words. The 30-word limit does not include prerequisites/co-requisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

ENGL 2030 – Introduction to Technical Writing (3)

Abbreviated Title: Intro Technical Writing

Prerequisite: ENGL 1010. Introduction to the methods of and practice in organizing, developing, and expressing technical information and ideas to a variety of audiences; emphasis on understanding the rhetorical situation and developing a clear style.

4. **Mode of instruction**
   a. Staffing Formula [Information on C/S number and workload can be found in the Curriculum Handbook.]

	Existing					Proposed				
	Units	Hours per Unit per Week	Benchmark Enrollment	C/S #	Workload K-factor	Units	Hours per Unit per Week	Benchmark Enrollment	C/S #	Workload K-factor
Lecture						3	1	25	C-4	1.0
Seminar										
Laboratory										
Activity										
Recitation										
Supervision										

b. Mode of Delivery [If the course includes non-traditional pedagogical modes or forms of instruction, such as online or field based activities, the proposal needs to address the requirements for such instruction as specified in the Curriculum Handbook.]

5. **Summary of Changes for Course Modifications** [Indicate below which items are being changed in the proposed modification.]

a. Catalog Description: __ course prefix, __ number, __ title, __ units, __ prerequisites/co-requisites
b. Mode of Instruction: __ instruction type, __ units, __ hours per unit, __ benchmark enrollment, __ C/S #, __ workload, __ non-traditional pedagogy
c. Course Content ___
d. Course Title ___
e. Student Learning Outcomes ___
f. References ___
g. Other (Specify) _____

6. **Justification** [For a new course proposal, indicate whether required or elective and provide a justification for the course. For a course modification proposal, for each item checked above, describe the change and provide a justification for the change. Use as much space as necessary.]

ENGL 2030 was developed by the English Department at the request of the College of Engineering, Computer Science, and Technology for a second-year course in writing for ECST majors.

This course offers students in technical majors an introduction to technical writing. In this course students will begin to design effective print and digital technical documents, with particular emphasis on common genres, such as instructions, procedures, definitions, descriptions, specifications, reports, and manuals. In addition, this course will provide students with the opportunity to develop further their rhetorical skills and to refine their composing and revision practices and their development of a clear and effective style.

Technical professionals who can communicate well gain credibility and are more effective in the workplace. Central to effective communication is the ability to analyze and respond to the "rhetorical situation," the competing demands of author, audience, and context, and so one key goal of this course is to help students develop the ability to respond effectively to these questions:

1. What do I want/need to accomplish with this document?
2. Why do my readers want/need this document?
3. How do I produce a document that helps my audience accomplish what they need to accomplish?

To create a document that an audience can use, a writer needs to know something about them: who they are, what they expect to see in your document, what they already know (or don't know) about the topic, what they want to use the document to do, and the conditions under which they will use it. The goal of this course will be to develop *approaches* to planning and writing documents, in addition to strategies for creating them.

7. **Course Content in Outline Form** [Describe content relevant to each mode of instruction listed above (i.e., lecture, laboratory), including any signature assignments or other requirements.]

- Understanding the writing process
- Analyzing audiences for technical documents

    - Primary versus secondary audiences
    - Consumers and other product users
    - Subject matter experts
    - Field support personnel and other technicians
    - Decision-makers, such as stockholders, potential funders, managers
- Understanding kinds and purposes of technical documents
    - Instructions
    - Procedures
    - Technical definitions and descriptions
    - Specifications
    - White papers
    - Usability tests and test reports
    - Manuals
    - Technical reports, such as feasibility reports and causal analysis reports
- Writing technical documents
    - Strategies for analyzing the rhetorical situation
    - Strategies for making documents clear and concise
    - Effects of media on documents
    - Effects of new technologies on document design, management, and production processes
    - Conventions of documenting sources in technical documents
- The principles of technical communications
    - Upholding principles of ethical communication
    - Adjusting writing to different social and cultural contexts
    - Communicating risk and safety-related information
    - Working with subject matter experts
    - Understanding usability

8. **Student Learning Outcomes** [List course objectives (e.g., skills, knowledge, attitudes, including GE outcomes for all GE courses) that will be achieved upon successful completion of this.]
   Upon completion of this course, students will be able to:

- Demonstrate an understanding of their own writing processes;
- Demonstrate an understanding of how people read, use and respond to documents;
- Analyze specific audiences and situations and translate that analysis into effective communication strategies;
- Demonstrate an understanding of how text organization and the overall design of a document contributes to its effectiveness;
- Demonstrate techniques for communicating specialist (often technical and scientific) material to non-expert audiences;
- Demonstrate techniques for improving the clarity and concision of their prose;
- Write in a variety of genres common in technical writing, such as instructions, procedures, definitions, descriptions, specifications, reports, and manuals
- Demonstrate an understanding of the writing process as it occurs in professional settings, including:
    - Working collaboratively with experts, editors, and other writers
    - Revising documents in response to feedback from experts, editors, and other writers

- Testing documents with actual users of those documents
- Arriving at meetings and submitting work on time

- Understand and practice principles of ethical communication

9. References [Provide 10-15 references in bibliographic format on which this course is based.]

Barass, R. (2002). Scientists Must Write: A Guide to Better Writing for Scientists, Engineers, and Students. New York: Routledge.

Davis, R. (1978). How important is technical writing? A survey of the opinion of successful engineers. *Journal of Technical Writing and Communication*. 8(3): 207-216.

Finkelstein, L. (2008). Pocket Book of Technical Writing for Engineers and Scientists. NY: McGraw Hill.

Connors, R. (1982). The Rise of Technical Writing Instruction in America. *Journal of Technical Writing and Communication*. 12(4): 329-352.

Ford, J. (2006). Student perceptions of communication: Undergraduate engineers' views of writing and speaking in the classroom and workplace. *Journal of STEM*, 1: 34-50.

Kirkman, J. (1999). Good Style: Writing for Science and Technology. 6th ed. London: Taylor and Francis.

Kreth, M. (2000). A survey of the co-op writing experiences of recent engineering graduates. *IEEE Transactions on Professional Communication*, 43(2): 137-152.

Kuhn, M. and Vaught-Alexander, K. (1994). Context for writing in engineering curriculum. *Journal of Professional Issues in Engineering Education Practice*, 120(4): 392–400.

Omerovic, S., Tomazic, S., Milutinovic, M., and Milutinovic, V. (2010). Methodology for written and oral presentation of research results. *Journal of Professional Issues in Engineering Education and Practice*, 136(2): 112–117.

Rhodes, D. (2005). Organization in Technical Writing. *Journal of Professional Issues in Engineering Education and Practice*, 131(3): 213-216.

Riordan, D. (2014). Technical Report Writing Today. 10th ed. New York: Wadsworth.

Winsor, D. (2013) [1996]. Writing Like an Engineer: A Rhetorical Education. New York: Routledge.

10. Faculty [List Faculty Qualified to Teach this Course.]

All English Department Faculty

11. New Resources Required [Indicate if new resources are required in any of the following categories.]

a. Computer, audio visual, broadcasting needs, other equipment
b. Library needs
c. Facility/space/classroom needs

12. Frequency [Indicate projected offerings, annually or bi-annually.]

Fall and Spring

13. Cross-Listing [If this course is cross-listed with any other departments, arrange simultaneous submission of all cross-listed proposals. Describe the agreement reached among the cross-listed departments regarding the allocation of course teaching, sharing of FTES, and sharing of costs.]

14. Program Modification [If this proposal will alter any degree, credential, certificate, or minor program, include a statement about how the affected programs will accommodate the proposal if approved (either by submitting accompanying program modification proposals or arranging for global catalog substitution).]

15. Articulation [If this is a course modification and the course is articulated with a course from another campus, do the proposed changes require that the current articulation agreement be reviewed? If this is a new course, should articulation agreements be developed? (Information on current articulation agreements can be found at www.assist.org).]

16. Consultation [To be handled by College Curriculum Dean]

a. Attach as a single-page summary, the consultation responses from all Colleges, Library, Information Technology Services (if necessary), with printed copies of any objections from affected departments, divisions, or programs.

b. If any objections were not resolved, list below the name(s) of the college(s), school(s), department(s), division(s), or program(s) raising an unresolved objection.

Electronic Signatures

College: Arts & Letters
Academic Unit (Program, Department, Division, School): English Department
Proposal: (example: BA Program Modification History, or GEOL 360 Geological Mapping – new course) ENGL 2030 Introduction to Technical Writing

Proposer of Course/Program: Christopher Harris	Date: 4/21/2014
Department Curriculum Committee Chair: Aaron Sonnenschein	Date: 4/29/2014

NOTICE: This document is to be forwarded by the Department/Division Chair named below to the Associate Dean of the appropriate College, who then initiates an "Electronic" Consultation of Proposals process (ECOP). In transmitting this document, the Chair certifies the validity of the departmental "electronic" signatures.

Approvals

Program, Department, Division, School Chair: James M Garrett	Date: 5/2/2014
College Curriculum Committee Chair:	Date:
College Curriculum Dean:	Date:

NOTICE: In transmitting this document, a college Associate Dean College certifies the validity of all "electronic" signatures.