4 March 2016

Memo

To: Members, Curriculum and Instruction Committee  
From: David G. Allen, Professor & Head, Department of English  
Re: Transferring Administration of BADM 216 to English, Adding the Designation of COMM to Selected Classes, Adding a new class in Technical Communication, Restructuring the English major, and Renaming the Department of English

Transfer of BADM 216 to the Department of English  The School of Business and the Department of English agree that English should assume responsibility for teaching BADM 216 Communications in Business in the undergraduate day program. We propose this change because 1) the subject matter of the class fits very well within English and 2) the future assessment of the communication skills of the BADM students needed for AACSB may be most effectively achieved within English. In taking on responsibility for this class, English is committing to work closely with the School of Business to ensure that the class meets the needs of the students and the School of Business itself. We are asking for this transfer to take effect in the fall of 2016.

New Listing of COMM classes  Currently the Department of English teaches classes designated ENGL (English), FNAR (Fine Arts), and PHIL (Philosophy). We propose to use a new designation COMM (Communication) for the following ENGL classes that are largely focused on written and/or oral communication:

- 205 Informative Speaking
- 206 Persuasive Speaking
- 207 Introduction to Journalism
- 413 Advanced Composition
- 499 Internship in Professional Communication
When BADM 216 is transferred to the Department of English, it should be designated as COMM 216 Communications in Business. Similarly the new class in Technical Communication proposed below should be designated COMM 260.

In our departmental discussions on this new designation, a concern was raised about possible SACS repercussions. We have consulted with Tara Hornor on the matter, and she assures us that there are none. Dr. Hornor's statement is attached.

**New Class in Technical Communication**

We are attaching the required forms for the creation of a new class COMM 260 Technical Writing and Communication. This is the new core curriculum ENGL class for STEM majors endorsed by the Core Curriculum Oversight Committee and Academic Board in the 2014-15 academic year. We have developed the draft syllabus in consultation with the School of Engineering and will offer the class to sophomores primarily in Mechanical Engineering on an initial basis in the fall of 2016. We will refine the syllabus in consultation with the School of Engineering and the School of Science and Math in the fall and then offer the class more widely in the spring of 2017.

**Restructuring the English major**

In an effort to streamline our degree program and enable more of our students to enroll in minors or even second majors, we propose a new structure for the English major. The proposed change cuts the total number of required classes from sixteen to twelve.

Should this proposal be adopted, the following text will replace the listing found on pp. 304-05 of the 2015-16 catalog.

The student majoring in English is required to take the following courses:

- ENGL 211 (Mythology) or 212 (Bible as Literature) or PHIL 201 (Intro to Philosophy)
- ENGL 216 (Literary Theory)
- ENGL 303 or 304 (Shakespeare I or II)
- ENGL 402 or 403 (Senior Seminar I or II)
- ENGL 411 (Legal Writing) or COMM 413 (Advanced Composition)
- COMM 499 (Internship in Professional Communication)
- A Fine Arts class (see pp. 129-30 for the list of classes counting for the Fine Arts minor)
- Five additional upper-level ENGL classes (numbered 301 and above)

**Renaming of the Department**

To have a more accurate presentation of our offerings, we propose renaming the Department of English as the Department of English, Fine Arts, and Communication.
Hi David,
I appreciate the opportunity to review the proposal to rename the department and establish new course prefixes. I don’t see any accreditation related concerns, since SACS relies on the title/content of the course to be aligned with faculty member’s credentials and 18 graduate credit hours rather than the course prefix itself.
Thanks,
Tara

Tara Hornor, Ph.D.
Associate Provost for Planning, Assessment, and Evaluation &
Dean of Enrollment Management
The Citadel
171 Moultrie Street
Charleston, SC 29409
(843) 953-5336
COMM 260: TECHNICAL WRITING & COMMUNICATION

CONTACT INFORMATION & OFFICE HOURS
Professor: Dr. Alyson Eggleston
e-mail: alyson.eggleston@citadel.edu
Phone: 953-5141
Office: Capers Hall 128A
Office Hours: M W 11:30-13:30, T Th 11:30-12:45, 16:00-17:15

Class Location: Capers 310
Class Meetings: T Th 8:00-9:15

COURSE DESCRIPTION
This course develops students’ abilities to research, understand, evaluate, and produce formal, documented projects that demonstrate awareness and mastery of technical and professional writing conventions.

TEXTBOOKS

Required

Supplemental

CORE COMPETENCIES
All courses approved for the general education curriculum help students develop critical thinking and communication skills.

This course develops critical thinking through students’ analysis of concepts and the evaluation of evidence to draw logical conclusions. The course develops students’ communication skills by reinforcing an iterative drafting process for all formal projects, thereby reinforcing the necessity of clear, concise, organized communication, adequately supported by well-researched, credible evidence, and expressed in a coherent, synthesized manner.
COURSE CONTENT OBJECTIVES

Technical Writing
- Conventions of technical writing
- Audience awareness
- Rhetorical evaluation
- Improvements in style
- Avoiding plagiarism and copyright infringement

Assignments & Projects
- Cover letters, résumés, CVs
- Business letter drafting
- Memos
- Project proposals
- Reports and white papers
- Manuals
- Presentations and posters
- Delivering persuasive presentations

Management Tools
- Information management and documentation
- Source management tools
- Team writing tools
- Managing team writing reports
- Research strategies
- Presentation applications
- Creating incident reports
- Procedural and instructional writing

PROJECTS

Project 1: Professional Communication Portfolio
Students will create a personal professional communication portfolio that will minimally include a cover letter, résumé, and memo. Completion of this project will demonstrate mastery of document design and templates, awareness of convention, as well as clear, concise prose.

Project 2: Research Report
Demonstrating familiarity with IMRAD, scientific writing conventions, as well as attention to consistent formatting and citation style, students will research, draft, and submit a research paper investigating a STEM-related concept or phenomenon that stimulates their intellectual curiosity. All stages of writing and subsequent revisions will be collected as part of Project 2, so as to provide students with a realistic sense of the writing process.

Project 3: Manuals and Documentation
Students will collect up to three (3) manuals for a product, device, programming language, or software application of their choice. Using these manuals as case studies, students will evaluate the organization, consistency, and end-user feasibility of the selected manual(s). Students’ evaluations will demonstrate familiarity with typical sectional information (e.g., headings, table of contents, lists of tables and figures, appendices, etc.) and obligatory product or process specifications.

Project 4: Co-authored Presentations
In addition to being the ultimate SME (Subject Matter Expert), engineers and scientists are often responsible for communicating to a non-expert target audience regarding a product or process. This requires adept audience awareness, concise and technical explanations, as well as strategic organization and persuasive presentation skills. Gaining experience and demonstrating their strengths within a collaborative project environment, small groups of students will design and
present posters and/or presentations on a product or process of their choice. It is suggested that students with similar disciplinary interests form groups together.

**EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Contribution</th>
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<tbody>
<tr>
<td>Project 1: Professional Communication Portfolio</td>
<td>15%</td>
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<tr>
<td>Project 2: Research Report</td>
<td>20%</td>
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<tr>
<td>Project 3: Manuals and Documentation</td>
<td>20%</td>
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<tr>
<td>Project 4: Co-authored Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes &amp; Homework</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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</table>

Each of your projects will be subject to rubric-based assessment as well as developmental assessment. The rubric-based assessment (modified when necessary), will determine the quantitative score you receive on each assignment, however the developmental assessment will provide qualitative feedback on your performance, including a summary of developing strengths, weaknesses, and actionable items to ensure continued improvement. Quizzes & Homework will consist of forced-choice response types and be evaluated quantitatively. The final exam will consist of forced-choice response types, short answer, and essay formats. Forced-choice response types and short answers will be evaluated quantitatively, while essay responses will be subject to rubric-based assessment.

**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-59</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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Missed or late work resulting from unexcused absences will not be graded and will be treated as a ‘0’ in the CitLearn gradebook.

**ATTENDANCE**

You are expected to attend each class meeting and are responsible for all content presented in person or posted on CitLearn regardless of attendance. Provide documentation for an expected leave of absence prior to taking leave. Unexpected absences should also be reported with supporting documentation excusing the absence. Unexcused absences are not acceptable. Attendance is taken daily using an app and data backed up on Dropbox. In addition, these reports will be updated on CAS (Cadet Accountability System) for each class-meeting day. In accordance with college policy, missing more than 20% of scheduled classes may result in an ‘F,’ which will appear on transcripts as a ‘U.’ Class is your duty.
PARTICIPATION
Be attentive, prepared, showing respect for yourself and others. Present yourself professionally and maintain decorum at all times. Participate in class, answer questions, and work productively with your classmates when instructed to do so. Failure in any of these areas may result in my contacting your TAC, Academic Advisor, and/or result in an ability to receive full credit for classwork or homework.

PLAGIARISM
Plagiarism can be defined as taking someone else’s work, ideas, phrasing, sentence structure, and not giving due credit to that person for their contribution to our collective knowledge and understanding. It’s a form of stealing and it constitutes a violation of the cadet honor code. The writing you do in this course must be your work, your voice, and reflect your growth as a scholar and technical writer. While your work will consist of, primarily, your words, it is appropriate in those assignments that request it, to incorporate the words and ideas of others in support of your own analyses – but when you do so, you will cite your sources using a field appropriate citation style. If you have any questions regarding proper documentation of sources or use of someone else’s ideas, consult me.

ACCOMMODATION OF SPECIAL NEEDS
If you need accommodations because of a disability, please contact Dr. Jane Warner in 103 Thompson Hall or call 843-953-1820 to schedule an appointment. If your request for accommodations has already been approved and you already have your accommodation letter, please make an appointment as soon as possible to see me during office hours.

ACADEMIC SUPPORT CENTER
If you find yourself struggling at any time with the course content or with your own writing, do not hesitate to make an appointment (walk-ins also welcome) with the Academic Support Center, located in 117 Thompson Hall. To schedule an appointment, please email asccenter@citadel.edu or call 843-953-5305. Website: https://www.citadel.edu/root/asc

WEATHER & CAMPUS EMERGENCIES
In case of adverse weather, or other campus emergency, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway (or CitLearn).
If you have not yet updated your contact information, or set up course notifications within CitLearn, you should do so immediately.

CONTINUITY OF INSTRUCTION
During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and CitLearn. In the event of such an emergency, check your Citadel email account CitLearn course announcements for instructions.
**Final Exam Policy**

A comprehensive final exam will be administered at the designated time for this course. There are no make-up final exams. Failure to attend the final exam will result in a ‘0’ for that portion of your cumulative grade (15%).

**Schedule**

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Content</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Week 1: Aug 25</td>
<td>Syllabus; Diagnostic activity.</td>
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<tr>
<td>Week 2: Aug 30, Sep 1</td>
<td>Sheehan, Ch. 5 Letters, Memos and Email; Laplante, Ch. 5 Business Communication. Sheehan, Ch. 11 Starting Your Career. <em>Quiz 1.</em></td>
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<tr>
<td>Week 3: Sep 6, 8</td>
<td>Laplante, Ch. 9-9.2 Writing for E-Media; Laplante, Ch. 1 The Nature of Technical Writing (1-10); Peer Review, Project 1.</td>
<td><em>Project 1: Professional Communication Portfolio, due on CitLearn Friday, Sep 9.</em></td>
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<td>Week 4: Sep 13, 15</td>
<td>Laplante Ch. 2-3 Technical Writing and the Writing Process; <em>Quiz 2.</em></td>
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<td>Week 5: Sep 20, 22</td>
<td>Sheehan, Ch. 14 Researching in Technical Workplaces; Sheehan, Ch. 15 Organization and Drafting; <em>Quiz 3.</em></td>
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<td>Week 6: Sep 27, 29</td>
<td>Sheehan, Ch. 16 Using Plain and Persuasive Style; Sheehan, Ch. 17 Designing Documents and Interfaces. <em>Quiz 4.</em></td>
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<td>Week 7: Oct 4, 6</td>
<td>Peer Review, Project 2; Laplante, Ch. 6 Technical Reporting. <em>Quiz 5.</em></td>
<td><em>Project 2: Research Report, due on CitLearn Friday, Oct 7.</em></td>
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<td>Week 8: Oct 11, 13</td>
<td>Sheehan, Ch. 5 Managing Ethical Challenges; Sheehan, Ch. 18 Creating and Using Graphics. <em>Quiz 6.</em></td>
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<td>Week 9: Oct 18, 20</td>
<td>Sheehan, Ch. 6 Technical Descriptions and Specifications; Sheehan, Ch. 7 Instructions and Documentation. <em>Quiz 7.</em></td>
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<td>Week 10: Oct 25, 27</td>
<td>Sheehan, Ch. 8 Proposals; Sheehan Ch. 9 Activity Reports. <em>Quiz 8.</em></td>
<td><em>Project 3: Manuals &amp; Documentation, due on CitLearn Friday, Nov 4.</em></td>
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<td>Week 11: Nov 1, 3</td>
<td>Peer review, Project 3; Laplante, Ch. 10 Writing with Collaborators.</td>
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<td>Week 12: Nov 8, 10</td>
<td>Sheehan, Ch. 3 Working in Teams; Sheehan, Ch. 20 Preparing and Giving Presentations. <em>Quiz 9.</em></td>
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<td><strong>Fall Break</strong></td>
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<td>Week 14: Nov 29, Dec 1</td>
<td>Group presentations.</td>
<td>Project 4: Co-authored Presentations, due on CitLearn Friday, Dec 2.</td>
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<td>Week 15: Dec 6</td>
<td>Wrap-up, Final Exam review.</td>
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