

## Washtenaw Community College Comprehensive Report

### ENG 100 Introduction to Technical and Workplace Writing Effective Term: Winter 2024

#### Course Cover

**College:** Humanities, Social and Behavioral Sciences

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** English

**Course Number:** 100

**Org Number:** 11300

**Full Course Title:** Introduction to Technical and Workplace Writing

**Transcript Title:** Intro Tech & Workplace Writing

**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 description**

**Total Contact Hours**

**Pre-requisite, co-requisite, or enrollment restrictions**

**Rationale:** Contact hours update.

**Proposed Start Semester:** Winter 2024

**Course Description:** In this course, students learn how to write effective technical and workplace documents such as emails, letters, memos, invoices, work orders, labor reports, résumés, and short reports. Students write documents in response to situations that they will likely encounter on the job. Emphasis will be placed on planning and writing clear, concise, and audience-focused documents. During the first week of class, students must demonstrate a writing proficiency at the college level. Writing Center assignments are built into this course.

#### Course Credit Hours

**Variable hours:** Yes

**Credits:** 4

**Lecture Hours: Instructor: 60 Student: 60**

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

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

**Total Contact Hours: Instructor: 60 Student: 60**

**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

### General Education

#### **General Education Area 1 - Writing**

Assoc in Applied Sci - Area 1

#### **General Education Area 8 - 2nd Writing or Communication/Speech**

Assoc in Applied Sci - Area8

### 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

### Student Learning Outcomes

1. Plan and write effective workplace documents.

#### **Assessment 1**

Assessment Tool: Workplace Documents Unit writing assignment

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Members of the English department will score the artifacts using the departmentally-developed rubric.

Standard of success to be used for this assessment: 75% of students to score 75% or higher on the analyzed artifact.

Who will score and analyze the data: Members of the English department

2. Prepare job search documents.

#### **Assessment 1**

Assessment Tool: Job Search Documents Unit writing assignment

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Members of the English department will score the artifacts using the departmentally-developed rubrics.

Standard of success to be used for this assessment: 75% of students to score 75% or higher on the analyzed artifact.

Who will score and analyze the data: Members of the English department

3. Research and write short reports.

#### **Assessment 1**

Assessment Tool: Unit 3 Portfolio Short Report section

Assessment Date: Winter 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Members of the English department will score the artifacts using the departmentally-developed rubrics.

Standard of success to be used for this assessment: 75% of students to score 75% or higher on the analyzed artifact.

Who will score and analyze the data: Members of the English department

### Course Objectives

1. Use effective methods of planning documents (prewriting) by defining the audience, purpose, content/message, style and tone.
2. Write workplace documents that are clear, concise, well organized, audience focused, grammatically correct, and properly formatted.
3. Collect job leads in the student's chosen field.
4. Collect and document information about one of the companies placing an ad.
5. Write a persuasive cover letter in response to one of the job leads.
6. Write a flawless résumé outlining credentials.
7. Collect data from traditional and/or online sources.
8. Organize and write a short report.
9. Use APA style to document quotes, paraphrases, and summaries from source material.
10. Organize and prepare an oral presentation based on the short report.
11. Prepare effective visual aids to illustrate key points in the presentation.

### New Resources for Course

#### Course Textbooks/Resources

##### Textbooks

Pearson. *Pearson Writer (online handbook)*, ed. Pearson, 2019, ISBN: 9780134172194.

Kolin, Philip. *Successful Writing at Work, Concise Edition*, 4th ed. Cengage Learning, 2015, ISBN: 9781285052564.

##### Manuals

Zimmerman, Thomas. ENG 100 Writing Center Manual, Hayden McNeil, 09-01-2011

##### Periodicals

##### Software

#### Equipment/Facilities

Level III classroom

Computer workstations/lab

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Carrie Krantz</i>	<i>Faculty Preparer</i>	<i>Oct 11, 2023</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Oct 12, 2023</i>
<b>Dean:</b> <i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Oct 31, 2023</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Nov 14, 2023</i>
<b>Assessment Committee Chair:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Nov 15, 2023</i>

**Vice President for Instruction:**

*Brandon Tucker*

*Approve*

*Nov 17, 2023*

## Washtenaw Community College Comprehensive Report

### ENG 100 Introduction to Technical and Workplace Writing Effective Term: Spring/Summer 2020

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** English

**Course Number:** 100

**Org Number:** 11300

**Full Course Title:** Introduction to Technical and Workplace Writing

**Transcript Title:** Intro Tech & Workplace Writing

**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.**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Other:**

**Rationale:** Three-year syllabus review

**Proposed Start Semester:** Fall 2019

**Course Description:** In this course, students learn how to write effective technical and workplace documents such as emails, letters, memos, invoices, work orders, labor reports, résumés, and short reports. Students write documents in response to situations that they will likely encounter on the job. Emphasis will be placed on planning and writing clear, concise, and audience-focused documents. During the first week of class, students must demonstrate a writing proficiency at the college level.

#### Course Credit Hours

**Variable hours:** Yes

**Credits:** 4

**Lecture Hours: Instructor:** 45 to 60 **Student:** 45 to 60

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

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

**Total Contact Hours: Instructor:** 45 to 60 **Student:** 45 to 60

**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

**Corequisite**

ENG 000

**General Education****General Education Area 1 - Writing**

Assoc in Applied Sci - Area 1

**General Education Area 8 - 2nd Writing or Communication/Speech**

Assoc in Applied Sci - Area8

**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. Plan and write effective workplace documents.

**Assessment 1**

Assessment Tool: Workplace Documents Unit writing assignment

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Members of the English department will score the artifacts using the departmentally-developed rubric.

Standard of success to be used for this assessment: 75% of students to score 75% or higher on the analyzed artifact.

Who will score and analyze the data: Members of the English department

2. Prepare job search documents.

**Assessment 1**

Assessment Tool: Job Search Documents Unit writing assignment

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Members of the English department will score the artifacts using the departmentally-developed rubrics.

Standard of success to be used for this assessment: 75% of students to score 75% or higher on the analyzed artifact.

Who will score and analyze the data: Members of the English department

## 3. Research and write short reports.

**Assessment 1**

Assessment Tool: Unit 3 Portfolio Short Report section

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Members of the English department will score the artifacts using the departmentally-developed rubrics.

Standard of success to be used for this assessment: 75% of students to score 75% or higher on the analyzed artifact.

Who will score and analyze the data: Members of the English department

**Course Objectives**

1. Use effective methods of planning documents (prewriting) by defining the audience, purpose, content/message, style and tone.
2. Write workplace documents that are clear, concise, well organized, audience focused, grammatically correct, and properly formatted.
3. Collect job leads in the student's chosen field.
4. Collect and document information about one of the companies placing an ad.
5. Write a persuasive cover letter in response to one of the job leads.
6. Write a flawless résumé outlining credentials.
7. Collect data from traditional and/or online sources.
8. Organize and write a short report.
9. Use APA style to document quotes, paraphrases, and summaries from source material.
10. Organize and prepare an oral presentation based on the short report.
11. Prepare effective visual aids to illustrate key points in the presentation.

**New Resources for Course****Course Textbooks/Resources**

## Textbooks

Kolin, Philip. *Successful Writing at Work, Concise Edition*, 4th ed. Cengage Learning, 2015, ISBN: 9781285052564.Pearson. *Pearson Writer (online handbook)*, ed. Pearson, 2019, ISBN: 9780134172194.

## Manuals

Zimmerman, Thomas. ENG 100 Writing Center Manual, Hayden McNeil, 09-01-2011

## Periodicals

## Software

**Equipment/Facilities**

Level III classroom

Computer workstations/lab

**Reviewer****Action****Date****Faculty Preparer:***Hava Levitt-Phillips**Faculty Preparer**Sep 16, 2019***Department Chair/Area Director:***Carrie Krantz**Recommend Approval**Sep 16, 2019***Dean:***Scott Britten**Recommend Approval**Sep 18, 2019***Curriculum Committee Chair:***Lisa Veasey**Recommend Approval**Oct 17, 2019*

**Assessment Committee Chair:**

*Shawn Deron*

*Recommend Approval*

*Oct 18, 2019*

**Vice President for Instruction:**

*Kimberly Hurns*

*Approve*

*Oct 18, 2019*

# Washtenaw Community College Comprehensive Report

## ENG 100 Introduction to Technical and Workplace Writing Effective Term: Fall 2012

### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English/Writing

**Discipline:** English

**Course Number:** 100

**Org Number:** 11300

**Full Course Title:** Introduction to Technical and Workplace Writing

**Transcript Title:** Intro Tech & Workplace Writing

**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**

**Pre-requisite, co-requisite, or enrollment restrictions**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Rationale:** Three year review.

**Proposed Start Semester:** Fall 2012

**Course Description:** In this course, students learn how to write effective technical and workplace documents such as emails, letters, memos, invoices, work orders, labor reports, resumés, and short reports. Students write documents in response to situations that they will likely encounter on the job. Emphasis will be placed on planning and writing clear, concise, and audience-focused documents. During the first week of class, students must demonstrate a writing proficiency at the college level. The title of this course was previously Written Communication.

### Course Credit Hours

**Variable hours:** No

**Credits:** 4

**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

**Corequisite**  
ENG 000

## **General Education**

**General Education Area 1 - Writing**  
Assoc in Applied Sci - Area 1

## **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. Plan and write effective workplace documents, using APA style when appropriate.

### **Assessment 1**

**Assessment Tool:** Final draft of Short Report evaluated using departmental rubric.

**Assessment Date:** Fall 2012

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** All students. If enrollment exceeds 50 students, we will use a random sample of 50 short reports.

**How the assessment will be scored:** Members of the English department will blind-score the written short reports using the departmentally- developed rubric.

**Standard of success to be used for this assessment:** 75% of students to score 75% or higher on the analyzed artifact.

**Who will score and analyze the data:** Members of the English Department.

## **Course Objectives**

1. Use effective methods of planning documents (prewriting) by defining the audience, purpose, content/message, style and tone.  
**Matched Outcomes**
2. Write workplace documents that are clear, concise, well organized, audience focused, grammatically correct, and properly formatted.  
**Matched Outcomes**
3. Collect job leads in student's chosen field.  
**Matched Outcomes**
4. Collect and document information about one of the companies placing an ad.  
**Matched Outcomes**
5. Write a persuasive cover letter in response to one of the job leads.  
**Matched Outcomes**
6. Write a flawless resumé outlining credentials.  
**Matched Outcomes**
7. Collect data from traditional and/or online sources.  
**Matched Outcomes**

8. Organize and write a short report.  
**Matched Outcomes**
9. Use APA style to document quotes, paraphrases, and summaries from source material.  
**Matched Outcomes**
10. Organize and prepare an oral presentation based on the short report.  
**Matched Outcomes**
11. Prepare effective visual aids to illustrate key points in the presentation.  
**Matched Outcomes**

## **New Resources for Course**

### **Course Textbooks/Resources**

#### Textbooks

Kolin, Philip. *Successful Writing at Work, Concise Edition*, 3rd ed. Wadsworth Cengage Learning, 2012, ISBN: 9780495901945.

Faigley, Lester. *The Little Penguin Handbook*, 3rd ed. Pearson, 2012, ISBN: 9780205211340.

#### Manuals

Zimmerman, Thomas. ENG 100 Writing Center Manual, Hayden McNeil, 09-01-2011

#### Periodicals

#### Software

### **Equipment/Facilities**

Level III classroom

Computer workstations/lab

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Mary Mullalond</i>	<i>Faculty Preparer</i>	<i>Jan 04, 2012</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jan 06, 2012</i>
<b>Dean:</b> <i>Bill Abernethy</i>	<i>Recommend Approval</i>	<i>Jan 09, 2012</i>
<b>Vice President for Instruction:</b> <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Mar 05, 2012</i>