ENGL 1460: Technical Writing

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:
This course requires any of these six prerequisites:

- ENGL 0900 - College Prep Writing (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 5)
  - A score of 18 on test ACT English
  - A score of 2 on test Writing
  - A score of 480 on test SAT Evidence-Based Read/Write Composite
  - A score of 78 on test Accuplacer Reading Comprehension
  - A score of 250 on test Accuplacer NG Reading

Corequisites: None

MnTC Goals: Goal 01 - Communication, Goal 02 - Critical Thinking

This course meets Minnesota Transfer Curriculum (MnTC) goal areas 1 and 2. This course covers the principles of creating and designing professional documents such as letters, descriptions, instructions, reports, and proposals. Critical thinking, audience analysis, and appropriate format are emphasized. Correct sentence structure, grammar, and usage are reviewed. Prerequisite: College level writing score on a placement test or a minimum grade of “C” in ENGL0900 (College Prep Writing).

B. COURSE EFFECTIVE DATES: 05/20/2002 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Apply principles of document design to enhance meaning.
2. Apply strategies of prewriting, writing, and revising.
3. Become familiar with the basic formats and types of communication encountered in the business world, such as memos, letters, and emails.
4. Develop clear, concise, accurate, and ethical communication.
6. Produce documents reflecting different types of technical communication, such as technical descriptions, short reports, instructions, summaries, and proposals.
7. Properly format technical documents, observing use of headings, white space, sections, and illustrations.
8. Revise, edit, and proofread drafts to improve the clarity of content, to reduce mechanical and grammatical errors, and to improve the format of the documents.
9. Select and use appropriate visual aids.
10. Understand the purpose and process of technical writing.
11. Use visual cues such as headings and lists to signal text hierarchy and help readers find content.
12. Work collaboratively on group projects.
D. LEARNING OUTCOMES (General)

1. The learner will be able to invent, organize, compose, revise, edit, and present short and long documents that demonstrate an understanding of purpose and audience.
2. The learner will be able to effectively interact with group members while managing time and information.
3. The learner will be able to locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 01 - Communication

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
3. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
4. Select appropriate communication choices for specific audiences.
5. Use authority, point-of-view, and individual voice and style in their writing and speaking.
6. Employ syntax and usage appropriate to academic disciplines and the professional world.

Goal 02 - Critical Thinking

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted