



ENGL 2260

Division: Humanities

Department: English

Course: ENGL 2260

Title: Technical Writing

Catalog Description:

This course is an introduction to scientific and technical discourse, including letters, memos, process descriptions, instructions, and reports. Students learn to prepare effective graphics and deliver at least one oral presentation. The course is ideal preparation for students in a variety of business, science, and technology programs.

General Education Requirements: N/A

Semesters Offered: Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: ENGL 1010

Corequisites: none

Justification:

A solid background in technical writing is a practical necessity for any student anticipating a career in business, science, or applied technology. Such a background should make Snow College graduates more marketable as job applicants--and better able to succeed professionally--than graduates without such training.

ENGL 2260 fulfills transfer requirements for students in physical therapy and pre-pharmacy programs.

ENGL 2260 articulates as elective credit at SUU and U of U, as ENGL 4200 at USU, and ENGL 3010 at WSU.

Student Learning Outcomes:

Successful students of ENGL 2260 will be able to write and edit clear, concise, coherent, appropriately organized, and effectively worded communications of the type most commonly used in business and technological settings.

Content:

Students of ENGL 2260 improve their style by writing a variety of sentence-level exercises.

Students of ENGL 2260 compose and revise a variety of documents common to business and technology, such as memos, letters, process descriptions, instructions, proposals, and reports.

Students of ENGL 2260 develop their projects with a variety of rhetorical patterns, including comparison, classification, definition, and argumentation.

Students of ENGL 2260 learn to prepare a variety of graphics, such as tables and graphs.

Students of ENGL 2260 deliver at least one oral presentation and deliver a revised version in response to constructive feedback.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students examine models of effective technical communication to learn what makes it effective. They also spend time critiquing each other's writing in class. Through these processes, each writer develops an ability to distinguish effective communication from poor.

2) Write clearly, informatively, and persuasively.

Students write numerous exercises and short reports and have ample opportunities for revision. The focus of these exercises is on style, organization, and content.

3) Speak effectively in a variety of contexts.

Students deliver at least one oral presentation on a business or technical matter and must deliver a revised version in response to constructive feedback.

Key Performance Indicators:

12-25 written exercises: 60%-80% of the final grade

7-10 style exercises: 10%-15% of the final grade

2-3 graphic exercises: 3%-5% of the final grade

1-2 oral presentations: 10%-20% of the final grade

Representative Text and/or Supplies:

Pfeiffer, William S. *Technical Writing: A Practical Approach*. current edition.

Optimum Class Size: 20

Maximum Class Size: 30

Signatures:

I hereby submit this course syllabus:

Ron Lamb, MS, Assistant Professor

I hereby find this course consistent with the goals and resources of the English Department:

Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)