SAN JUAN COLLEGE
Success Matters

ENGL 1210-TECHNICAL COMPOSITION 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

This is an introductory study of written and verbal communications used in the technical professions with emphasis in the planning, execution, and editing of professional and technical documents and other communication media. This course is not a substitute for ENGL 219 and generally applies to particular associate degree programs or as an elective credit. Students are encouraged to speak with an advisor about the applicability of this course. Prerequisite: ENGL 101.

Formerly ENGL-118

Prerequisites: ENGL 095 or ENGL 098 or appropriate English Accuplacer score.

Semester Offered: All

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in…

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to…

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Updated 12/14/18

1.	Establish PURPOSE* in workplace and technical documents.
a.	Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience). [BSL/CT]**
b.	Design documents appropriate to purpose according to standard technical communication principles. [CT/EC/IT]
c.	Generate workplace and technical documents that maintain and develop purpose (such as summaries, memos, letters, resumes, and reports). [CT/EC]
d.	Use the writing process to plan, draft, and revise in order to determine and accomplish the purpose of the writing. [CT/EC/IT]
e.	Use writing for a variety of purposes such as informing, analyzing, and persuading. [CT/EC]
f.	Develop the skill of using appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing. [BSL/CT/IT]

2.	Demonstrate CRITICAL THINKING in all forms of communication.
a.	Read critically to analyze purpose, audience, message, and design in technical and workplace documents. [BSL/CT]
b.	Evaluate the currency, relevance, reliability, and appropriateness of texts and other media. [BSL/CT]
c.	Generate documents and presentations that demonstrate critical analysis of an idea or concept. [CT/EC]
d.	Develop the skill of using sources to create a longer document. [BSL/CT/EC/IT]
e.	Understand and be able to discuss ethical concerns in communication. [CT/CCE]
f.	Collaborate with others to discuss, generate and analyze ideas. [CCE/CT]
g.	Interact effectively with different views and interpretations of a subject. [CCE/EC]

3.	Write appropriately for workplace and other AUDIENCES.
a.	Analyze different writing contexts and the needs of different audiences as part of the writing process. [CT/CCE]
b.	Design documents appropriate to audience according to standard technical communication principles. [CT/EC/IT]
c.	Develop skills to evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose. [CT]
d.	Use standard conventions of spelling, punctuation, and grammar for clear, effective communication. [EC]
e.	Write in a concise, clear writing style. [EC]

4.	 Demonstrate appropriate knowledge and use of DOCUMENT DESIGN in writing.
	A. Understand the basic principles of document design. [CT]
a.	B. Create user-friendly, visually appealing documents by applying basic format, layout, and design principles. [BSL/CT/EC/IT]
b.	C. Apply appropriate format for purpose and audience (e.g. letter, memo, poster) [CT/EC/IT]

5.	Use DOCUMENTATION in writing
a.	Begin to integrate information from sources. [BSL/CT]
b.	Begin to document ideas from sources using APA (in-text citation and references list). [BSL/EC]
c.	Read critically to assess the validity and reliability of print and online sources. [BSL/CT/IT]

*Bold-faced words indicate core elements outlined on the essay and portfolio rubric.

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**This information maps to the course specialized outcomes to the college's Common Student Learning Outcomes (CSLOs).

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