Term Information

Effective Term	Autumn 2022
Previous Value	*Spring 2013*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose to offer an online version of this course.

What is the rationale for the proposed change(s)?

To expand the audience for this course to include those who may want to continue to hone their skills as writers but for one reason or another cannot make it to the Columbus campus. The possibility of offering this course online will also accommodate the needs of instructors who may be away from campus. And ultimately, we hope to be able to offer more of our business, professional, and technical writing courses online toward a future certificate or degree program that could, once developed, generate new revenue.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3305
Course Title	Technical Writing
Transcript Abbreviation	Technical Writing
Course Description	Study of principles and practices of technical writing. Emphasis on the style, organization, and conventions of technical and research reports, proposals, memoranda, professional correspondence, etc..
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	*14 Week, 12 Week*
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
	Less than 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No

Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.01
Previous Value	*Prereq: 1110.01 (110.01) or equiv.*
Exclusions	
Previous Value	Not open to students with credit for 305.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.1303
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students gain skill at conducting research to gain command of a technical subject and to invent the contents of communication and convey clearly and precisely the technical aspects of a topic to a non-specialist audience.

Previous Value

Content Topic List

- Technical writing genres: proposals, memoranda, instructions, correspondence, and reports
- Writing concepts: argumentation, organization, and the plain-language style
- Writing processes: research, drafting, editing, and collaboration

Sought Concurrence   No

Attachments

- English3305_f2fSyllabus.pdf: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- English 3305 ASC DL Course Syllabus 2020.docx: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- ASCTech_ENG 3305Review.docx: ASC Tech Review

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)

- 3305_asc_distance_learning_syllabus revised.docx: Revised Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- 3305_DL_Proposal.docx: Proposal

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)

- 3305_asc-distance-approval-cover-sheet (1).pdf: DL Cover Sheet

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)

- Online Course Approval - Summer 2020.pdf: USE THIS ONE--DL cover sheet

  (Other Supporting Documentation. Owner: Vankeerbergen,Bernadette Chantal)

Comments

- See 8-12-20 email to D. Lowry, K. Winstead, and A. Garcha *(by Oldroyd,Shelby Quinn on 08/12/2020 02:59 PM)*
- English 3305 received an ALX Grant so that the curriculum could be revised such that students no longer need to purchase textbooks. Fall 2020 is the first semester we are piloting the new ALX-supported curriculum for English 3305, which is why there is a difference in readings and assignments for the online version. *(by Lowry,Debra Susan on 07/15/2020 04:19 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	07/15/2020 04:20 PM	Submitted for Approval
Approved	Lowry,Debra Susan	07/15/2020 04:20 PM	Unit Approval
Approved	Heysel,Garett Robert	07/15/2020 08:01 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	08/12/2020 02:59 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	09/15/2021 12:55 PM	Submitted for Approval
Approved	Lowry,Debra Susan	09/15/2021 12:55 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/03/2021 05:22 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/03/2021 05:22 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
ENGLISH 3305 (DL)

Technical Writing
Spring 2022 (full term)
3 credit hours
Online, T/Th 11:00 am - 12:30 pm ET: ZOOM LINK HERE

COURSE OVERVIEW

Instructor

Instructor: Dr. Christa Teston

Email address: teston.2@osu.edu

Phone (emergencies only): 614-943-0901

Office hours: Mon/Wed 3-5pm on Zoom:　　Meeting ID: 697 451 8603　　Passcode: Writing

Prerequisites

1110.01 or equiv.

Course description

What kind of a course is this?
Technical Writing (English 3305) is designed to improve the communication skills and career prospects of three groups: (1) science and engineering majors preparing for technology-focused careers, (2) humanities majors interested in exploring career options in technical communication, and (3) students of any major who want to enhance their marketability by learning about workplace writing.

The projects for English 3305 are not like the projects of most university courses. You will produce documents for real clients and real situations. As your professor, I will evaluate your work, but any evaluation will be based on how well your documents meet the needs of readers from real-world technical communication scenarios.

This class is 100% online and requires two synchronous class meeting sessions over Zoom each week.

What is technical writing?
Technical writing is the ethical communication of complex information from one party to another. Technical writers create documents that explain ideas and present arguments for both specialist and non-specialist readers.

Technical writing encompasses a variety of written genres including memos, letters, manuals, proposals, policies, procedures, documentation, and work logs. Technical writers also compose verbal forms of communication: speeches, briefings, consultations, knowledge-transfer sessions, etc.

The scope of technical writing as a field continues to widen as technology changes the way we communicate. Email, online help systems, websites, documentation databases, object-oriented documentation, and other technology-driven genres have provided and continue to provide resources and challenges for technical writers.

You **do not** need an extensive background in science, technology, or writing to do well in this course. But you do need to be willing to read, think, and write about technical information.

What will you write?
This semester, you will produce technical documents in response to real-world technical writing situations. These documents will demonstrate your technical, rhetorical, and critical-thinking skills. They will also provide you with an opportunity to compose documents that meet a wide range of readers' needs. Along the way, you'll need to consider ethical approaches to document design and communicating technically.

Working individually, in small groups, and as a class, you will produce documents that demonstrate your credentials (such as résumés) and documents that demonstrate your technical and rhetorical proficiencies (such as reports and instructions). Throughout the semester, you will produce a variety of other documents, including training materials and usability testing plans.

Detailed descriptions of all assignments will be posted on our Carmen site.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Articulate how document design has different consequences for various audiences
- Gain rhetorical awareness through Toulmin's Model for Argumentation
- Edit and redesign documents so that they are accessible, clear, precise, and readable to users whose first language may not be English
- Give helpful feedback on others' writing during collaborations
- Distill complex information for nonexpert audiences
- Collect data about how readable or useful a document is using user experience testing methodologies
- Present their qualifications in a resume and a cover letter

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online with **required** synchronous sessions when you must be logged in to Carmen at a scheduled time. We will meet on Zoom every Tuesday and Thursday from 11:00 am to 12:30 pm.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Office hours: OPTIONAL**
- **Live class sessions**: **REQUIRED: TUESDAYS/THURSDAYS 11:00-12:30 ET**
  All live, scheduled events for the course are required.
- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

- All readings, fully-captioned videos, and other learning materials will be provided to you on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Online Participation	10
Policy document revision memo	5
Creative brief project	10
Accessible instructions project	20
Information translation project	25
Employment documents project	10
Employment portfolio project	20
Total	**100**

See course schedule below for due dates.

Descriptions of major course assignments

A note about academic integrity: Please visit Ohio State's website about Academic Integrity here: https://oaa.osu.edu/academic-integrity-and-misconduct

Since many of our course projects are unique to specific situations, you should not feel tempted to plagiarize, as there are no pre-existing materials available to you to plagiarize. However, should the opportunity present itself, and you have questions about how to properly credit or site an existing document, article, book, etc., I am more than happy to assist you.

Online Participation (10% of total grade)

The online nature of this course means that you will complete a variety of activities each week: Posting to discussion forums, taking online quizzes, viewing lectures online, and/or reading and responding to our course materials. Critical to successful online participation is engagement with Carmen in particular: Carmen serves as our *course content site*, providing you access to our syllabus, all course assignments, instructional videos, links to readings and weekly checklists.

Policy Document Revision Memo (5% of total grade)

To help students practice with both argumentation and formatting, we're giving you a real world policy document: The State of Ohio's "Nursing Mothers" guidelines and asking you to review it for the consequences the document has (both in terms of its content and its layout) for certain audiences. In memo format, students will author a 1000-word recommendation memo to the state of Ohio that details recommendations for how the Ohio Government should update and revise the nursing mothers policy document so that it mitigates any unintended consequences and also so that it's updated for a 21st century workforce.

Creative Brief Project (10% of total grade)

Students will partner with Delaware County Social Services and M+A Architecture Firm to produce a 1200-word creative brief that reports to both constituencies the following information, as Delaware County seeks to build a new Social Services building adjacent to a Police Station:

- Research about the history of the indigenous people of that land and how it became the property of the city/county of Delaware
- Research about the history of the sheriff's office in Delaware
- Research about criminal (in)justice in the Delaware area
- Research about the technical documents involved in the transfer of the land to the social services department
- A description of what the social services department offers
- A list of potential risks associated with placing the new social services building next door to the existing police station
- A formal recommendation about options for mitigating risks and/or acknowledging the history of the land/building towards social justice?

Accessible Instructions Project (20% of total grade)

Students will partner with Ohio State University's The James Comprehensive Cancer Center to rewrite and user experience test their Colonoscopy Clinic's preparation instructions. Emphases will be placed on designing instructions for multiple readers and in a way that is both concise and precise.

Information Translation Project (25% of total grade)

Students will partner with the Center for Cancer Health Equity to research and redesign for readers whose first language is not English an infographic that describes what patients should expect before, during, and after their mammogram.

Employment Documents Project (10% of total grade)

Students will polish their resumes and cover letters in anticipation of the job market.

Employment Portfolio Project (20% of total grade)

Students will choose to revise any of the earlier course projects to be used as a potential writing sample. Then, they will be taught how to design and execute (if they choose) an online portfolio where they can host their employment documents and writing samples.

Late assignments

Students should contact their instructor immediately if they need an extension on a project. In general, if a student submits a project late, their grade will be penalized by 20 percent for each week they are tardy. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct **http://studentlife.osu.edu/csc/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here: http://advising.osu.edu

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria,

Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January 11 & 13	**Module 1: Editing Documents to Mitigate Unintended Consequences** 1. Learn about Toulmin's Model for Argumentation by watching an introductory video about his method 2. For class on Tuesday: Read and discuss Ranade & Swarts's (2019) "Humanistic Communication in Information Centric Workplaces" 3. Learn about proper formatting for technical documents by watching a video on how to compose memos 4. Contribute to the module's class discussion 5. Draft revision memo to Ohio.gov re: Nursing Persons' Policy 6. By Friday, 11:59 pm: Answer weekly wrap-up questionnaire
2	January 18 & 20	**Module 1 (cont'd)** 1. For class on Tuesday: Read and discuss Balzhiser, D., Pimentel, C., & Scott, A. (2019). Matters of Form: Questions of Race, Identity, Design, and the US Census. Technical Communication Quarterly, 28(1), 3-20. 2. By Friday, 11:59 pm: Complete the Formatting and Page Design Activity 3. Respond to comments on the module's class discussion 4. By Friday, 11:59 pm: Submit revision memo to Ohio.gov re: Nursing Persons' Policy

Week	Dates	Topics, Readings, Assignments, Deadlines
		5. By Friday, 11:59 pm: Answer weekly wrap-up questionnaire
3	January 25 & 27	**Module 2: Technical Documentation's Social (in)Justices** 1. For class on Tuesday: Watch Module 2 Introduction Video 2. For class on Tuesday: Read and discuss Colton, J. S., & Holmes, S. (2018). A social justice theory of active equality for technical communication. Journal of Technical Writing and Communication, 48(1), 4-30. 3. Learn about proper paragraphing by beginning the Paragraphing Activity 4. Contribute to the module's class discussion 5. Learn about how to write a creative brief 6. Draft the module's "Creative Brief Project"
4	February 1 & 3	**Module 2 (cont'd)** 1. For class on Tuesday: Read and discuss Jackson R. and Bratta P. (2020). Decolonial Directions: Rivers, Relationships, and Realities of Community Engagement on Indigenous Lands. *The Journal of Multimodal Rhetorics 4(1).* 2. By Friday, 11:59 pm: Submit the Paragraphing Activity 3. Respond to comments on the module's class discussion 4. By Friday, 11:59 pm: Submit "Creative Brief Project"
5	February 8 & 10	**Module 2 (cont'd)** 1. For class on Tuesday: **Read and discuss** Walton, Moore, and Jones (2019). Technical Writing After the Social Justice Turn: Chapter 2 "Justice" 2. By Friday, 11:59 pm: Peer review, revise, and resubmit "Creative Brief Project" 3. Assemble teams and draft charter document 4. By Friday, 11:59 pm: Answer the module's wrap-up questionnaire
6	February 15 & 17	**Module 3: (re)Designing Accessible Instructions** 1. For class on Tuesday: Watch Module 3 Introduction Video

Week	Dates	Topics, Readings, Assignments, Deadlines
		2. For class on Tuesday: Read and discuss Browning & Cagle Download Browning & Cagle(2017) "Teaching a 'Critical Accessibility Case Study:' Developing Disability Studies Curricula for the Technical Communication Classroom" 3. Learn about plain language principles by beginning the Plain Language Activity 4. Contribute to the module's class discussion 5. Draft your team's "Accessible Instructions Project"
7	February 22 & 24	**Module 3 (cont'd)** 1. For class on Tuesday: Read and discuss Li, Q., Karreman, J., De, J., & (2019). IEEE International Professional Communication Conference, ProComm 2019 2019 07 23 - 2019 07 26. (2019). Chinese technical communicators' opinions on cultural differences between chinese and western user manuals. IEEE International Professional Communication Conference, 2019-july, 30-36. 2. Respond to comments on the module's class discussion 3. By Friday, 11:59 pm: Submit the Plain Language Activity 4. By Friday, 11:59 pm: Submit your team's "Accessible Instructions Project"
8	March 1 & 3	**Module 3 (cont'd)** 1. For class on Tuesday: Read and discuss Verhulsdonck, G., Melton, J., & Shah, V. (2019). Disconnecting to connect: Developing postconnectivist tactics for mobile and networked technical communication. Technical Communication Quarterly, 28(2), 152-164. 2. Peer review, revise, and resubmit your team's "Accessible Instructions Project" 3. By Friday, 11:59 pm: Answer the module's wrap-up questionnaire
9	March 8 & 10	**Module 4: Translating Information for Multiple Publics** 1. For class on Tuesday: Watch Module 4 Introduction Video

Week	Dates	Topics, Readings, Assignments, Deadlines
		2. For class on Tuesday: Read and discuss Jones's (2016) "Narrative Inquiry in Human-Centered Design" 3. Contribute to the module's class discussion 4. By Friday, 11:59 pm: Submit the Bilingual Infographics activity 5. Plan "Information Translation" Project (i.e. draft fact sheet)
10	March 22 & 24	**Module 4 (cont'd)** 1. For class on Tuesday: Read and discuss Gonzales, L., & Zantjer, R. (2015). Translation as a user-localization practice. Technical Communication, 62(4), 271. 2. Respond to comments on the module's class discussion 3. By Friday, 11:59 pm: Submit UX Testing activity 4. Draft "Information Translation" Project
11	March 29 & 31	**Module 4 (cont'd)** 1. For class on Tuesday: Read and discuss Sun, H. (2006). The triumph of users: achieving cultural usability goals with user localization. *Technical Communication Quarterly*, *15*(4), 457–481. 2. By Friday, 11:59 pm: Submit the required learning activity: The how and why behind organizing a formal report using IMRAD format 3. By Friday, 11:59 pm: Submit "Information Translation" Project 4. By Friday, 11:59 pm: Answer module wrap-up questionnaire
12	April 5 & 7	**CONFERENCES WEEK** Sign up to meet with me individually to receive focused feedback on your writing's evolution this semester. The sign-up sheet is available in Carmen in the "Announcements" tab. During this conference you'll also begin planning your cover letter and resume for next week.
13	April 12 & 14	**Module 5: Polishing Employment Documents and Creating a Portfolio** 1. For class on Tuesday: Watch Module 5 Introduction Video 2. For class on Tuesday: Read and discuss Tucker, B. (2017). Technocapitalist Disability Rhetoric: When

Week	Dates	Topics, Readings, Assignments, Deadlines
		Technology is Confused with Social Justice. *Enculturation.* 24. 3. Contribute to the module's class discussion, which requires that you review **one** profile on the U.S. Bureau of Labor Statistics (Links to an external site.) site 4. By Friday, 11:59 pm: Submit a cover letter and resume
14	April 19 & 21	**Module 5 (cont'd)** 1. For class on Tuesday: Read and discuss Pigg et al.'s (2019) "You got a job; now what? How early-career technical communicators professionalize and learn in a corporate technology context." 2. By Friday, 11:59 pm: Peer review cover letter and resume; revise one other writing sample for your employment portfolio 3. By Friday, 11:59 pm: Complete course evaluations (15 mins)
15	**Finals Week**	**Submit Employment Portfolio by 11:59 pm on April 28, 2022**

Technical Writing

English 3305, Spring 2018

Instructor: John Jones, Associate Professor

Email: jones.6181@osu.edu

Office: Denney TBD

Office hours: TBD and by appointment

Getting started

Contacting me

Welcome to English 3305! The best way to contact me is via email at jones.6181@osu.edu. Feel free to send me a message whenever you have questions, or if you would like to speak with me on the phone, meet in my office, or chat online, please email me to schedule an appointment. My scheduled office hours are TBD and by appointment. Barring emergencies, I will respond to all emails M–F within 24 hours; my responses may take longer on weekends and holidays.

Required texts and readings

You will need to acquire a copy of the following text:

- Alred, Brusaw, & Oliu (2018). *The Handbook of Technical Writing*. 11th Edition. Bedford/St. Martin's.

I will provide the class with additional readings; for some assignments, you may be required to locate additional reading material on your own using the Internet or OSU's University Libraries' search tools (https://library.osu.edu). **The library will be your primary search portal for the assignments related to the report, so be sure that you are familiar with the site and its search tools.** These readings and all other reading assignments are listed by week in the schedule below (see **Table 2**).

Other requirements

- A portable USB key or hard drive
- Regular access to a computer and the Internet
- An OSU email account

In order to make sure you don't miss important information, **you should check your OSU email at least once a day**. Most course work will be submitted via TBD and by appointment as attached documents (rich text [.rtf], MS Word [.doc, .docx], or PDF [.pdf]). This means your computer and Internet connection must be reliable. Prepare a back-up plan for yourself in the case that some technology mishaps occur.

Course information

Description

This course will introduce you to strategies for translating between discipline-specific knowledge and audiences of interested outsiders. In other words, you will be introduced to a range of skills that will enable you to communicate technical information in a form that is understandable to people who were previously unfamiliar with that information.

In this course, we will explore the forms of technical writing that are common in the professions, including résumés, instructions, memos, reports, and presentations. Drawing on the expertise developed in your major, you will develop technical writing skills through your engagement with topics and issues important to the work you plan to do. While we will cover topics traditionally understood as technical—such as those in engineering, architecture, and computer science—technical writing encompasses any topic that must be explained to an involved, but not expert, audience. Because a primary assumption of this course is that all writing emerges from and responds to a particular problem, audience, and purpose, the course will focus on helping you develop multiple writing strategies for diverse communication situations.

Objectives

By the end of the semester, students who earn a passing grade in the course (C- or above) will have demonstrated their ability to:

- Specify and adapt to the constraints of the rhetorical situation, especially an audience's knowledge of a topic and its desired uses for a document or genre.
- Conduct research to gain command of a technical subject and to invent the contents of communication, including navigating the OSU Libraries and external databases to

access peer-reviewed research sources and citing research materials using the APA Style.

- Convey clearly and precisely the technical aspects of a topic to a non-specialist audience.

- Evaluate and modify a document to ensure its usability and accessibility for a particular audience or audiences.

- Apply technology to organize and design a document in ways that support reader comprehension.

Course work and grading

You will be graded on your scores on quizzes and homework and a range of technical communication assignments (major assignments) — a collection of job materials, a set of instructions, a usability test of those instructions, and a report. The points for these assignments can be found in **Table 1**.

	%	TOTAL POINTS
Quizzes & homework	15%	150
Job materials	10%	30/70(1st/2nd sub.)
Instructions	15%	50/100 (1st/2nd)
Usability Test	20%	200
Report	25%	80/170 (1st/2nd)
Presentation	15%	150

Table 1: Course point breakdown by assignment

Grading

The following grade ranges will be used in the course. Qualitative descriptions of letter grades can be found in section 3335-8-21 of the OSU Trustees' <u>University Faculty Rules</u>.

A:	93–100	C+:	77–79	E:	0–59
A-:	90–92	C:	73–76		
B+:	87–89	C-:	70–72		
B:	83–86	D+:	67–69		
B-:	80–82	D:	60–66		

Additional information about the major assignments will be provided throughout the semester as these assignments become due.

Quizzes and homework

For each class meeting in which readings are assigned you will take a quiz or complete a related homework or in-class activity. These quizzes and activities are designed to help you engage with and apply course material as you prepare for the major assignments. The quizzes are comprehensive of that meeting's assigned readings and any material previously assigned or covered in course discussions.

I will occasionally assign additional homework or graded in-class assignments. These projects will be averaged under the quiz category. I will not collect all homework or in-class assignments, but for all such assignments you should neatly print or type the assignment and include header information such as your name, the date, and a description of the assignment. This will ensure that you receive credit for your work if I collect it.

Descriptions of the other major assignments will be provided separately.

Schedule

Items on the schedule are subject to change (with advance notification).

	DATES	TOPIC/READINGS	ASSIGNMENTS
WEEK 1 Course Introduction	Tue. 1/9	Course Introduction; the rhetorical situation and persuasion in technical communication **Readings:** Syllabus, Job Materials assignment description	
	Thu. 1/11	Audience, genre, and job materials **Readings:** Read the sections of the *Handbook of Technical Writing* (*HTW*) titled *Application Cover Letters*, *Audience*, *Correspondence*, and *Résumés*	Identify two potential job ads in your chosen career and be prepared to access and discuss them in class.
WEEK 2 Job Materials	Tue. 1/16	Audience (cont.), invention, and proofreading **Readings:** *HTW: Five Steps to Successful Writing* (pp.	Bring copies of resume and letter drafts to class

	DATES	TOPIC/READINGS	ASSIGNMENTS
		Xv–xxii), *Brainstorming*, *Outlining*, *Proofreading*, and *Purpose*	
	Thu. 1/18	**Readings:** NA	1st submission of **Job Materials** due
WEEK 3 Job Materials	Tue. 1/23	TBA	
	Thu. 1/25	Instructions **Readings:** NA	2nd submission of **Job Materials** due
WEEK 4 Instructions	Tue. 1/30	Instructions **Readings:** *HTW*: *Clarity*, *Conciseness*, *Instructions*, and *Description*	Find a set of instructions and evaluate them using the "Writers' Checklist" on p. 273 of *HTW*. Be prepared to share the instructions and your evaluation with the class.
	Thu. 2/1	Headings and layout **Readings:** *HTW*: *Headings*, *Layout and Design*, *Lists*, and *Parallel Structure*	Bring to class a well-designed list or organizational structure (headings, sub-headings, etc.) from a print document & be prepared to explain why you think it is well-designed
WEEK 5 Instructions	Tue. 2/6	Headings and layout (cont.) **Readings:** Hagen and Golombisky, *White Space is Not Your Enemy* (*WSINYE*): ch. 4	Bring to class a sketch or document with a proposed layout for the main headings in your instructions
	Thu. 2/8	Creating and altering styles in Word **Readings:** NA	1st submission of **Instructions & Documentation** due
WEEK 6 Instructions	Tue. 2/13	Creating your images **Readings:** HTW: *Drawings*, *Photographs*, and *Visuals*	
	Thu. 2/15	Workshop **Readings:** NA	Revised version of **Instructions & Documentation** due for peer review
WEEK 7 Instructions	Tue. 2/20	Placing your images **Readings:** *WSINYE*: ch. 6	
	Thu. 2/22	Collaboration; establish groups for usability testing project **Readings:** NA	2nd submission of **Instructions & Documentation** due
WEEK 8 Usability Testing	Tue. 2/27	Usability testing **Readings:** *HTW*: *Usability Testing*, *Memos*, and *Test Reports*	
	Thu. 3/1	Organization **Readings:** *HTW*: Read the *Methods of Development* section of HTW along with all the sub-points listed under it in the "Organization, Writing, and Revision" section on the inside front cover.	Team Contracts due
WEEK 9 Usability Testing	Tue. 3/6	TBA **Readings:** TBA	

	DATES	TOPIC/READINGS	ASSIGNMENTS
	Thu. 3/8	Collaboration (cont.); establish groups for report and pecha kucha projects; brainstorm report topics **Readings:** NA	**Usability Test Memo** due
WEEK 10	3/12–16	**No class – Spring Break**	
WEEK 11 Reports	Tue. 3/20	Reports **Readings:** HTW: Read the *Reports* section along with all of the sections listed under "Report Components" in the inside front cover	Team contracts due
	Thu. 3/22	TBA **Readings:** TBA	
WEEK 12 Reports	Tue. 3/27	Proposal Meetings **Readings:** NA Meetings will be 15 minutes long. Bring one print copy of the proposal memo for me along with as many copies as you need for members of the group to be able to follow the discussion.	**Report proposal** due
	Thu. 3/29	Information literacy and data graphics **Readings:** *Wall Street Journal Guide to Information Graphics* (*WSJG*): Chs. 1-2	
WEEK 13 Reports	Tue. 4/3	Presentation dos and don'ts **Readings:** Tufte, "The Cognitive Style of Powerpoint" (skim this document so that you are able to answer the question *"What is slide software good for in a presentation?"* during our class discussion)	
	Thu. 4/5	**No class** – Work on presentations with group members	First submission of **Report** due
WEEK 14 Reports	Tue. 4/10	Advanced data manipulation **Readings:** *WSJG*: Chs. 3–4	
	Thu. 4/12	Workshop **Readings:** NA	**Report** due for peer review
WEEK 15 Presentations	Tue. 4/17	Presentations: Dress rehearsal in presentation space **Readings:** NA	
	Thu. 4/19	Presentations **Readings:** NA	**Presentation** due
FINALS WEEK			Final submission of **Report** due

Table 2: Course schedule

Policies

Professional conduct

ENGLISH 3305: Technical Writing is a course in the English Department's Minor in Professional Writing. The Minor in Professional Writing is designed to prepare students for careers as professional communicators, and for this reason many aspects of professional writing courses are designed to replicate professional experiences. In this course, you are expected to conduct yourself as a professional both in your work as well as in your interactions with the professor and your fellow students. As is the case with professionals, you are expected to complete all of your assigned work and take part in all activities, to reply to course communication in a timely manner, and to respond to all course activities and assignments as you would to comparable work activities and assignments.

Social justice and inclusivity

In this course, you will work with your classmates to create and foster a positive learning and working environment based on open communication, mutual respect, and inclusion. If you anticipate needing any type of accommodation in order to participate in this class, please contact the Office of Student Life Disability Services (SLDS). SLDS provides services to any student who feels they may need an accommodation based on the impact of a disability. Disabled students that have been certified by SLDS will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in room 150 of Pomerene Hall, 1760 Neil Ave.

> *Phone:* (614) 292-3307
> *VRS:* (614) 429-1334
> *Email:* slds@osu.edu
> *Web:* http://slds.osu.edu

In order to accommodate multiple learning styles in the course, all course projects and other materials should follow accessibility guidelines appropriate to their medium.

Attendance

In this class, we will cover a large amount of information in our face-to-face meetings that will be essential to how you understand the content of the course and ultimately inform how you complete your assignments. We will also frequently engage in workshops and other in-class learning activities designed to teach you a number of skills that you will be expected to develop incrementally over the course of the semester. For these reasons, it is important that you attend class, arrive on time and bring any assigned work and necessary materials, take detailed notes, and participate in all in-class writing, workshopping, and discussion sessions.

There are no excused absences in this course. This includes absences for illnesses, university-sponsored events, or any other unavoidable conflicts. For this reason, all students should reserve their absences for truly unavoidable emergencies. If you participate in university-sponsored events that will require you to miss class, you should reserve your absences for these events.

You will be allowed four (4) absences without it affecting your grade. If you are absent five (5) times, your grade will be lowered by 10 percentage points. For each absence over five (5), your final grade for the course may be lowered by 5 additional percentage points.

Additionally:

- If you arrive to class more than 5 minutes late or leave class more than 5 minutes before it is dismissed, you may be counted absent.
- If you come to class unprepared on the day of a peer-review session, conference session, or workshop—that is, without a draft to discuss with your classmates or myself or in any other way unprepared to workshop or discuss your project—you may be counted absent.

Finally, as is common in professional settings, if you find that an unavoidable conflict prevents you from attending class or being on time, you should discuss this conflict with me prior to the absence (if possible). Otherwise, you should contact me about any absences as soon as you are able. As with other aspects of the course, you should keep a record of your absences and the reasons for them in case there is a discrepancy in our records.

Course participation

This course is designed to be a participatory learning experience, combining discussions with in-class workshops and other learning activities. As such, it is important that you fully participate in all in-class activities, committing yourself to the learning community consisting of your classmates and myself.

What does this class participation look like? Participation can take different forms for different people. However, some participatory behaviors hold true for everyone. First, you cannot participate if you do not attend class or if you regularly show up late or otherwise interfere with course activities. For these reasons, course attendance is a necessary prerequisite for participation. Conversely, **attending class does not equal participation,** for it is possible to be in every class meeting without engaging with or contributing to the learning that occurs in class. Second, it will be impossible for you to participate in

course learning if you come to class unprepared or leave class with no record of our discussions or activities. You can prepare in the following ways:

- Complete all assigned readings and homework before each class meeting.
- Be able to access all course materials during each class. This includes course texts, such as the textbook and any additional readings; your notes; homework; assignment files and research sources; notes from previous meetings, and any other relevant materials.
- Take notes during all course discussions and activities.
- Actively engage with your classmates and myself during all discussion, peer-review, workshopping, or proposal meeting sessions, giving your full attention to discussions and taking notes (as appropriate).

All of these activities allow you to engage with and make the most of your learning experience in the course, and, consequently, improve the course experience for everyone. **While preparation times may vary depending on our weekly schedule, you should generally plan to spend 6 hours a week—or, 2 hours for every hour of class time—working on course assignments and preparing for class meetings.**

Using technologies in class

You are welcome to use the computers in the lab for note-taking and activities that are relevant to classroom tasks; you are also welcome to bring your own devices for these purposes. **I ask that you not use your phones in class, for note-taking or any other activity.** Additionally, there may be some occasions when I will ask you to turn off all computers and other devices for a period of time.

In general, most technology is welcome in class as long as it is used to aid student learning. Technology that does not serve this purpose—or that actively distracts you or your classmates from learning—is not welcome, and I reserve the right to restrict the use of these technologies in class.

Late work

If you cannot turn your work in by the date an assignment is due, you should discuss a make-up date with me before the due date. If you do not contact me before the time an assignment is due, the assignment will be considered late.

Major assignments that are turned in after they are due will be penalized by ten (10) percentage points for each calendar day they are late.

Homework, quizzes, and any other in-class assignments will not be accepted late

Although each situation is unique, in general a problem with technology will not be considered an acceptable excuse for late or incomplete work. If your computer malfunctions, it is your responsibility to find a different place to work. If your Internet goes out, you will need to find a different access point. And you should create multiple redundant backups of your work in case you accidentally erase, overwrite, or otherwise lose your files.

Plagiarism and academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct."

The university's Code of Student Conduct defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process." While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following: knowingly providing or receiving information during a course exam or program assignment, possession and/or use of unauthorized materials during a course exam or program assignment, submission of work not performed in a course (this includes (but is not limited to) instances where a student submits data or information such as a lab report or term paper from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted, and submitting plagiarized work for a course/program assignment.

Cases of alleged academic misconduct are adjudicated through a formal hearing process by the Committee on Academic Misconduct (COAM), a standing committee of the University Senate. To insure a broad representation on the Committee, COAM draws its members from throughout the university's academic community: faculty (appointed by University Senate), graduate students (appointed by the Council of Graduate Students), and undergraduate students (appointed by Undergraduate Student Government).

If you have any questions about your use of sources and citations or any other activity that might be interpreted as an attempt at academic dishonesty, please contact me **before** submitting the project to discuss the matter.

This policy is adapted from <u>https://oaa.osu.edu/academic-integrity-and-misconduct</u>.

Work visibility

Due to the nature of the course, you will be sharing your work with your fellow classmates as part of class discussions and peer review sessions. By taking this course, you are indicating that you accept these requirements. **If you have any questions or concerns about this policy please contact me immediately**.

September 13, 2021

To:
From: Christa Teston, Associate Professor of English
RE: **English 3305 (Technical Writing) DL Proposal**

Well prior to the pandemic, we had planned to propose offering English 3305 (Technical Writing) as a 100% digital learning course. The course director, Christa Teston, had just won an ALX Grant to help redesign the course so that it better speaks to the nuances of technical writing in this day and age and so that all course materials could be provided free of charge via Carmen. We had the opportunity to pilot that new curriculum during the pandemic when we were forced online and learned that, in fact, the course can be offered just as well when offered 100% online. This proposal does not mean we will *only* offer the course online; rather, we're hoping to reach new audiences, within and beyond the university, for this course.

We are excited to expand the audience for this course to include those who may want to continue to hone their skills as writers but for one reason or another cannot make it to the Columbus campus. The possibility of offering this course online will also accommodate the needs of instructors who may be away from campus. And ultimately, we hope to be able to offer more of our business, professional, and technical writing courses online toward a future certificate or degree program that could, once developed, generate new revenue.

Because the course will include both synchronous and asynchronous content, students will still be able to write collaboratively and, engage in active class discussion, and receive/provide real-time feedback on one another's writing. Employing digital technologies throughout the semester will also help students to become more familiar with relying on such technologies for project management, collaborative writing, and the display of professional preparation.

Our department already has success with offering English 1110 and other writing-specific courses in online formats. Adding this course to the rich slate of courses we hope to provide to students will make writing instruction more accessible to students across the campus and beyond.

We hope that our revisions help clarify what the college committee responded with during Summer 2020:
1. The syllabus is much clearer about the mode of delivery (fully online and synchronous)
2. The syllabus now specifies how students will receive 3 hours/week of direct instruction in the form of synchronous Zoom meetings, class discussions, lectures, exploration of technologically resources, and in-class activities (such as how to leverage Office 365 to properly format professional documents so that they're accessible to screen-readers)
3. All specific course readings are now listed on the syllabus
4. Assignment descriptions specify when a project is collaborative vs. individual
5. The schedule now includes dates
6. The in-class activities are now specified in the syllabus, as are due dates

Distance Approval Cover Sheet
For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: __English 3305, Technical Writing_____

Carmen Use

Please use the required ASC's distance learning course template. For more on use of Carmen: Common Sense Best Practices.

✓ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

✓ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

✓ Syllabus is consistent and is easy to understand from the student perspective.

✓ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

✓ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

✓ Regular instructor communications with the class via announcements or weekly check-ins.

✓ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

✓ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

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☑ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Students will have the opportunity to interact with the instructor via weekly meetings, in the discussion board, in online surveys, via email, and during office hours.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☑ The tools used in the course support the learning outcomes and competencies.

☑ Course tools promote learner engagement and active learning.

☑ Technologies required in the course are current and readily obtainable.

☑ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

n/a

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All class meetings will be held during the week via Zoom. We will meet for three hours each week. Students will also participate in asynchronous activities, larger projects, and discussion board posts.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☑ Course credit hours align with estimated average weekly time to complete the course successfully.

☑ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Three hours per week: synchronous class meetings, discussion, lectures, exploration of some tools and resources, and in-class activities (such as proper page formatting).

☑ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

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Accessibility

For more information or a further conversation, contact the <u>*accessibility coordinator*</u> *for the College of Arts and Sciences. For tools and training on accessibility:* <u>*Digital Accessibility Services*</u>*.*

☑ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☑ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

All course videos will be appropriately captioned. Requests for additional time, a note-taker, etc. will all be met with generosity and professionalism. I will work with SLDS when appropriate.

Additional comments:

Academic Integrity

For more information: <u>*Academic Integrity*</u>*.*

☑ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☑ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments:

See the bottom of p. 5 of the syllabus

Frequent, Varied Assignments/Assessments

For more information: <u>*Designing Assessments for Students*</u>*.*

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☑ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☑ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☑ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☑ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☑ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☑ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Students will interact with one another during class Zoom meetings, in the weekly discussion board posts, and in collaborative projects which will be structured via the charter document that students will produce with their student teams

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning*.

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☑ Instructor explanations about the learning goals and overall design or organization of the course.

☑ Context or rationale to explain the purpose and relevance of major tasks and assignments.

☑ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☑ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☑ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☑ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Learning goals and overall design/organization of the course will be handled in Carmen. Each module will have a "Module Overview" page that not only describes the goals for the module, but also each and every activity and project is listed alongside the approximate

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Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by _____Jeremie Smith_____ on __9/24/2021__.

Additional resources and examples can be found on ASC's Office of Distance Education website.

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