

Washtenaw Community College Comprehensive Report

ENG 209 Technical Writing for Online Delivery Effective Term: Spring/Summer 2024

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 209

Org Number: 11300

Full Course Title: Technical Writing for Online Delivery

Transcript Title: Tech Writing-Online Delivery

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: Minor changes needed as a result of course assessment.

Proposed Start Semester: Fall 2024

Course Description: In this hands-on course, students will explore the concepts and challenges of single sourcing and topic-based authoring. Building on writing and project management skills learned in the prerequisite course, students will use industry standard software such as MadCap Flare to create technical content that can be customized for online and mobile device delivery.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 Student: 45

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites**Prerequisite**

ENG 107 minimum grade "C"

General Education**Request Course Transfer****Proposed For:**

Eastern Michigan University
 Ferris State University
 Grand Valley State University
 Jackson Community College
 Kendall School of Design (Ferris)
 Lawrence Tech
 Michigan State University
 Oakland University
 University of Detroit - Mercy
 University of Michigan
 Wayne State University
 Western Michigan University
 College for Creative Studies
 Central Michigan University

Student Learning Outcomes

1. Use basic and intermediate features of MadCap Flare.

Assessment 1

Assessment Tool: Final Exam

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All students

Number students to be assessed: All students

How the assessment will be scored: The assessment will be scored using the Final Exam Rubric, and a Rubric Status Report will be generated and analyzed.

Standard of success to be used for this assessment: On average, students will score 80% or better on the final exam.

Who will score and analyze the data: ENG 209 instructor

2. Develop a detailed project plan that emphasizes audience and content analysis.

Assessment 1

Assessment Tool: Final Submission for Phase 1: Planning

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: The assessment will be scored using the Phase 1 Rubric, and a Rubric Status Report will be generated and analyzed.

Standard of success to be used for this assessment: On average, students will score 80% or better on this phase of the project.

Who will score and analyze the data: ENG 209 instructor

3. Import, write, and revise technical content to be used in multiple outputs.

Assessment 1

Assessment Tool: Final Submission for Phase 6: Publishing

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: The assessment will be scored using the Phase 6 Rubric, and a Rubric Status Report will be generated and analyzed.

Standard of success to be used for this assessment: On average, students will score 80% or better on this phase of the project.

Who will score and analyze the data: ENG 209 instructor

4. Publish content to the student web space.

Assessment 1

Assessment Tool: Final Submission for Phase 6: Publishing (Generate Rubric Statistic Report)

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: The assessment will be scored using the Phase 6 Rubric, and a Rubric Status Report will be generated and analyzed.

Standard of success to be used for this assessment: On average, students will score 80% or better on this phase of the project.

Who will score and analyze the data: ENG 209 instructor

Course Objectives

1. Create a blank MadCap Flare project.
2. Import existing Word content that has been designed using styles.
3. Draft and revise topics for reuse.
4. Incorporate navigation and information access strategies (TOC, search, links, glossary).
5. Create and modify style sheets (CSS) and skins.
6. Incorporate graphics and add Alt Text and Screen Tips.
7. Employ single-sourcing features such as conditional tags and snippets.
8. Create and test multiple outputs.
9. Develop a detailed project plan.
10. Write a clear statement of purpose.
11. Create audience persona(s).
12. Determine and design the best output(s) for the intended audience(s).
13. Develop a detailed outline of content with conditions clearly indicated.
14. Apply CSS design principles and skin selection(s) that follow universal design concepts.
15. Develop a file naming and file management plan.
16. Estimate the hours to complete the project.
17. Develop and maintain a detailed milestone schedule.
18. Write, format, and import content from Word.
19. Use conditions to include or exclude content from various outputs.
20. Test content using multiple devices (desktop, phone, tablet).
21. Ensure that the final content is clearly written, audience-focused, well-designed, easy to navigate, and carefully tested.
22. Collect and organize content for the portfolio.
23. Prepare a navigation strategy to access sections of the portfolio.
24. Write a brief description of each artifact included in the portfolio.
25. Publish the final project and the portfolio to the student web space.
26. Write a project wrap-up report.

New Resources for Course

MadCap corporation has agreed to give us a 15-week trial version of Flare to use each time the course is taught; there is no cost involved.

Course Textbooks/Resources

Textbooks
 Manuals
 Periodicals
 Software

Equipment/Facilities

Level III classroom
 Computer workstations/lab

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Lisa Veasey</i>	<i>Faculty Preparer</i>	<i>Aug 02, 2023</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Aug 03, 2023</i>
Dean: <i>Victor Vega</i>	<i>Recommend Approval</i>	<i>Aug 17, 2023</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Apr 03, 2024</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Apr 10, 2024</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Apr 16, 2024</i>

Washtenaw Community College Comprehensive Report

ENG 209 Technical Writing for Online Delivery Effective Term: Fall 2018

Course Cover

Division: Humanities, Social and Behavioral Sciences
Department: English/Writing
Discipline: English
Course Number: 209
Org Number: 11310
Full Course Title: Technical Writing for Online Delivery
Transcript Title: Tech Writing-Online Delivery
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog , Time Schedule , Web Page
Reason for Submission: Course Change
Change Information:
Consultation with all departments affected by this course is required.
Course title
Course description
Pre-requisite, co-requisite, or enrollment restrictions
Outcomes/Assessment

Rationale: Name and pre-req changes to eliminate unnecessary course sequencing.

Proposed Start Semester: Fall 2018

Course Description: In this hands-on course, students explore the concepts and challenges of single sourcing and topic-based authoring. Building on writing and project management skills learned in the prerequisite course, students use industry standard software such as MadCap Flare and Adobe RoboHelp to create technical information that can be customized for online, and mobile device delivery. The title of this course was previously Technical Writing III.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

ENG 107 minimum grade "C"

General Education

Request Course Transfer

Proposed For:

Central Michigan University
College for Creative Studies
Eastern Michigan University
Ferris State University
Grand Valley State University
Jackson Community College
Kendall School of Design (Ferris)
Lawrence Tech
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University

Student Learning Outcomes

1. Use basic and intermediate features of MadCap Flare and/or Adobe RoboHelp.

Assessment 1

Assessment Tool: Final exam
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: All students enrolled
How the assessment will be scored: Final exam scoring guide
Standard of success to be used for this assessment: 75% of students will score 80% or better on the final exam
Who will score and analyze the data: ENG 209 instructor (data may be reviewed by another FT member of the ENG department)

2. Develop a detailed project plan that emphasizes audience and content analysis.

Assessment 1

Assessment Tool: Final portfolio (online)
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: All students enrolled
How the assessment will be scored: Scoring rubric
Standard of success to be used for this assessment: 75% of students will have an average score of 2 of 3 or better
Who will score and analyze the data: ENG 209 instructor (data may be reviewed by another FT member of the ENG department)

3. Import, write, and revise technical content to be used in multiple outputs.

Assessment 1

Assessment Tool: Final portfolio (online)
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: All students enrolled
How the assessment will be scored: Scoring rubric
Standard of success to be used for this assessment: 75% of students will score 2 of 3 or better
Who will score and analyze the data: ENG 209 instructor (data may be reviewed by another FT member of the ENG department)

4. Publish content to the student web space.

Assessment 1

Assessment Tool: Final portfolio (online)
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: All students enrolled
How the assessment will be scored: Scoring rubric
Standard of success to be used for this assessment: 75% of students will have an average score of 2 of 3 or better
Who will score and analyze the data: ENG 209 instructor (data may be reviewed by another FT member of the ENG department)

Course Objectives

1. USE MADCAP FLARE AND/OR ROBOHELP

- > Use basic and intermediate features of MadCap Flare and Adobe RoboHelp.
- > Demonstrate the ability to do the following: create a project, import content, draft and revise topics for reuse, incorporate navigation and information access strategies (TOC, index, links, glossary), create and modify style sheets (CSS) and skins, incorporate graphics, employ single-sourcing features such as conditional tags and snippets, and create and test multiple outputs.

2. PLAN PROJECTS

- >Develop a project plan that emphasizes audience and content analysis.
- >The project plan will include at least the following: purpose statement, audience analysis, output option analysis, content outline and analysis, CSS design and skin selection(s), file naming and file management plan, estimate of hours to complete the project, and milestone schedule.
- >Throughout the project, the student will update the project schedule and report project status to the instructor.
- > At the end of the project, the student will write a project wrap-up report.

3. CREATE AND TEST CONTENT

- >Import and revise technical content to be used in multiple outputs.
- >Use conditions to include or exclude content from various outputs.
- >Modify and use external style sheets to control content layout and design.
- >Test content using simulators and/or actual devices (desktop, smart phone, tablet).

>The final content will be audience-focused, well-designed, easy to navigate, carefully tested, and clearly written.

4. PUBLISH CONTENT

>Collect and organize content for the portfolio.

>Prepare an electronic table of contents.

>Write a brief description of each artifact included in the portfolio.

>Publish the portfolio to the student web space.

New Resources for Course

MadCap corporation has agreed to give us a 15-week trial version of Flare to use each time the course is taught; there is no cost involved.

Course Textbooks/Resources

- Textbooks
- Manuals
- Periodicals
- Software

Equipment/Facilities

- Level III classroom
- Computer workstations/lab

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Lisa Veasey</i>	<i>Faculty Preparer</i>	<i>Jan 25, 2018</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jan 26, 2018</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Jan 29, 2018</i>
Curriculum Committee Chair: <i>David Wooten</i>	<i>Recommend Approval</i>	<i>Feb 12, 2018</i>
Assessment Committee Chair: <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Feb 26, 2018</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Feb 28, 2018</i>