REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC #WI-11
Action App - 10-18-12

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

[✓] Professor Tim Hibsman _____ Phone 357-2989 _____

[✓] Writing Workshop? (If not at IUP, where? when?) May 15-17, 2012 IUP Writing Workshop

[✓] Proposal for one W-course (see instructions below)

[✓] Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

[ ] Department Contact Person _____ Phone _____

[ ] Course Number/Title _____

[ ] Statement concerning departmental responsibility

[ ] Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____

Course Number/Title _____

Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) _____

Department Chairperson _____

College Dean _____ 9/14/12

Director of Liberal Studies _____ 10-18-12

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

SEP 1 4 2012

Liberal Studies

WRITING SUMMARY – English 222 Technical Writing

English 222 Technical Writing is proposed for identification as a "W" course. The course is taught spring and fall and is listed as a Liberal Studies Elective. Students are drawn from a variety of majors; class size is limited to 16. The course will count toward an English major or minor.

There are four basic types of writing which occur in this class:

1. WRITING TO SIMULATE A PRATICAL SITUATION

Students are required to develop a business. They will be asked to create several documents that relate directly to their project. Initially, they will have to develop vision, mission statements and corporation summaries on their project after reviewing actual businesses. After studying and discussing organization and leadership structure they will have to create an organization chart that breaks down their management structure. Not only do they learn how to write standard business documents, but they learn real-life application how many corporations work.

2. WRITING FOR EVALUATION

Students will have to evaluate other student presentations and projects. They are encouraged to use a double entry journal to list ethical issues in one column and assessment and evaluation in the other column. Part of the marketing plan is to develop an advertising strategy. After conducting an audience analysis, does the advertising address and target their market?

3. PROCESS AND INSTRUCTIONAL WRITING

Students are required to write instructions to perform specific tasks related to their business. As they write the instructions they must analyze their audience and use appropriate vocabulary and formatting. Furthermore, they will have to look at other process documents (such as manuals) and determine errors and ways of improvement.

4. WRITING TO INTEGRATE LEARNING AND THINK CREATIVELY ABOUT A TOPIC

Students must integrate lessons learned in their course project in a creative format. After discussing the use of graphics in business (bar chart, line graph, pie chart, etc.), they must incorporate these in a practical manner. Demonstrating profit margins in comparison to a competitor could incorporate a bar chart. Showing where the percentage of profits are distributed they could incorporate a pie chart.

Summary Chart for Writing Assignments

A. Writing Assignments

Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity For Revision (Yes/No)	Written Assignment represents % of final grade
Business Plan	1	10+	Yes	Yes	15
Gaming Proposal	1	6+	Yes	Yes	15
Daily reports/memos ➤ Progress Report ➤ Incident Report ➤ Mechanism Memo ➤ Org. Chart ➤ Ethical/Value Memo ➤ Graphic Analysis ➤ Newsletter ➤ Etc.	30	35+	Yes	Yes (Revised and place in portfolio)	60
Portfolio	1	30+	Yes	No (submitted on final week)	10
Totals	33+	50+	N/A	N/A	100

Note: These are minimum requirements

B. Examinations   Note: Everything is project based/writing assignments in this course. No exams or quizzes.

COURSE SYLLABUS

Indiana University of Pennsylvania

Technical Writing (English 222)

Tim Hibsman, Professor

Phone: (724) 357-3989

Office: Leonard Hall 114 D

Email: thibsman@iup.edu

Welcome to Technical (& Professional) Writing 222.

ENGL 222 Technical Writing 3c-01-3cr

Prerequisite: ENGL 101

I.   Catalog Description: English-222 Technical Writing focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer.

The emphasis in this course is on learning to plan and produce effective professional documents that address a specific audience, use plain language in clear sentences, employ conventional formats and organization, imply a tone appropriate to the author's purpose and intended audience, meet workplace standards of grammar and punctuation, and incorporate engaging visual aids.

English 222 – Prerequisite – English 101

II.   Course and Instructional Objectives: By the end of this course, successful students will be able to do the following:

1. To prepare you for writing professional and technical documents common to the workplace:
    a. Address a specific audience.

   b. Use plain, objective language in concise sentences.
   c. Imply a tone appropriate to the author's goal, idea, and audience.
   d. Incorporate correct grammar, punctuation, and spelling.

2. To develop problem-solving strategies for determining the appropriate and effective choices in form, style, voice, and organization according to the purpose and audience of a document:
   a. Memorandum.
   b. Cover/application letter.
   c. Brief analytical report.
   d. Formal lab report.
   e. Informal progress report.

3. To practice writing technical and professional documents common to the workplace, such as letters and memos, short and long reports, brochures, descriptions, instructions, and proposals:
   a. A group work plan.
   b. Library research for published information.
   c. Collection of information via interviews.
   d. Informal progress reports.
   e. Original visual aids.
   f. Style sheet.
   g. Documentation that avoids all forms of plagiarism.

4. To prepare a professional portfolio of technical documents, suitable for use during job interviews:
   a. Cover letter.
   b. Resume.
   c. Skill sets.
   d. Reference letter

5. To develop expertise in technology as relevant to writing professional documents.
   a. Desktop publishing.
   b. Website publishing.
   c. Microsoft Publisher
   d. Advanced MS Word features.

6. To develop complimentary public speaking skills as relevant to the exchange of ideas in the workplace.
   a. Presentation of course business project.
   b. Taking questions from audience/class.
   c. Presentation of progress reports.
   d. Presentation of their role and task in collaborative project.

Office hours: I will log into D2L multiple times per day to check on online discussions. Additionally, I will check e-mail multiple times per day. You can expect a response within 24 hours. I will not check e-mails after 6pm Eastern Time. E-mails received after this time will not receive a response until the following day."

Time commitments: Students should expect to spend at least two hours outside of class in study and research for every hour spent in class. Communication skills, especially written communication skills, are essential to career advancement and personal development, and it is essential that students make a strong commitment to learning in this class.

Academic standards: Students enrolled in English 222 must have an excellent working knowledge of the rules of grammar and sentence mechanics. Your job this term will be to strengthen your writing weaknesses and refine your strongest skills. Learn to use a good grammar book and a dictionary to check your grammar and mechanics.

Portfolio-Ready Document: This course will provide several opportunities to create one or more documents that would be appropriate for your career portfolio. Various memos, letters, and the final proposal could all be excellent assignments for portfolio inclusion. Doing your best now will help you to compile material for your career search.

Course Connectivity: This course is designed to build on the knowledge and skills you learned in essay and research paper writing. This course is designed to teach real-life, business communication as well as formats that are useful in present and future IUP courses. For example, multiple instructors require progress reports for their projects; knowing proper format is essential.

Plagiarism: (Plagiarize: To steal and pass off the ideas or words of another as one's own; use a created production without crediting the source; to commit literary theft—to present as new and original an idea or product derived from an existing source.) It is crucial that you credit other writers with actual words and ideas. If you plagiarize, you will receive an automatic F on the essay; furthermore plagiarizing will cause you to fail the course.

General education competencies:

1. Communicate clearly with particular audiences.
2. Work collaboratively to help achieve group goals.
3. Apply critical thinking skills in learning assignments, conducting applied research, and defining and solving problems.
4. Develop tolerance, open-mindedness, and mature judgment in exploring intellectual issues.
5. Build on intellectual curiosity with fundamental concepts and methods of inquiry to support life-long learning.
6. Connect general education to the ethical dimensions of issues and to responsible, thoughtful citizenship in our society.

III. Course Outline (rough):

Week	Text Chapters	Assignments
1	1	Introduction to communications
2	2, 3	Ethics, grammar, definitions

3	4	Outlining, press release, logos
4	10, 11	Business letters, correspondence, competition memo
5	16	Graphics, research & collaboration assignment
6	15	Organization tasks, research notes, mechanism memo
7	13	Business plans, conferences
8	14	Analytical report, advertising, grammar review
9	17	Newsletter, definition memo, collaboration exercise
10	18	Practical project, customer sign-off, process strategy
11		Coffee manual, editing exercises, group project
12		Persuasive letter, game/simulation exercise
13		Survey development, case studies, peer review
14		Brief reports, business correspondence
15		Game Proposal presentations
16		Final portfolio

If you would like to verify your status in the class, I recommend checking the Gradebook first and then send me an email.

Note: Cover sheets are not mandatory, but recommended to conceal grades on papers being returned.

IV. Grading criteria for English 222:

1) Assignment and class participation – 60%
2) Business Plan – 15%
3) Game Proposal – 15%
4) Final Portfolio –10%

Late assignments: Writing assignments must be turned in on time. Grades on late assignments will be lowered one full grade (A to B, B to C, C to D, D to F) even if you were absent on the day the assignment was due. No assignment may be more than one week late. Late assignments will be handed back to you when it is convenient for the instructor. The assignments that are turned in on time each week take first priority.

V. Grading Scale

The final grade for this course will be determined as follows:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F < 60%

VI. Attendance Policy

The attendance policy will conform to IUP's undergraduate course attendance policy. Regular participation in the discussion forum is mandatory for English 222. Your input in class helps the instructor to determine your degree of effort in the course.

Class participation: Students are invited to take an active role in their learning. Students can expect that class activities will allow them the opportunity to practice new skills and apply new knowledge. Active class participation is essential to successful learning and is expected of each student in the course.

VII. Required textbooks, supplemental books and readings

Required texts and materials:

- Van Alstyne, <u>Professional & Technical Communication</u>, Seventh Edition. (Check with me about older editions.)
- (recommended) Hacker, Diana. <u>A Writer's Reference.</u> (You should have this or a similar writing handbook from your EN101 or 202 classes.)

- A backup computer storage device such as a thumb drive, that you can use *in addition to* your H: drive to make sure you don't lose any assignments. Be sure to save your work in at least two different places so you don't lose it.
- Access to your IUP email account, which is what all class e-mail will be conducted through.
- Access to D2L, which we'll use for class minutes and sharing files.

Concept List:

Message	Reports
Topic	Analytical
Theme	Work Logs
Thesis	Expense Reports
Writing Purpose (& Instructions)	Request for Leave Reports
Inform	Periodic/Progress Reports
Persuade	Laboratory and Test Reports
Audience	Evaluation
Primary	Incident Reports
Secondary	Field Reports
Process Writing	Feasibility Reports
Professionalism	Manuals
Nonverbal Communications	Document Design
Professional Journals	Document Presentation
Peer Review	Graphics, Tables, Visuals
Plagiarism	Mechanisms
Bibliography (works cited)	Correspondence
Working	Memos
Annotated	Letters
Definition Strategies	Cover Letters, Resumes, etc.

Executive Summary	Verbal Communications

Course Bibliography

The Chicago Manual of Style – fourteenth edition, The University of Chicago Press. Chicago, IL. 1993.

Corey, Alton. *A Brief History of Technical Writing and Its Instruction*. Inland Empire Society for Technical Communication. Ruff Draft Volume 5 Number 3. March 2003.

Elliot, Rebecca. *Painless Grammar*. Barron's Educational Series Inc. Hauppauge NY. 1997.

Learned, Welthea M. *A Short Guide to Technical Writing*. Department of Chemical and Fuels Engineering, University of Utah. 1992.

Lindsell-Roberts, Sheryl. *Technical Writing for Dummies*. Hungry Minds Inc. New York NY. 2001.

MacFadyen, Heather. *Using Verb Tenses*. University of Ottawa. 1996.

McMurray, David A. *Power Tools for Technical Communication*. Harcourt College Publishers. Orlando FL. 2002.

Misser, Emmy. *ACADEMIC WRITING AND SUBORDINATION*. Wilfrid Laurier University. Waterloo ON.

Online Writing Lab. Purdue University. 2004.

Pringle, Allan S., O'Keefe, Sarah S. *Technical Writing 101: A real World Guide to Planning and Writing Technical Documentation*. Scriptorium Publishing Services Inc. Research Triangle Park, NC. 2000.

Read Me First! A Style Guide for the Computer Industry. Sun Technical Publications. Mountain View CA. 1996.

Rubens, Philip. *Science and Technical Writing*. Henry Holt and Company Inc. New York, NY. 1992.

Williams, Robin. *The Non-Designer's Design Book*. Peachpit Press. Berkley CA. 2004.

Helpful hints:

Common sense goes a long way.

"Nothing in life just happens. It's not enough to believe in something. You must have the stamina to meet and overcome obstacles—to struggle." --Golda Meir.

Sample Assignments

Case Study # 5

Photography: How to Teach a Child to Take Photographs

Prof. Hibsman

Technical Writing

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Case Study #5 Photography: How to Teach a Child to Take Photographs	• Chapter 9 • Giving instructions, p. 290-305	PPT: Analyzing a process PPT: Chapter 9 Slides	See Case Study #5 Photography: How to Teach a Child to Take Photographs assignment sheet posted in the Content section of D2L under week 3.	

Your assignment is providing instructions to a parent on how to teach their child how to take photographs.

- Research your topic. Don't forget to cite your sources (using skill learned in the Engl-202 Research Writing course).

- Definitions: Create a glossary of key terms. (At least five terms.)

- List the precise step-by-step instructions.

- Don't forget to include tips, cautions, warnings, etc.

- Consider providing concise explanations for each step.

- Provide a quick summary of the steps you went through to complete this assignment.

  - Can you provide us with some background information?
  - Go over your instructions and analysis.
  - What problems did you encounter?
  - How difficult was this assignment for you?
  - Were your research skills sharp enough to find your sources quickly?
  - Provide a general overview.

- Be ready to post your assignment to the discussion forum to receive comments and feedback from your fellow students.

ANSWER KEY

(Possible Outcomes)

This is provided after student completed the assignment so they

can evaluate their own work and see if they missed any steps.

How to Teach a Child to Take Photographs
Photography is a fun and rewarding hobby for the whole family. Cameras come in all styles and price

ranges, from the disposable to the 35mm, to match just about any skill level.

⊚ Steps:

1. Choose a camera to fit the age and interest of the child. One-time-use cameras are a good way to introduce photography to a small child without investing in a camera. The older child will understand camera care, so you can invest in a point-and-shoot.

2. Look at the camera manual together and discuss how to use the camera.

3. Teach your child about camera care. Show by example the correct way to handle and care for a camera.

4. Help your child load and unload the film for the first few times, especially if he is using an older-model 35mm.

5. Talk about how to frame a picture in the viewer. Most of the point-and-shoot cameras have a box in the middle of the lens that will help smaller children learn to place the main subject in the box.

6. Teach an older child about the one-third rule of placing the subject just off-center, in either of the four corners, to make an interesting photograph.

7. Show the child how to keep the sun to his back or to one side of his subject, which will help keep "sun squint" off people's faces in the pictures.

8. Talk about the use of a flash indoors or in very low light. Nighttime, a cloudy day, or shady areas may require a flash, which will keep dark shadows from blocking out interesting details.

9. Practice with your child holding the camera as still as possible when taking pictures to keep the picture from being blurry.

10. Encourage him to wait until his subject stops if he's using a point-and-shoot for a sharp picture. If using a 35mm, talk about camera settings to stop motion.

11. Experiment with different films. Show your child how to keep a diary of the film used, the type of day the picture was taken, and any settings used.

12. Look over the developed photos together. Discuss the good points of each picture and help him choose which he'd like to give to others or place in an album.

13. Put together an album with space to write when and where each picture was taken and who or what the subjects are.

❀ Tips:

- Place a long strap on the child's camera and teach him to wear it around his neck at all times - this will help prevent dropping or laying the camera down when out taking pictures.

- Teach a younger child to fill the frame with the subject for better results. Most point-and-shoots require you to be close to the point of interest to fill most of the frame.

- Develop the habit of organizing the negatives and keeping them in plastic sleeves, which are sometimes provided by the developing center.

⚠ Warnings:

- Talk about using a camera safely. A camera lens pointed directly into the sun will cause damage to the photographer's eyes. Film canisters may have chemical residue on them, so they can't be put in your mouth or used to store candy.

- Keep negatives away from heat and sunlight.

- Always keep the cap from a film canister out of the reach of small children - the cap could cause

choking.

Glossary:

Pixel: The pixel is the smallest part of a digitized or Digital Image. Also used in measuring image size and resolution, i.e., 640 x 480 is the pixel resolution of most VGA Monitors. (Note pixels are square in computers and rectangular in video)

DPI: Printing term that describes the number of dots per inch that are used to create an image. (The image can be a font or graphic).

RGB: Red, Green, Blue; the color language of computers. Computers' monitors and digital cameras use these colors to create all the colors seen on the monitor and saved in files. Green gives the color green, but is also used for contrast control.
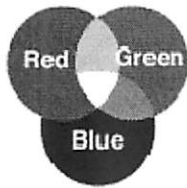
Additive Color
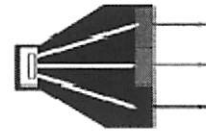
Emitted RGB Color

PPI: Printing term for Pixels per Inch

LPI: Printing term for Lines per Inch.

Source: http://www.ehow.com/how_17506_teach-child-photographs.html

Manual Assembly

English 222, Professional & Technical Writing

Prof. Hibsman

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Manual Assembly	• Chapter 11 • Preparing Manuals and Product-Support Items, p. 340-370	PPT: Manual Preparation PPT: Chapter 11 Slides	See Manual Assembly assignment sheet posted in the Content section of D2L under week 3.	

> You are given several items related to a manual. Your job is to construct a manual using the pieces. Do what you can with what you have. Try to get as close as you can to a completed user manual.

> Have a logical order.

> Make sure the sections are clearly labeled.

> You may have to type out the handwritten notes and modify the wording on other sections.

> Use topics stressed in lectures, slides, and textbook to make the manual audience-centered.

> Consider safety issues.

> Use graphics and pictures as you deem necessary.

> You may add data that is not included in the enclosed materials. However you may NOT exclude or delete material that has been given to you by the product designers, creators, and usability specialists.

> You may conduct product research to educate yourself on the subject matter.

> Feel free to refer to our slides or the chapters in the textbooks for further assistance and ideas. Related chapters includes: Chapter 9 (Giving Instructions), Chapter 10 (Analyzing a Process), Chapter 11 (Preparing Manuals and Product Support Items).

➤ Make it look professional and user-friendly.

Manual writing websites:

http://www.sitepoint.com/7-tips-for-writing-an-effective-instruction-manual/

http://www.asktog.com/columns/017ManualWriting.html

http://www.jnd.org/dn.mss/how_to_write_an_effective_manual.html

Due date:

Material to be included in the manual:

Product: Gevalia 8-Cup Thermal Carafe Coffee Maker

Introduction: thanks for buying our product. We are confident that you will be satisfied with the quality of the product .   the following instruction manual will assist you in:

Warranty info

Features & parts

Cleaning

making a good pot of coffee

Hints

Safety Issue & features

Pics:

Starting...

Unpack and get rid of all packing materials

Thoroughly clean the various parts in warm, soapy water

Wipe down the machine, but don't immerse in water.

No harsh or abrasive cleaners

Use water the first time brewing your coffee to get any dust out of the system. The 2nd time you can use with coffee and for "real" use.

Safety pics/images:

Hints:

--store coffee in cool, dry pace. Refrigerate coffee after opening.

--don't re-use old coffee grounds...

-buy quality coffee beans and grind them before use.

--Clean coffee maker and part

--best to use fresh, cold filtered or bottled water in your maker

-reheating coffee is not recommended

--coffee is at its best flavor immediately after brewing

Features:

- ✓ Cord storage area that allows user to conceal extra length cord for good appearance.

- ✓ Swing out filter basket comes out further to conveniently put #4 disposable cone filter in.

- ✓ Pause and serve feature allows to halt brewing to take a cup of coffee and then restart the process to complete brewing

- ✓ On Light lets you know when the coffee maker is on for safe operation

- ✓ Water level indicator has easy-to-read numbers to indicate how many cups of water have been poured into the coffee maker.

- ✓ Removable cone filter holder enriches flavor. We recommend using a Gevalia No. 4 cone shaped paper filter.

- ✓ Thermal Carafe—There are three lid positions on the thermal carafe. You will see the markings on the edge of the lid.

  - ◆ For brewing, the lid should be in the closed position. To close, turn the lid clockwise until tight.

  - ◆ To pour coffee, turn the lid counterclockwise (1 ½ turns from the closed position) until the arrow on the lid is aligned with the spout.

  - ◆ To remove lid, continue turning the lid count clockwise until the lid separates from the carafe.

Safety Considerations:

-Read all instructions carefully.

Don't touch hot surfaces. Use handles and knobs

To protect against fire, electrical shock and injury, do not place cord, plug, or coffee maker in water or other liquid.

Be careful when children are present.

Unplug when not in use.

If damaged cord, don't operate.

Don't use outside

Do not let power cord dangle over counter tops or edges.

Don't place near hot gas or electric burner, or heated oven

Scalding may occur with hot water.

Thermal carafe has a glass liner, so be careful of breakage

Do not use this appliance for other than intended use.

Other safety issues:

Never use the carafe on a range top or in a microwave oven.

Do not heat carafe

Discard carafe if damaged in any manner—even if the handle is loose or weakened.

Don't clean carafe with scouring powders, steel wool pads or other abrasive materials.

This carafe is designed for use with this coffee maker only.

Power cord safety instructions:

Don't use if cord is damaged.

Extension cord may be use if care is exercised in their use.

Don't drape or dangle cord over edges of table, counters, or chairs.

If cord or extension cord is very long, be aware of tripping hazard.

This appliance has a polarized alternating current plug (one blade is wider than the other). To reduce the risk of electrical shock, as a safety feature, this plug will fit in a polarized outlet only one way.

Limited Warranty Statement

Warranty covers... free of defects for one year—when you bought it. This warranty covers normal consumer use and does not cover damage or failure which results from alteration, accident, misuse, abuse, neglect, commercial use, or other things.

Company contact information: 1-800-438-2542   (for warranty and product information)