**COURSE SYLLABUS**

**TECHNICAL ENGLISH 1033**

**COURSE DESCRIPTION:** This course is designed specifically for Career Tech students who are pursuing the A.A.S. degree. In this course, students will focus on appropriate writing for business and industry and will produce technical documents, which may include resumes, letters, emails, memos/reports, proposals, multimedia presentations, and other related documents.

Three credit hours. Prerequisite: ACT score of 17 or above OR NextGen. Accuplacer score of 239 or above OR successful completion of developmental English requirements.

NOTE: This course is for institutional credit only and does not transfer. Instructors should make this clear to students during the drop/add period.

**STUDENT LEARNING OUTCOMES:**

Upon completion of ENG 1033, students should be able to:

A. analyze specific audiences and produce appropriate professional texts in response

B. create accessible, reader-centered documents

C. produce cause & effect, comparison & contrast analyses, and process explanations

D. demonstrate understanding of conventional grammatical usage

E. produce documents both independently and collaboratively

F. integrate specific graphics when necessary into documents

G. create multimedia presentations

H. conduct appropriate research for technical reports, manuals, etc.

I. present both oral and written reports

J. demonstrate competency in page layout and document design.

**TEXTBOOK:** *The Business Writer’s Handbook,* 12th ed.

**REQUIRED UNITS OF STUDY:**

* Job Application Procedures
* Professional Writing & Research
* Utilizing Technology for Careers
* Professional Ethics in Writing

**COURSE REQUIREMENTS:**

Students will be required to earn a D (60) average or better.

The student will

1. complete a job application process, including creation of a resume, cover letter, and any other additional materials that may be required for the chosen job application.
2. create a memo explaining a problem and proposing a solution
3. write *at least* three short essays, (one cause/effect, one comparison/contrast, one process), one of which requires research with APA documentation (500+ words).
4. write at least 60% of essays in class (Instructor can interpret this as parts of every essay or entire essays)
5. create a multi-media presentation to promote a business and present to the class
6. participate in group work and/or peer reviews
7. complete all other tasks (quizzes, discussion boards, etc.) as assigned by the instructor
8. write a final examination essay (500+ words) during the assigned exam period.

\*\*NOTE: The scoring in this course is based on the ENG 1113 grading standards. See scoring guide.

**Assignment Weights: Grading Scale:**

|  |  |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 59 and below |

Job Application 15%

Memo 5%

Paper 1 15%

Paper 2 15%

Paper 3 15%

Media Presentation 20%

Other 5%

Final Exam 10%

**Student Learning Outcome Assignment:** Students will successfully write a process explanation, demonstrating appropriate use of chronological order and mastery of standard American English.

**STUDENT LEARNING OUTCOMES**

**ENGLISH 1033-Technical English**

**Written Communication Competency Assignment**

**LEARNING OBJECTIVE:** Students will plan, compose, and edit a writing assignment demonstrating basic proficiency in general workplace writing.

**ASSIGNMENT:** Technical English (ENG 1033) students will write a process essay of 500+ words explaining how to do an activity or how something occurs.

**GOAL:**  70% of all Technical English students will score a 2 or greater in each criteria of the Written Communication rubric.

**EVALUATION CRITERIA**

1. Thesis: The essay clearly identifies the importance of and purpose of the process.
2. Content: The essay provides chronologically ordered steps with a clear topic sentence per body paragraph that identifies a major stage of the process.
3. Commentary: The essay includes effective transitions and adequately links supporting details in each body paragraph back to the overall thesis.
4. Grammar and Composition: The essay contains no more than two major mechanical errors, as defined by the District English Department Grading Chart, and several minor errors for ENG 1033. The writing is reasonably clear and coherent. Organization is competent.

**DIRECTIONS:** Each semester every instructor teaching for Hinds Community College is required to measure student competency by introducing necessary materials to the students, accessing the student’s competency, and reporting the results to appease goals set forth by the college for The Southern Association of Colleges and Schools for mandatory accreditation. Instructors may begin teaching, assessing, and reporting this assignment at any time during the semester, but must report results using a Canvas created assignment no later than the last day of regular classes for full term courses, and by the day grades are due for online and shorter term classes.

Directions for setting up the assignment and attaching the rubric are found in the English and MFL Department Canvas shell.