

## ENGL 218-ADVANCED TECHNICAL COMPOSITION 3 CREDITS

### SYLLABUS

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#### CATALOG DESCRIPTION

Emphasizes theory and application of workplace communication, including design principles, graphics, collaborative writing, research process, and source incorporation into a variety of documents such as letter, memos, reports, instruction, definitions, and proposals. [NM Common Course Number ENGL 2113, Area I; Communications].

Prerequisites: ENGL 118 or ENGL 111 and RDNG 113

Semester Offered: Fall, Spring, Summer

#### ***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...

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 and oral and visual presentations that maintain and develop purpose (such as summaries, memos, letters, resumes, process and/or product descriptions, instructions, manuals, reports, and proposals). [CT/EC]
  - D. Use the writing process to plan, research, 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. Provide 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 reading of sources and critical analysis of an idea or concept. [CT/EC]
  - D. Synthesize information from a variety of sources to create a longer document. [BSL/CT/EC/IT]
  - E. Support claims with effective reasoning and appropriate sources (print and other media). [BSL/CT/EC]
  - F. Identify and analyze the situational appropriateness of technical communication. [BSL/CT]
  - G. Understand and analyze the effectiveness of figures and tables. [CT/IT]
  - H. Evaluate communication-related ethical issues in the workplace. [CT/CCE]
  - I. Consider and articulate the ethics related to technical communication. [CT/CCE]
  - J. Collaborate with others to discuss, generate and analyze ideas. [CCE/CT]
  - K. Interact effectively with different views and interpretations of a subject. [CCE/EC]
  - L. Collaborate with others to produce a document. [CCE/EC/IT]
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. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of audiences. [BSL/EC]
  - D. Use an appropriate genre and format for the purpose and audience. [BSL/EC]
  - E. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose. [CT]
  - F. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication. [EC]
  - G. 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]
  - B. Design documents according to the basic principles of workplace and technical design. [BSL/CT/EC/IT]
  - C. Apply appropriate format for purpose and audience (e.g. letter, memo, poster) [CT/EC/IT]

- D. Design and incorporate appropriate tables and figures to reach audience and achieve purpose. [CT/EC/IT]
5. Use DOCUMENTATION in writing
- A. Conduct research using of a variety of primary and secondary sources, both hard copy and electronic versions. [CT/IT]
  - B. Use information from sources for a specific purpose: i.e., to provide background information, support an idea; illustrate an alternative view, etc. [BSL/CT]
  - C. Incorporate information from sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing. [BSL/CT/EC]
  - D. Document ideas from sources using APA (in-text citation and works cited list). [BSL/EC]
  - E. Apply standard APA/MLA style to cite and document sources. [EC/IT]
  - F. Research appropriate sources to develop and support workplace and technical documents. [BSL/CT/IT]
  - G. Read critically to assess the validity and reliability of print and online sources. [BSL/CT/IT] H. Apply computer skills necessary for database and online research and reporting. [IT]

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

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