

DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM DEVELOPMENT COVER SHEET

Instructions: See PRP 3230 Course and Program Development

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: INTSTUDY 231 Technical Writing

SHORT TITLE OF PROPOSAL: Update Master Course Syllabus and Approve Distance Option

CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)	APPROVAL SEQUENCE(see box 5)		DOCUMENTS REQUIRED (see box 4)	INFO COPIES (see 2 below)	
<input type="checkbox"/> 1 Experimental Course ¹	A B2 E		PQR	1. d	
<input checked="" type="checkbox"/> 2 Change in Master Course Syllabus:					
<input checked="" type="checkbox"/> 2a Title and/or Description <input type="checkbox"/> 2b Credits/Points	A B1 B2 E		PQ	2ab.	
<input type="checkbox"/> 2c Course/Co-Curricular Learning Experience ⁴ Number	A B1 B2 E		PQ	2c.	
<input type="checkbox"/> 2d Pre & Co-Requisite	A B1 B2 E		PQ	2d. a, b	
<input type="checkbox"/> 2e Content Outline	A B1 B2 DE		PQR	2e. a, b	
<input checked="" type="checkbox"/> 2f Methods	A B1 B2 E		PQR	2f. a, b	
<input type="checkbox"/> 2g Student Learning Objectives	A B1 B2 DE		PQR	2g. a, b	
<input type="checkbox"/> 2h Student Assessment and/or Evaluation	A B1 B2 E		PQR	2h. a, b	
<input type="checkbox"/> 2i Course/CLE Assessment	A B1 B2 E		PQR	2i. a, b, e	
<input checked="" type="checkbox"/> 2j Supporting Materials &/or Prototype Text	A		R	2j. a, b, f	
<input type="checkbox"/> 3 Departmental Recommended Class Size, if appropriate	A B1 B2 DE		PQR	3. a, b	
<input type="checkbox"/> 4 Deactivate a Course/CLE	A B1 B2 E		PQ	4. a, b	
<input type="checkbox"/> 5 Pass/Fail Grading	A B1 B2 DE		PQR	5. a, b	
<input type="checkbox"/> 6 Major/Minor/Concentration Requirements/Electives	A B1 B2 DE		PQV	6. a, b	
<input type="checkbox"/> 7 New Course/CLE	A B1 B2 DE		PQR	7. a, b	
<input checked="" type="checkbox"/> 8 Dual Listing (select 8a or 8b)	A B1 B2 DE		PQR	8. b	
<input checked="" type="checkbox"/> 8a Offered in two departments with same number	A B1 B2 DE		PQR	8a. b	
<input type="checkbox"/> 8b Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE		PQR	8b. b	
<input type="checkbox"/> 9 General Education Change	A B1 B2 C3 DE		PQR	9. a, b	
<input type="checkbox"/> 10 Minor	A B1 B2 DE		PQV	10 a, b	
<input type="checkbox"/> 11 Program Deletion	A B2 D-Information EFGH		PQ	12. a, b, c	
<input type="checkbox"/> 12 Program Moratorium	A B2 D-Information EFH		PQ	13. a, b, c	
<input type="checkbox"/> 13 Certificate Program	A B1 B2 DEFGH		PQV	14. a, b, c	
<input type="checkbox"/> 14 Degree Designation	A B1 B2 DEFGH		PQTU	15. b, c	
<input type="checkbox"/> 15 Degree Program				16. a, b, c	
<input type="checkbox"/> 15a Program Proposal Step 1 ⁵	A B1 B2 DEFGH		PQX		
<input type="checkbox"/> 15b Program Proposal Step 2 ⁵	A B1 B2 DEFGH		PQTUVWY		
<input type="checkbox"/> 16 Program Policy Change	A B1 B2 DE		PQ	17. a, b, c	
<input type="checkbox"/> 17 Concept Approval	A B1 B2 DE		PQ	18. a, b, c	
<input checked="" type="checkbox"/> 18 Distance Education (80% of content via Dist Ed)	A B1 B2 DE		PQR	19. a, b, c	
<input type="checkbox"/> 19 Other	VARIES		VARIES	20. varies	





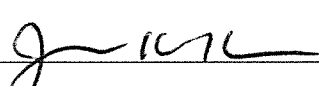
Box 4: DOCUMENTATION					
P. This Cover Sheet	T. Fiscal Impact	W. Program Completion Plan			
Q. Summary (Reverse of P)	U. Needs Analysis	X. PASSHE Step One			
R. Syllabus	V. Program Course Checklists ³	Y. PASSHE Step Two			

- 1 Approval automatically lapses after two offerings unless permanently approved as a new course.
- 2 Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC
 e) Office of Planning & Assessment f) Provost's Office
- 3 Include existing and proposed checklists.
- 4 Co-Curricular Learning Experience (CLE)
- 5 PASSHE New Academic Program

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OCT 18 2017

OFFICE OF THE PROVOST

Box 5: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Dept/Program:	Chair: 	10/13/17
B1 College Curriculum Committee	Chair: 	10/13/17
B2 College Dean	Dean: 	10/18/17
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: _____	_____
D University Curriculum Committee (BUCC)	Chair: 	12/6/17
E University Provost & VPAA	Provost & VPAA: 	12/7/17
F University President	President: _____	_____
G Council of Trustees	Chair: _____	_____
H PASSHE	_____	_____

DOCUMENT Q - SUMMARY PROPOSAL

College: COLA/COST	Department: ENGLISH/MATH
Contact Person: Michael Martin	Phone: 4905
	Effective Semester: Winter 2017/2018

Q-1: Briefly describe what is requested: This course will be offered as a distance learning course using Polycom (the video conferencing equipment in the Greenly Center) in support of the Digital Rhetoric and Professional Writing certificate. In addition, MediaSite is used to assist the archiving of the course.

For new courses or changes in existing courses (needed by Registrar):

New Title:	Course #:	Credits:
Course Abbreviation:	(Maximum of 20 letters including blank spaces)	
Old Title:	Course #:	Credits:

Q-2: Set forth the full rationale for what is proposed. The certificate in Digital Rhetoric and Professional Writing, created for non-degree seeking students, focuses on professionals who can be geographically diverse in their locations. Specific focus on Center City Philadelphia as a distance classroom is currently planned. Adding the distance and hybrid options allows students enrolled in the certificate to manage this class in an optimal manner. INTSTUDY 231 is a required course for the certificate.

Q-3 RESOURCES


No additional resources required. Explain why.

Additional resources required. Indicate probable source of additional funds. A Teaching Assistant on site in Center City would be optimal to manage questions and the technology in the distance synchronous class. In addition, an additional site license for Media Site would be needed.

Q-4 Impact including Center for Academic Computing and Library resources (Complete a or b)

a) Impact was reviewed but none detected: _____
Department Chair Signature Date

b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were: Math

 _____
Department Chair Signature Date

c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

Department Chair Signature Date

RE: Online version of INTSTUDY 231

Jones, Curt A

Sat 4/1/2017 5:37 AM

To: Entzminger, Betina <bentzmin@bloomu.edu>;

Hi Tina,

The Department of Mathematical and Digital Sciences has also approved allowing Technical Writing (INTSTUDY 231) to be offered online. We support this curriculum change.

Curt

Curt Jones, PhD
Chair
Department of Mathematical and Digital Sciences
570-389-4500

From: Entzminger, Betina
Sent: Friday, February 24, 2017 2:09 PM
To: Jones, Curt A <cjones@bloomu.edu>
Subject: Online version of INTSTUDY 231

Curt,

We would like to get INSTUDY 231 approved for distance education so we can offer it as part of the Certificate in Digital Rhetoric and Professional Writing and also to offer it to traditional students during the summer and winter sessions.

I've attached a copy of the Omnibus and Master Course Syllabus. Would you be willing to write an impact statement for this?

Tina

Tina Entzminger, Ph.D.

Professor of English and Chair
Bloomsburg University
400 E. Second Street
Bloomsburg, PA 17815
570-389-4432

BLOOMSBURG UNIVERSITY

Bloomsburg Pennsylvania

Interdisciplinary Studies 231 Course Syllabus

1. DATE PREPARED: February 2013

2. PREPARED BY: Michael Martin

3. DEPARTMENT: INTSUDY

4. COURSE NUMBER: INTSTUDY 231

5. COURSE TITLE: Technical Writing
(for distance education)

6. CREDIT HOURS: 3

Goal I. Communication	2GEPs
Goal 2. Information Literacy	1 GEPs

7. PREREQUISITES: English 101 (Foundations of College Writing) and 30 credit hours or permission of the Instructor

8. CATALOG DESCRIPTION: Examines the significance of writing in discipline-specific genres using multiple media to create or compose documents that are rhetorically astute and ethically appropriate. The ability to develop and manage information in the 21st century is a central component of the course. This will be accomplished through lecture, course discussion, and group based projects that require both writing and software skills relevant in our current professional climate. This course will be offered during fall and spring semesters as well as be offered during the WinterTerm and Summer Sessions.

9. COURSE OUTLINE: Because the course is currently taught in multiple colleges and departments, faculty have some academic freedom in course outlines, but the following elements are considered essential for all students.

I. Introduction: The Value and Purpose of Technical Writing in Today's Work

- A. Technical Writing: Foundations and Building Blocks
- B. Writing as Personal and Professional Representation
- C. Who, What, Why, Where, When, and How.
- D. The Rhetorical Importance of Knowing Your Audience
- E. Managing independently and group writing situations

II. Foundations I: From Words to Paragraphs and Beyond

- A. Homonyms and Commonly Confused Words
- B. Sentences and Paragraphs: Guidelines, Hints, and Tips
- C. The Active vs. the Passive Voice
- D. Using punctuation correctly
- E. Writing with Numbers: Using Words vs. Numerals

- III. Foundations II: The Research Process
 - A. Steps in the research process
 - B. Your computer and library as resources (onsite orientation)
 - C. Using the Andrus Library Web Site
 - D. Software, databases, and other research tools
 - E. Abstracts: The Five Ws and the One H
 - E. Ethics and Technical Communication
 - F. Recognizing and Avoiding Plagiarism

- IV. Frameworks for Writing: Content and Structure
 - A. Creating a Set of Instructions
 - B. Writing Effective Cover Letters and Resumes
 - C. Developing Successful Proposals
 - 1. The Importance of the Proposal in the Professional World
 - 2. Proposal Development Guidelines, Hints, and Tips
 - D. Correspondence I: Letters of Complaint, Concern
 - E. Correspondence II: Memoranda, E-Mail Netiquette,
 - F. Creating Publications using Microsoft Publisher
 - 1. Types of Brochures
 - 2. Types of Newsletters

- V. Medium and Message: Introducing the Electronic Portfolio
 - A. Your Electronic Calling Card
 - B. Portfolio Structure: Guidelines
 - C. E-Portfolio Content for Technical Writing.
 - D. Hands-On E-Portfolio Development via Writing Center

- VI. Revisiting your writing
 - A. Defining the revision and emphasizing importance
 - B. Managing revision

OPTIONAL CONTENT (discretion of instructors and class composition)

- VII. Writing with/about Numbers
 - A. Establishing guidelines, hints, and tips
 - B. Presenting and formatting data
 - C. Explaining statistical data
- VIII. Writing Instructions: Usability Testing, Reporting, and Revision
 - A. Performing a usability test on instructional documents
 - B. Analyzing usability testing
 - C. Revising the instructions based on usability testing

10. **Methods:** When conducted face-to-face, the course will include a combination of lecture, discussion, and writing instruction; at the instructor's discretion, informal writing assignments and examination or quizzes may also be used. To facilitate writing instruction, face-to-face and distance course offerings should be capped at 25.

When conducted online, the course will include a combination of synchronous or asynchronous lectures via classroom management platform, assigned readings, small-group online discussions, formal and informal writing assignments, and/or examinations. All assignments will be submitted online. Proctored online projects may be required, at the instructor's discretion.

11. **Student Learning Objectives:**

Student Learning Objectives Upon completion of this course students will be able to:	Gen Ed Goal w/ GEPs	Related VALUE Rubric Elements
1. Write clear, concise, and grammatically correct prose, with a minimum of structural and mechanical errors.	Goal 1: Communication	Written Communication: Control of Syntax and Mechanics
2. Adjust and modify writing appropriately for the identified audience and purpose.	Goal 1: Communication	Written Communication: Context Of and Purpose for Writing
3. Produce technical documents and correspondence in an acceptable professional style and format,	Goal 1: Communication	Written Communication: Genre and Disciplinary Conventions
4. Present information in a number of formats (visual, written, oral) in an ethical manner.	Goal 2: Information Literacy	Written Communication: Sources and Evidence Information Literacy: Access and Use Information Ethically and Legally
5. Conduct a variety of basic research using appropriate technology.	Goal 2: Information Literacy	Information Literacy: Evaluate Information and its Sources Critically (modified)
6. Display and discuss data, concepts, and topics in a variety of forms and formats, utilizing basic principles of paraphrasing and visual rhetoric.	Goal 1: Communication	Visual Communication/Argument Control of Formal and Technical Mechanics
7. Create and maintain an e-portfolio as a repository for all professional writing.	Not applicable	Not applicable
8. Work effectively within a group setting	Not applicable	Not applicable

This course earns two General Education Points (GEPs) toward Goal 1 Communication and one GEP toward the Goal 2 information Literacy. The content, methods and student products are focused on written and visual communication and information literacy in the context of the professional environment. This

course builds upon skills developed in ENGLISH 101 Foundations of College Writing and supplements discipline-specific writing instruction in upper-level courses by focusing on writing and visual communication in a professional setting. This course also incorporates research strategies for finding appropriate information, for the understanding the ethical use of that information, and for clearly communicating that information both verbally and visually using a variety of technologies.

12. Student Assessment:

Student performance on all Student Learning Objectives will be assessed using written assignments, including, but not limited to resumes and letters of application, other professional correspondence, memos, data presentation and discussions, instructions, and proposals. Instructors may also use in-class exercises, oral presentations, and homework assignments to assess those SLOs. Students will also develop an electronic portfolio (ePortfolio) of various documents from the course.

13. Course Assessment:

The performance of this course in the context of General Education will be assessed using a random sample of student electronic portfolios from each section of the course. The student electronic portfolios include a range of written and visual work produced over the course of the semester. Assignments from the ePortfolios will be assessed using the VALUE rubric elements listed above in Section 11 for all the Student Learning Objectives listed.

These assessment data will be collected from each section of the course and reviewed by the instructors' Departments annually; the results of this review will be used to ensure the quality of the course. The Departments will also report the assessment data to the Office of Planning and Assessment.

14. Supporting Materials and References:

*Available in Andruss Library.

Below is a partial list of supporting materials and references. An asterisk (*) indicates Andruss Library holdings.

Ariely, Dan, Ed. *The Best American Science and Nature Writing* 2012. New York: Houghton Mifflin Harcourt Publishing Company, 2012.

Blake, Gary and Robert Bly. *The Elements of Technical Writing*. New York: Longman, 2000.

*Landow, George P. and Paul Detany. *Technical Communication and Information Systems*. (electronic resource) Cambridge: MIT Press, 1993.

Markel, Mike. *Technical Communication*. (8th edition). Boston Bedford/St Martins, 2013.

Murdick, William and Jonathan C. Bloemker. *The Portable Technical Writer*. Boston: Houghton Mifflin Company, 2001.

*Panchuri, D.K. *Professional Communication Skills*. (electronic resource) Jaipur: Aavishkar Publishers, Distributor, 2008.

*Pan, Yuling, Suzanne Wong Scollon, and Ron Scollon. *Professional Communication in International Settings*. Malden: Blackwell Publishers, 2002.

- Pearsall, Thomās. *The Elements of Technical Writing*. (3rd edition) New York: Longman, 2009.
- Pfeiffer, William Sanborn. *The Pocket Guide to Technical Communication*. (5th Edition). Boston: Pearson Prentiss- Hall, 2011.
- *Plung, Daniel L. and Tracy T. Montgomery. *Professional Communication: A Corporate Insider's Approach*. Australia: Thompson/South-Western, 2004.
- *Raman, Meeknashi and Sharma Sangeeta. *Technical Communication: Principles and Practice*. New York: Oxford University Press, 2004.
- Ross-Larson, Bruce. *Writing for the Information Age*. New York: Norton and Company, 2002.
- *Shukla, Shikha. *Professional Communication*. (electronic resource) Lucknow: Wordpress, 2010.
- *Sidefi, Nancy and Denise Smiley. *Professional Communication in Social Work*. Boston: Pearson Allyn Bacon, 2008.
- *Silyn-Roberts, Heather. *Professional Communication: A Handbook for Civil Engineers*. (electronic resource) Reston: ASCE Press, 2005.
- Tebeaux, Elizabeth and Sam Dragga. *The Essentials of Technical Communication*. New York: Oxford University Press, 2010.
- Wolfe, Joanna. *Team Writing: A Guide to Working in Groups*. Boston: Bedford/St. Martins, 2010.
16. Prototype Text:
- Alred, Gerald J. , Charles T. Brusaw, and Walter E. Oliu. *Handbook of Technical Writing*. 10th edition. Boston: Bedford / St. Martin's, 2012.
- Hacker, Diana, and Barbara Fister. *Research and Documentation in the Electronic Age*. 5th' edition. Boston: Bedford-St. Martin's, 2010.
- Pearsall, Thomas. *The Elements of Technical Writing*. (3rd edition) New York: Longman, 2000.
- Riordan, Daniel G. *Technical Report Writing (7th Edition)* New York: Pearson, 2013.