Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area   Ctr for Study&Teaching Writing
Fiscal Unit/Academic Org   Writing, Ctr for Study & Teach - D0536
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   3003
Course Title   Introduction to Developing and Managing Technical Content
Transcript Abbreviation   DevManTechContent
Course Description   Theories, strategies, and practices related to content development and management, including single-sourcing, developing metadata, and information modeling. Writing technical definitions and descriptions. The role of visual information in content management strategies, including treatment of visual communication design conventions, accessibility, information graphics, and visual identities.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   7 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
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

Prerequisites and Exclusions

Prerequisites/Corequisites   English 3305
                                                                  CSTW 3002
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   23.1399
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

- Describe concepts, strategies, and practices related to managing content and information, including information modeling, single-sourcing methodologies, and developing meaningful metadata
- Understand differences and relationship between content management and content strategy
- Describe theories, principles, and conventions of visual communication design, including perception, cognition, experiential design, and color composition theory
- Discuss the importance of accessibility standards and aesthetic considerations in developing visual information for technical information products
- Describe the purposes, document types, and genres in which technical definitions and descriptions are used.
- Understand content, organizational, and stylistic patterns common to technical descriptions and definitions.

Content Topic List

- Fundamental Terms and History of Content Management

  Single-sourcing and Reuse

  Content Management v. Content Strategy

  Practicing Content Management

  Content Management and Visual Design

  The Future of Content and Technical Communicators

Sought Concurrence   Yes

Attachments

- Course 3 approval sheet final.pdf

  (Other Supporting Documentation. Owner: Lang,Susan Michelle)

- Syllabus DevelopingManagingTechContent TC Cert Course 3.docx

  (Syllabus. Owner: Lang,Susan Michelle)

- Communication Concurrence.pdf

  (Concurrence. Owner: Lang,Susan Michelle)

- Engineering Education Concurrence.pdf

  (Concurrence. Owner: Lang,Susan Michelle)

- Design Concurrence request for CSTW 3003.pdf

  (Concurrence. Owner: Lang,Susan Michelle)

Comments

- Third course in proposed technical communication certificate. Email requesting concurrence to Design included--no reply, so concurrence assumed. *(by Lang,Susan Michelle on 04/24/2025 10:32 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lang,Susan Michelle	12/02/2023 02:24 PM	Submitted for Approval
Approved	Lang,Susan Michelle	04/24/2025 10:32 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/01/2025 01:41 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/01/2025 01:41 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS

Introduction to Developing and Managing Technical Content
CSTW 3003
3 credit hours
Distance Learning: No required scheduled meetings; all instruction occurs in Carmen each week

COURSE OVERVIEW

Instructor

Instructor: Dr. Susan Lang

Email address: lang.543@osu.edu

Office hours: online by appointment

Note: My preferred method of contact is via email.

Course description

Historically, technical communicators were primarily considered writers and editors, but changes in communication and publication technologies have expanded their roles to encompass far more. Just as project planning and implementation has become an increasingly collaborative process, so has the development and management of the content of technical projects. This third course in the Technical Communication Foundations Certificate will introduce students to theories, strategies, and practices related to content development and management, including single-sourcing, developing metadata, and information modeling. It will also consider the role of visual information in content management strategies, including treatment of visual communication design conventions, accessibility, information graphics, and visual identities. Finally, it will treat two essential content tasks: writing technical definitions and descriptions.

Course learning outcomes

By the end of this course, students will
- Describe concepts, strategies, and practices related to managing content and information, including information modeling, single-sourcing methodologies, and developing meaningful metadata

- Understand the differences and relationship between content management and content strategy
- Describe theories, principles, and conventions of visual communication design, including perception, cognition, experiential design, and color composition theory
- Discuss the importance of accessibility standards and aesthetic considerations in developing visual information
- Describe the purposes, document types, and genres in which technical definitions and descriptions are used.
- Understand content, organizational, and stylistic patterns common to technical descriptions and definitions.

HOW THIS ONLINE COURSE WORKS

Mode of delivery

This course is 100% online. All instruction will take place through Carmen, so there are no required class meetings.

Pace/Content of online activities

This course is divided into **7 modules** that are released one week ahead of assignment due dates. The syllabus and other essential course materials, along with the first module, will be released a week before the academic term begins. Students are expected to keep pace with all weekly and unit deadlines but may schedule their efforts freely within those time frames.

Each module contains a minimum of **three** activities: **a reading assignment**, accompanied by written notes from the instructor and, where appropriate, recorded video presentation with transcripts; social annotations **a prompt or prompts for students to respond to in weekly discussion forums**; and a **formal writing activity** in which students will be asked to further analyze or apply the week's material. The final assignment for this course will require students to apply most of the key content covered in the prior weeks.

Each module contains several different modes of learning: reading assignments (2-3 peer-reviewed articles) accompanied by written notes from the instructor and/or recorded presentations with transcripts; social annotations and/or prompts for students to respond to in discussion forums; a low stakes writing activity that gives students a chance to practice employing the module's concepts; and a formal writing activity in which students will be asked to further apply the week's material by drafting, reviewing, revising, and resubmitting a major module writing project that could be repurposed as a "writing sample" that would be legible to a potential employer.

A typical module will be organized around the following routine:

Module Activity	Approx. time to complete
Watch instructor's module introduction	15 minutes
Complete assigned readings	3 hours
Watch instructor's lectures that explicate module's main concepts, theories, and practices	1 hour (approx. two 30-minute videos or three 20-minute videos)
Respond thoughtfully to discussion board prompt about the module's main concepts, theories, and practices; respond to peers' posts	2 hours
Complete low stakes writing assignment	2 hours
Draft major module writing sample for peer review	3 hours
Conduct peer review of writing sample	3 hours
Revise and resubmit writing sample for instructor feedback and evaluation	3 hours
Watch instructor's wrap-up video that reports on generalizable feedback based on trends in students' writing samples	15 minutes
Total (per module)	Approx. 18 hours

Credit hours and work expectations

This is a **3-credit-hour, 7-week course**. According to Ohio State policy (go.osu.edu/credithours), students should expect approximately 6 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 12 hours of homework (reading and assignment preparation, for example) to successfully complete the course.

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.

You will be expected to access, listen to, and read the assigned materials and then to turn in each required activity/assignment by the date specified in Carmen. If you cannot submit an assignment by the due date, notify your instructor in advance by email; if you experience technical issues with Carmen when turning in an assignment, email your instructor and attach the completed assignment. When the technical issues are resolved, turn in your assignment on Carmen.

Course Communication Guidelines

The following are my expectations for how we should communicate as individuals in assignments, email exchanges, online discussion boards, and office hours. Above all, please remember to be respectful and thoughtful.

- **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.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Baehr, C. (2019). *The Agile Communicator, 3rd Edition*. **Kendall Hunt.** Available in online or print versions at https://he.kendallhunt.com/product/agile-communicator-principles-and-practices-technical-communication

Other readings (listed in the grid appendix to this syllabus) will be available through Carmen and free of charge for students.

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 it.osu.edu/help, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)
- Advisable: CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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. This will text you ten passcodes good for 365 days.
- 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 INSTRUCTOR RESPONSE

How your grade is calculated

Each module, students may earn up to 50 points for completing the activities outlined below. At the end of the course, the number of points earned divided by 350 (total possible points) will determine the student's course grade.

Assignment Types	Points (per module)
Discussion Board Post and Replies (or Hypothesis Social Annotations)	10
Peer Review	10
Low Stakes Writing Activity	10
Writing Sample	20
Total	50

Descriptions of course assignments

Students will submit low stakes learning activities, discussion posts, responses to drafts of peers' assignments, and their own module assignments for each of seven modules. Descriptions for all assignments will be released in Carmen along with the other components of each module.

Low Stakes Writing Activity
Each module provides students with an opportunity to practice writing (in 800 or fewer words) using the key concepts the module introduces. These are low stakes learning activities that scaffold into the module's major writing sample assignment.

Discussion Posts
Each module includes responding (in 500 or fewer words) to a discussion post about the module's key themes. These prompts will ask students to synthesize information from the readings or reflect on their learning to that point in the course. Alternatively, students will be asked to learn collaboratively via Hypothesis's Social Annotations.

Peer Reviews
Students will be placed in peer review groups of 3-4 students and will respond to two of their peers' drafts. The nature of the response will be determined by a) the specifics of the module assignment, and b) requests made by each student to reviewers via the comment feature in Carmen. Where applicable, rubrics will be provided to help generate useful feedback.

Module Assignments
In module assignments, students will apply what they have learned. In this course, students might be creating or evaluating user profiles or completing a task and/or resource analysis

before undertaking a project. They might also research software applications for project management to learn more about their capabilities and applicability to technical communicators. The final assignment will ask them to complete a document plan for a typical proposal or reporting task. Evaluation of these assignments will consider content and professional presentation.

Late assignments

All assignments are due by the date and time listed in Carmen for the assignment. Deliverables turned in late **without prior permission (or documentation that would excuse lateness)** are subject to the following penalties:

- Submitted 4 to 24 hours past the deadline: -10%
- Submitted 25 to 72 hours past the deadline: -30%
- Submitted more than 72 hours past the deadline: -50%

Grading Scale

- 93-100: A

- 90-92: A−

- 87-89: B+

- 83-86: B

- 80-82: B−

- 77-79: C+

- 73-76: C

- 70-72: C−

- 67-69: D+

- 60-66: D

- Under 60: E

Instructor feedback and response time

I am providing the following 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 assignments, you can generally expect feedback within **7 days**.

Preferred Contact Method (Email)

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

ACADEMIC POLICIES

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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

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*)*

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

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 of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its

activities, academic programs, admission, and employment. *(To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: **https://odi.osu.edu/** or **https://cbsc.osu.edu**)*

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://cbsc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

COURSE SCHEDULE

Refer to Carmen course page for any additional descriptions, updates, or revisions to this schedule.

Module	Date	Reading + Learning Activities Due
Module 1: Fundamental Terms and History of Content Management	Day 1	Begin reading: • Baehr (2019). *Agile Communicator* ch. 7 (pp. 155-171) • Clark, D. (2007). Content management and the separation of presentation and content. *Technical communication quarterly*, *17*(1), 35-60. • Pullman, G., & Gu, B. (2020). Reconceptualizing technical communication pedagogy in the context of content management. In *Teaching content management in technical and professional communication* (pp. 19-39). Routledge.
	Day 2	• Finish reading/respond to prompts in Carmen • Watch instructor discussion of concepts, prompts, assignments • Complete Hypothesis annotation Part 1
	Day 3	• Complete Hypothesis annotation Part 2 • Begin module assignments 1A and 1B
	Day 4	Continue drafting module assignments 1A and 1B
	Day 5	• Share draft of module assignments 1A and 1B • Complete peer review
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 1A and 1B
Module 2: Single-sourcing and Reuse	Day 1	Begin reading: • Rockley, A. (2003). Single Sourcing: It's About People, Not Just Technology. *Technical Communication*, *50*(3), 350–354. http://www.jstor.org/stable/43089036

		• Sapienza, F. (2007). A Rhetorical Approach to Single-Sourcing Via Intertextuality. *Technical Communication Quarterly*, *16*(1), 83–101. https://doi-org.proxy.lib.ohio-state.edu/10.1080/10572250709336578
	Day 2	• Finish reading//respond to prompts in Carmen • Watch instructor discussion of concepts, prompts, assignments
	Day 3	Begin module assignments 2A and 2B
	Day 4	• Respond to discussion post prompt • Continue drafting module assignments 2A and 2B
	Day 5	• Share draft of module assignments 2A and 2B • Complete peer review
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 2A and 2B
Module 3: Content Management v. Content Strategy— What's the Difference?	Day 1	Begin reading: • https://www.stc.org/intercom/2021/04/put-me-in-coach-i-can-help-manage-this-tech-comm-project/ • https://www.linkedin.com/pulse/content-manager-vs-strategist-nitu-roy/ • https://www.stc.org/intercom/2020/10/interview-with-kristina-halvorson/ • Content Strategy 101—ETR Knowledge Hour
	Day 2	• Finish reading/respond to prompts in Carmen • Watch instructor discussion of concepts, prompts, assignments • Complete Hypothesis annotation Part 1
	Day 3	• Complete Hypothesis annotation Part 2 • Begin module assignments 3A and 3B
	Day 4	Continue drafting module assignments 3A and 3B
	Day 5	• Share draft of module assignments 3A and 3B • Complete peer review
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 3A and 3B
Module 4:	Day 1	Begin reading:

A Deeper Dive into Content Strategy		• Bailie, R. A. (2019). Bringing clarity to content strategy. *Technical Communication*, *66*(2), 121-124. • Getto, G., Labriola, J., & Ruszkiewicz, S. (2019, October). A practitioner view of content strategy best practices in technical communication: a meta-analysis of the literature. In *Proceedings of the 37th ACM International Conference on the Design of Communication* (pp. 1-9). • Sedmak, M., Ruggeri, K., Boldt, R., Dennis, S., & Forsythe, J. (2019). Visualizing content strategy for complex content ecosystems. *Technical Communication*, *66*(2), 147-162.
	Day 2	• Finish reading//respond to prompts in Carmen • Watch instructor discussion of concepts, prompts, assignments
	Day 3	Begin module assignments 4A and 4B
	Day 4	• Respond to discussion post prompt • Continue drafting module assignments 4A and 4B
	Day 5	• Share draft of module assignments 4A and 4B • Complete peer review
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 4A and 4B
Module 5: Practicing Content Management through Writing Technical Definitions and Descriptions	Day 1	Begin reading: • Baehr (2019). *Agile Communicator* ch. 18 (pp. 389-407) • Campbell, K. S., & Swisher, V. (2023). A Maturity Model for Content Strategy Development and Technical Communicator Leadership. *Journal of Technical Writing and Communication*, *53*(4), 286-309.
	Day 2	• Finish reading/respond to prompts in Carmen • Watch instructor discussion of concepts, prompts, assignments • Complete Hypothesis annotation Part 1
	Day 3	• Complete Hypothesis annotation Part 2 • Begin module assignments 5A and 5B
	Day 4	Continue drafting module assignments 5A and 5B
	Day 5	• Share draft of module assignments 5A and 5B

		• Complete peer review
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 5A and 5B
Module 6: Content Management and Visual Design	Day 1	Begin reading: • Baehr (2019). *Agile Communicator* ch. 9 (pp. 195-208) • Kostelnick, C. (2020). The art of visual design: The rhetoric of aesthetics in technical communication. *Technical Communication*, *67*(4), 6-27.
	Day 2	• Finish reading//respond to prompts in Carmen • Watch instructor discussion of concepts, prompts, assignments
	Day 3	Begin module assignments 6A and 6B
	Day 4	• Respond to discussion post prompt • Continue drafting module assignments 6A and 6B
	Day 5	• Share draft of module assignments 6A and 6B • Complete peer review
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 6A and 6B
Module 7: The Future of Content and Technical Communicators	Day 1	Begin reading: • Evia, C., & Andersen, R. (2020). Afterword: Beyond Management: Understanding the Many Forces that Shape Content Today. In *Teaching content management in technical and professional communication* (pp. 213-231). Routledge. • Gollner, J. & Molisani, J. (2017). The Human Face of Content 4.0. *Intercom*, *64*(8), 21 – 23. *Additional Resources* Content Strategy Insights How to Become a Great Knowledge Manager Three Basic Rules for Knowledge Managers What is a CCMS?
	Day 2	• Finish reading//respond to prompts in Carmen • Watch instructor discussion of concepts, prompts, assignments

	Day 3	Begin module assignments 7A and 7B
	Day 4	Continue drafting module assignments 7A and 7B
	Day 5	- Share draft of module assignments 7A and 7B - Complete peer review
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 7A and 7B

Week One: Fundamental Terms and History of Content Management

Additional Readings for Hypothesis Annotation

Clark, D. (2007). Content management and the separation of presentation and content. *Technical communication quarterly*, *17*(1), 35-60.
Pullman, G., & Gu, B. (2020). Reconceptualizing technical communication pedagogy in the context of content management. In *Teaching content management in technical and professional communication* (pp. 19-39). Routledge.

Other Resources

What is Structured Content?

Assignment 1A: Experience Inventory with Developing and Managing Technical Content

After reading Chapter 7 in the textbook and the selection from Pullman and Gu, write a memo of ½ to 1-page that discusses a) any prior experiences you've had with aspects of content development and management; b) what you perceive your strengths in developing and managing content to be; and c) what questions you have about the topics and what you hope to gain from the course.

Assignment 1B: Exercise 7.1, Benchmarking Information Modeling Techniques

You have been assigned the task of creating a site map for a new online bookseller. To prepare yourself for the task, the first step is to research existing site maps on a handful of similar websites to learn more about the conventions and trends that are currently used by other book sellers. Locate three separate book selling websites online and examine their site maps. Make notes of their organizational patterns, design elements, and features that seem to be best practices. Compose a list of your findings, including a list of trends and differences among the three sites you examine.

  Tasks to be completed:
  1. Locate three booksellers online with site maps and examine each closely.
  2. Make a list of consistent patterns of organizing content, design elements, and other features.
  3. Prepare a spreadsheet or table with your findings.
  4. Make a list of key similarities and differences among the samples.
  5. Write a list of recommendations for creating a new site map for a prototype website, incorporating the best features you find in your research.

Week Two: Single-sourcing and Reuse

Additional Readings for Discussion Board Postings

Rockley, A. (2003). Single Sourcing: It's About People, Not Just Technology. *Technical Communication*, *50*(3), 350–354. http://www.jstor.org/stable/43089036
Sapienza, F. (2007). A Rhetorical Approach to Single-Sourcing Via Intertextuality. *Technical Communication Quarterly*, *16*(1), 83–101. https://doi-org.proxy.lib.ohio-state.edu/10.1080/10572250709336578

Other Resources
What is a Single Source of Truth?
What is Content Reuse?

Assignment 2A: Exercise 7.4, Determining Content Reuse Strategies for a Product Description

Locate a product description or product specification information brochure online for a camera, computer, television, cell phone, or other electronic device. Read the document, paying particular attention to how content is organized, including use of headers, sections, and information topics. Determine which chunks and sections should be reused in the following new products: (1) a one-page advertisement appropriate for a magazine; (2) a one-page technical description appropriate for professionals or experts, rather than general users. Make a list of the content chunks or topics you would use in each of the two products and the order in which they would appear. Sketch a layout of your two new deliverables.

Tasks to complete:
1. Locate a product specification sheet for an electronics product online.
2. Read and make note of the organization, content topics, and other distinguishing characteristics.
3. Develop a list and order of topics to be reused for a one-page magazine advertisement.
4. Develop a second list and order of topics to be reused for a one-page technical description for professionals and experts.

5. Draw a sketch of the layout of both product.
6. Discuss your single-sourcing methods for each product with others.

Assignment 2B: Comparing Versions of an Annual Report Over Time

Locate two versions of an annual report issued by a company for two different years. Skim both reports making note of the content and organization of the documents. Compare both reports and identify what content is single-sourced from the older version to the newer one. Identify the levels of single-sourcing used. Discuss your findings, in terms of the effectiveness and single-sourcing methods used.

Week Three: Content management v content strategy—what's the difference?

Additional Readings for Discussion Board Postings
https://www.stc.org/intercom/2021/04/put-me-in-coach-i-can-help-manage-this-tech-comm-project/
https://www.linkedin.com/pulse/content-manager-vs-strategist-nitu-roy/
https://www.stc.org/intercom/2020/10/interview-with-kristina-halvorson/

Other Resources
Content Strategy 101—ETR Knowledge Hour

Assignment 3A: Exercise 7.2, Evaluating the Findability of the E-Server Technical Communication Library

You have been asked to research a list of studies or published papers on the subject of the findability of Web site content, for an organizational context. Towards this goal, you have been asked to use the E-Server Technical Communication Library (http://tc.eserver.org) to compile a list of published materials on the subject. Using a series of keyword searches, locate relevant resources and make a short list of 5–10 you find. Make notes of any problems you encounter finding the resources.

Tasks to be completed:
1. Search the E-Server Technical Communication Library site at http://tc.eserver.org using a series of key word searches for published materials on the subject of the findability of Web site content in an organizational or workplace context.
2. Make a list of 5–10 relevant resources on the topic that you find.
3. Make note of any specific problems related to the usability or accessibility of resources, or any findability problems in locating the resources.
4. Compose a list of your findings and problems, along with some possible workarounds or solutions.
5. Discuss any potential improvements to the site that would aid findability of information.

Assignment 3B: Exercise 7.3, Tagging the Technical Communication Body of Knowledge (TCBOK)

You have been tasked with creating a set of tags for a topic within the Technical Communication Body of Knowledge (TCBOK) wiki. Search for the site online and browse the selection of topics in the site. Select a topic or article of your choice and read the article. Make note of the topic's placement within the information structure of the site. View the Tagging Cloud for the site and from its list of tags, select a few appropriate tags for your topic. Then, add a few new tags, not found in the cloud, which may be appropriate.

Tasks to complete:

1. Explore the Technical Communication Body of Knowledge (TCBOK) wiki site.

2. Select and thoroughly read a topic of your choice.
3. Make note of your topic's location within the information structure, especially pages above it in the structure.
4. Using the Tagging Cloud on the site, select a few tags that would be appropriate for your topic.
5. Add a few new tags to your list, appropriate for the topic. 6. Share and discuss your findings with others, including your rationale for selecting tags on your list.

Week Four: A Deeper Dive into Content Strategy

Additional Readings for Discussion Board Postings

Bailie, R. A. (2019). Bringing clarity to content strategy. *Technical Communication*, *66*(2), 121-124.
Getto, G., Labriola, J., & Ruszkiewicz, S. (2019, October). A practitioner view of content strategy best practices in technical communication: a meta-analysis of the literature. In *Proceedings of the 37th ACM International Conference on the Design of Communication* (pp. 1-9).
Sedmak, M., Ruggeri, K., Boldt, R., Dennis, S., & Forsythe, J. (2019). Visualizing content strategy for complex content ecosystems. *Technical Communication*, *66*(2), 147-162.

Assignment 4A: Conducting a Comparative Content Analysis

A competitive content analysis enables businesses to understand the existing market for an organization's products or services. It is used to help an organization plan its business strategy. In our case, it can help identify content gaps and determine what publications are needed to meet customer needs.

This analysis will be exploratory—you will compare two organizations that do similar things, whether they are for-profit corporations or other entities, or non-profit organizations that provide goods or services. While this won't be a comprehensive analysis, you'll learn about the ways in which both groups present their mission to their audience(s).

To complete the analysis:

1. Conduct an SEO analysis of your chosen organizations.
2. Audit content and asset types, answering such questions as what types of topics do they cover, and what types of content (their assets) they use. Assets may include blog posts, webinars, videos, infographics, white papers, and case studies. If they have only one or two types of assets, categorize by format (e.g. how-to guides, updates, interviews). Also note how much of the content is free v. gated. Finally, note what their

primary purposes of their content are, how often content is published, and who is writing content (if named).

3. To the best of your ability, evaluate content quality. You may select attributes from the following list: content length, accuracy, uniqueness, use of visuals, tone, and readability
4. Note whether the organizations use other platforms to distribute their information.

Write up your results as a 1 – 2 page memo to your instructor.

Week Five: Practicing Content Management through Writing Technical Definitions and Descriptions

Additional Readings for Hypothesis Annotation
Campbell, K. S., & Swisher, V. (2023). A Maturity Model for Content Strategy Development and Technical Communicator Leadership. *Journal of Technical Writing and Communication*, *53*(4), 286-309.

Assignment 5A: Exercise 18.1, Writing Technical Definitions

Briefly research the following technical communication related terms using online searches, books, or articles:

- content strategy
- single sourcing
- information architecture
- technological appropriation

- universal design
- the craft tradition
- user experience
- information experience

Using the recommended method of writing definitions, write an original definition of any four of these terms, based on your research. Each definition should include the term, classification, and any distinguishing characteristics.

Tasks to complete:

1. Research the terms listed above using online searches, books, or articles.
2. Make notes on each term, such as other uses of the term, or distinguishing characteristics.
3. Write a short definition of four of these, including a term, classification, and distinguishing characteristics.

Assignment 5B: Exercise 18.4, Practicing Technical Descriptions

Using one of the four methods of description: comparison and contrast, distinguishing characteristics, part to whole, and visual illustration, write a description of a product, such as a

bicycle, computer, mixer, speaker, or any other common (or uncommon) household item. If necessary, research your product to collect specific detail or data required to write your description. Introduce your product with a brief definition and then provide adequate detail for whichever method of description you select. Present your work to peers and discuss the advantages and disadvantages of using the descriptive method you selected.

> Tasks to complete:
>
> 1. Select a descriptive method (comparison and contrast, distinguishing characteristics, part to whole, visual illustration) and household product as your subject.
> 2. Research the product online, collecting details needed to write your description.
> 3. Write a short definition that briefly introduces your product, and then a detailed description (approximately 250 words).

Week Six: Content Management and Visual Design

Additional Resources for Discussion Board Postings

Kostelnick, C. (2020). The art of visual design: The rhetoric of aesthetics in technical communication. *Technical Communication*, *67*(4), 6-27.

Assignment 6A:

Visit the IKEA website (http://www.ikea.com) and search for a set of visual instructions on assembling a product. Examine how visual images are used to explain objects, terms, or to describe processes for users of the instructions. Also, make note of the limited use of numbers or words. Determine the effectiveness of these visual instructions and what additions or changes you might make to help improve their descriptive value for the intended audience. Compare your findings to other visual instructions you have used or found online.

Assignment 6B:

Research information graphics online that depict average household Internet use. These graphics might depict user statistics such as average speed, bandwidth, user demographics, tasks, programs, times, etc. Select either a single graphic, or a single page of multiple graphics, which could use improvement. Evaluate the use of design principles, conventions, colors, and strategies used to develop the graphic(s). Make a list of specific strengths and criticisms of the graphic(s). Identify specific changes you would make to improve the overall graphic(s) quality and presentation.

> Tasks to be completed:
> 1. Conduct online research and locate information graphics that depict statistical data on Internet usage.
> 2. Select a single graphic, or single page of multiple graphics, which could use

improvement in their display and/or design.
3. Evaluate the graphic(s) in terms of their use of design principles, conventions, colors, and strategies.
4. List strengths and weaknesses.
5. Identify specific recommendations and changes to improve the effectiveness of the graphic(s).

Week Seven: The Future of Content and Technical Communicators

Additional Reading
Evia, C., & Andersen, R. (2020). Afterword: Beyond Management: Understanding the Many Forces that Shape Content Today. In *Teaching content management in technical and professional communication* (pp. 213-231). Routledge.
Gollner, J. & Molisani, J. (2017). The Human Face of Content 4.0. *Intercom*, *64*(8), 21 – 23.
Tham, J., Howard, T., & Verhulsdonck, G. (2022). Extending Design Thinking, Content Strategy, and Artificial Intelligence into Technical Communication and User Experience Design Programs: Further Pedagogical Implications. Journal of Technical Writing and Communication, 52(4), 428-459. https://doi.org/10.1177/00472816211072533 (Original work published 2022)

Additional Resources
Content Strategy Insights
How to Become a Great Knowledge Manager
Three Basic Rules for Knowledge Managers
What is a CCMS?

Assignment 7A: The Evolving Role of Technical Communicators in the Era of AI and Content 4.0
For this final assignment, you will **w**rite a professional report or position paper addressing how technical communicators can adapt to advancements such as AI, machine learning, and Content 4.0. Highlight challenges, opportunities, and actionable strategies for staying relevant in an increasingly automated industry.

Suggested Outline:
Introduction (300-400 words):
- Define AI, Content 4.0, and their relevance to technical communication content strategy and management.
- Briefly introduce the concept of component content management systems (CCMS) using insights from What is a CCMS?**.**
Analysis of Changes (500-600 words):
- Discuss how AI and Content 4.0 are reshaping the profession, referencing Tham et al. (2022) and Gollner & Molisani (2017), along with other readings on the topic.
- Highlight the role of modular content and CCMS in enabling scalability and efficiency.

Human-Centric Approaches (400-500 words):
- Explore the balance between automation and maintaining a user-centered focus, drawing on "The Human Face of Content 4.0" and insights from Content Strategy Insights.
- Emphasize the importance/relevance of empathy and storytelling in technical communication.

Key Strategies for Adaptation (500-600 words):
- Leverage insights from How to Become a Great Knowledge Manager to outline skills technical communicators should develop.
- Incorporate content from the "Three Basic Rules for Knowledge Managers" to emphasize the value of fostering a culture of knowledge sharing and collaboration.

Conclusion (200-300 words):
- Discuss how technical communicators can shape their roles in the context of these changes.
- Suggest actionable steps for continuous learning and professional growth.

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. 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 and 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.

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

☐ 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):

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 (optional):

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.)

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

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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:

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

Accessibility

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

☐ 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.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ 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 (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

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.

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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):

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.

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☐ 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):

Additional Considerations

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

Syllabus and cover sheet reviewed by   on

Reviewer Comments:

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

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Attachment for Instructor Presence/Course Workload Sections

In a typical week, students will complete the following:

Direct Instruction:
- Listen to/read introduction to the module: ~ 15 - 30 minutes
- View instructor presentations of key concepts from the readings (usually 3 or 4 15 to 20-minute presentations): ~ 45 – 80 minutes
- Listen to/read instructor introduction to the weekly discussion prompts and module assignments: ~ 30 minutes
- View annotated sample assignments: ~30 – 45 minutes
- Read and respond to instructor feedback on each week's assignment: ~30 – 45 minutes
- Interacting with instructor-generated in moderated discussion/Q & A sessions: ~ 60 minutes

Indirect Instruction
- Complete course readings (textbook and assigned articles): ~ 2 - 3 hours
- Annotate, using Hypothesis, selections from the readings posted in Carmen: 1 hour
- Generate responses to initial reading discussion prompts and respond to peers online: 1 hour
- Complete weekly module assignments: ~ 2 – 4 hours
- Share assignments for review with their writing groups and review their peers' work before submitting for instructor evaluation: ~ 2 hours

These activities might be organized in a typical week as follows:

Day 1: Module Introduction; begin readings
Day 2: Finish readings; listen to instructor discussion of concepts/prompts/assignments. Annotate selections in Hypothesis (specified due date)
Day 3 - 4: Write discussion posts (specified due date) ; draft the week's writing assignments
Day 5: Post drafts of assignments into their review groups (specified due date) and review those of their peers
Day 6: Revise the module assignments
Day 7: Submit assignments on Carmen for instructor evaluation

This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- There are some required syllabus statements that need updated in the syllabus. You can find those here: https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements. We also keep the ASC Distance Learning Syllabus Template updated with current syllabus statements.
  - Note: in addition to retrieving the current versions of outdated syllabus elements, I recommend adding the newly required Statement on Religious Accommodations

- I recommend expounding on student expectations for the assignments. It is unclear what will be expected week to week of students for discussion forum assignments or the nature of the formal assignments. There are also student activities, such as peer reviews and assignment revisions, that are not listed as part of graded activities but seem essential to the instructional plan. These details about the structure and planned delivery of the course seem especially important in an accelerated asynchronous course.

- The faculty curriculum committee has been adamant about expecting to see concrete plans for facilitating student interaction. This course has several avenues in which student interaction could happen but does not seem to be required or incentivized.
  - I recommend structuring the discussion forum assignments in such a way that students are required to post and respond to peers. Other instructors have told me that setting up separate due dates for posts and peer replies supports a rhythm of posts and replies that facilitates more peer engagement.
  - One area in which it seems that peer interaction is a very critical is in the assignment peer review groups. Is student participation in these groups required? If so, I recommend making it a graded course component, to facilitate that interaction and to highlight this part of the course plan to the faculty review committee.

- The syllabus has a mix of font sizes and styles that may introduce some problems with digital accessibility. I recommend adapting the ASC Distance Learning Template or revise the syllabus for consistent font style (we recommend Georgia, Helvetica, and Arial for accessibility) and font size (12+).

- Jeremie Smith (ASC Distance Education Coordinator)

From:	Lang, Susan M.
To:	Munch, Fabienne
Subject:	concurrence request for proposed technical communication course
Date:	Tuesday, December 5, 2023 8:04:00 AM
Attachments:	image001.png
	DevelopingManagingTechContent_course3.docx
	Ohio_State_Course_Review_Concurrence_Form_CSTW 3003 for Design.pdf

Hi Fabienne,

Hope you're doing well as the semester winds down. Please find attached a proposal for a new undergraduate course offered through the Center for the Study and Teaching of Writing: "Developing and Managing Technical Content." The role of visual information in content management strategy is one of the topics treated in the course.

We are seeking concurrence for the new course. Please email me @ lang.543@osu.edu in the Center for the Study and Teaching of Writing with your response ***within two weeks***. Concurrence will be assumed if no response is received within two weeks (December 19, 2023).

Many thanks,

Susan

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Susan M. Lang, PhD (she/her)
Director, Center for the Study and Teaching of Writing
Professor of English
4132C Smith Lab, 174 W. 18th Ave, Columbus, OH 43210
lang.543@osu.edu / cstw.osu.edu

Hi Susan,

The School of Communication is happy to provide concurrence.

Have a good weekend!

Best,
Jason

From: Lang, Susan <lang.543@osu.edu>
Sent: Thursday, April 17, 2025 5:10 PM
To: Coronel, Jason <coronel.4@osu.edu>
Subject: request for concurrence: technical communication certificate

Hi Jason,

I'm writing on behalf of the Center for the Study and Teaching of Writing (CSTW), as well as the Department of English, to seek concurrence for a new undergraduate certificate, as well as three courses in that certificate, in Technical Communication. I've attached the certificate proposal, as well as the "grid" document that contains ELOs, list of readings, and learning activities for the four courses that will make up the certificate. Of the four courses, the first is an established course (English 3305), and the other three will go forward from CSTW and English, respectively, through the course approval process.

If you have any questions or need additional information about the certificate or individual courses, feel free to email me. Else, please email your response/concurrence to me by May 8th. Do let me know if you require additional time.

Thanks,

Susan

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Susan M. Lang, PhD (she/her)

Director, Center for the Study and Teaching of Writing
Professor of English
108/109 Bricker Hall, 190 N Oval Mall building 001, Columbus, OH 43210
lang.543@osu.edu / cstw.osu.edu

From:	Masel, Dale
To:	Lang, Susan M.
Subject:	Re: Concurrence Request for Undergraduate Certificate in Technical Communication
Date:	Tuesday, January 23, 2024 8:11:04 AM
Attachments:	image001.png

Susan,

Thanks for sending the list with the additional reading materials for the courses. EED concurs with the need and structure of the new certificate as well as the three new CSTW courses proposed for the certificate.

Dale

_____

Dale Masel, Ph.D.

The Ohio State University

Senior Lecturer & Interim Associate Chair for Undergraduate Studies and Learning Infrastructure

Department of Engineering Education (EED)

Smith Lab 3042E · 614-247-5951 · masel.2@osu.edu

Pronouns: he/him/his   Honorific: Dr.

Book a meeting on my calendar

Chat with me on Teams

From: Lang, Susan M. <lang.543@osu.edu>
Sent: Tuesday, December 5, 2023 12:48 PM
To: Williams, Susan S. <williams.488@osu.edu>; Kline, Susan <kline.48@osu.edu>; Masel, Dale <masel.2@osu.edu>
Subject: Concurrence Request for Undergraduate Certificate in Technical Communication

Dear Susan, Susan, and Dale,

Please find attached a proposal for a new undergraduate certificate from the Center for the Study and Teaching of Writing: "Technical Communication: Foundations."

The center is seeking concurrence for the new certificate. Please email your responses/questions/concurrences to me at lang.543@osu.edu. ***Responses are due within two weeks***. Concurrence will be assumed if no response is received within two weeks (December 19, 2023).

Many thanks,

Susan

THE OHIO STATE UNIVERSITY

Susan M. Lang, PhD (she/her)
Director, Center for the Study and Teaching of Writing
Professor of English
4132C Smith Lab, 174 W. 18th Ave, Columbus, OH 43210
lang.543@osu.edu / cstw.osu.edu