

## Request for Courses in the Core Curriculum

Originating Department or College: Humanities

Person Making Request: Deborah M. Scaggs

Telephone: (956) 326-3033

E-mail: dscaggs@tamiu.edu

Course Number and Title: ENGL 2311: Technical Communication

**Course Description:** This course focuses upon the analysis and application of oral, written, and visual communication principles and practices, including strategies for interpersonal communication, effective teamwork, public speaking, and technical writing. Participants will develop written, oral, and visual components of technical communication, which include specialized processes, methods, and/or specialized knowledge sets belonging to any number of disciplines, including, but not limited to, social sciences, applied or industrial sciences, mass media, and engineering. Students will practice individual and collaborative composing processes in the creation of ethical and effective communication.

Please attach syllabus as a separate document. (If this is a new or substantially changed course, it will require University Curriculum Committee approval.)

List the student learning outcomes for the course (i.e., statements of what students will know and/or be able to do as a result of taking this course and include the Core-Curriculum Learning Objectives (CLOs) addressed. See example below.

**Student Learning Outcomes (SLOs):** Upon completion of this course, students will be able to:

1. use appropriate, effective rhetorical strategies;
2. use appropriate, effective visual rhetoric;
3. collaborate effectively with others;
4. synthesize appropriate research materials;
5. address clearly and accurately purpose, style, and content. (This includes: clear focus, structurally, unified development of ideas, appropriate rhetorical style, correct use of Standard American Academic English (SAAE), and ethically appropriate use of research); and
6. adapt specialized knowledge, methods, or information analysis for comprehensibility and precision.

**Core Curriculum Learning Objectives (CLOs):**

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1, 2, 4, 5)
2. Communication Skills: includes effective written, oral, and visual communication. (SLOs # 1, 2, 3, 4, 5, 6)
3. Teamwork: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO #3)
4. Personal Responsibility: includes the ability to connect choices, actions, and consequences to ethical decision making. (SLO # 3, 4, 5, 6)

**Component Area for which the course is being proposed (check one):**

Communication

Mathematics

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political Science

Social & Behavioral Science

Component Area Option

**Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking     | <input checked="" type="checkbox"/> Teamwork                |
| <input checked="" type="checkbox"/> Communication Skills  | <input checked="" type="checkbox"/> Personal Responsibility |
| <input checked="" type="checkbox"/> Written Communication | <input type="checkbox"/> Social Responsibility              |
| <input checked="" type="checkbox"/> Oral Communication    |   |
| <input checked="" type="checkbox"/> Visual Communication  |   |
| <input type="checkbox"/> Empirical & Quantitative Skills  |   |

Because we will be assessing student learning outcomes across multiple core courses, assignments in your course must include evaluation of the relevant core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

The final project assigned in this course is an “Analytical Report,” which is also the WIN-designated assignment. This assignment provides students an opportunity to develop their analysis and evaluation competence. The Analytical Report is based on a previous assignment, the Proposal that argues for an opportunity or acquisition of a tool or equipment needed within their major field. Students are then assigned to a new group that will analyze and evaluate the feasibility of the Proposal. The group “recommends,” “does not recommend,” or “recommends with revisions” the Proposal, providing justification for their decision.

Student artifacts are assessed by instructors using a rubric designed for the “Analytical Report.” The rubric domains of focus, organization/development, and research include the critical thinking aspects of “creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.” For assessment purposes, instructors will submit these rubric scores for core-curriculum assessment, or student artifacts will be assessed by a Core-Curriculum Assessment Committee using a rubric designed specifically for “critical thinking.”

**Communication Skills:**

The same assignment submitted for “Critical Thinking” can be submitted for assessment of “Communication Skills” in the areas of written and visual communication. The rubric used for assessment of the Analytical Report will be used to provide assessment results, or the artifacts will be submitted to the Core Curriculum Assessment Committee for assessment using the rubric designed for “Critical Thinking.”

For Oral Communication, ENGL 2311 includes oral presentations. Students will present a project to the class (as a team and/or individually) at which time the instructor and/or the students assess the oral, public presentations using the rubric designed for “Communication.” The oral presentations will be digitally recorded for viewing by the Core-Curriculum Assessment Committee, or the instructor-based and peer-based assessments will be submitted for review. Additionally, students work in teams on many projects in this course. To assess their interpersonal communication skills and collaborative efforts, students assess their peers using a peer-to-peer assessment rubric or the rubric designed to assess “Teamwork.” These peer-based assessments will be submitted for review to the Core Curriculum Assessment Committee.

**Empirical & Quantitative Skills:** N/A

**Teamwork:**

Students’ ability “to consider different points of view and to work effectively with others to support a shared purpose or goal” can be assessed using the same activity for oral communication as described above under “Communication Skills.” The students assess each other’s participation in composing one or more of the class projects (e.g., the Proposal Project and Analytical Report). To determine students’ ability to collaborate effectively, students will use the rubric designed for

“Teamwork” or use a peer-to-peer assessment rubric to assess each other’s collaborative efforts. Instructors will then submit these rubric scores to the Core Curriculum Assessment Committee for further evaluation.

**Personal Responsibility:**

In order for students to show competency in “the ability to connect choices, actions, and consequences to ethical decision making,” they will either answer quiz questions or write short responses to specific ethical issues that are found in technical fields. For example, the textbook provides a number of case-studies that ask students to consider as ethical dilemmas. Faculty will design quiz questions that align to the rubric designed for “Personal Responsibility” to collect data about how well students recognize issues of personal responsibility. Additionally, students will compose short responses to these case studies, addressing issues of “ethical decision making.”

**Social Responsibility:** N/A

**Will the syllabus vary across multiple sections of the course?**     Yes                                     No

**List the assignments that will be constant across the sections:**

To serve the Science, Technology, Engineering, and Mathematics (STEM) students and to address the STEM faculty request for a specific section designated for STEM students only, the STEM-designated section’s syllabus and schedule will differ only in one project. Instead of the “Instructions and Documentation Project,” STEM-designated sections will provide STEM students experience composing “Activity Reports,” which includes Laboratory Reports that are frequently needed in STEM fields.

Reviewed and approved by the Core-Curriculum Committee on March 29, 2013