Term Information

Effective Term   Autumn 2026

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   3002
Course Title   Introduction to Project Planning and Analysis for Technical Projects
Transcript Abbreviation   ProPlanTechProj
Course Description   Introduction of the essentials of project planning and analysis with an emphasis on technical
                                                             communication projects. Topics include principles of user and audience analysis; assessing internal and
                                                             external resources for projects, including creating budgets and schedules; determining scope via task
                                                             analysis. How to create, plan, and manage projects.
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 Yes
education component?
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   Prerequisite or Corequisite: English 3305
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	• Define, describe, and apply the iterative process of developing technical communication documents, including planning, development, quality assurance, and publication
	• Manage and scope a project by completing a task analysis, including stating your objectives; detailing, organizing, and assigning tasks; and establishing project milestones
	• Discuss various technical communication document genres, including stabilized formats and use of templates, and the value of legacy documents
	• Discuss the importance of version control, naming conventions, localization, and translation, and their role in creating new technical communication products
Content Topic List	• Intro Project Planning and Management
	Project Managers and Users
	Project Planning/Management in Tech Comm
	Task Analysis/Project Planning
	Applied Project Management, including Software Applications
	Legacy Content/Use of Style Guides in PM
Sought Concurrence	Yes

Attachments

• Course 2 approval sheet 10-22-23.pdf

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

• Syllabus Project Planning TC Cert Course 2.docx

   (Syllabus. Owner: Lang,Susan Michelle)

• Communication Concurrence.pdf

   (Concurrence. Owner: Lang,Susan Michelle)

• Engineering Education Concurrence.pdf

   (Concurrence. Owner: Lang,Susan Michelle)

• Syllabus Project Planning CSTW 3002.docx: Revised Syllabus

   (Syllabus. Owner: Lang,Susan Michelle)

• Cover letter listing changes CSTW 3002.docx: Updated Course Approval from OTDI

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

• Cover letter listing changes CSTW 3002.docx: Requested Changes

   (Cover Letter. Owner: Lang,Susan Michelle)

Comments

• Please see feedback email sent to department 05-19-2025 RLS *(by Steele,Rachel Lea on 05/19/2025 03:17 PM)*

• This course is planned as the second in a four course certificate in technical communication. *(by Lang,Susan Michelle on 04/24/2025 10:18 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lang,Susan Michelle	12/02/2023 01:27 PM	Submitted for Approval
Approved	Lang,Susan Michelle	04/24/2025 10:28 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/01/2025 01:35 PM	College Approval
Revision Requested	Steele,Rachel Lea	05/19/2025 03:17 PM	ASCCAO Approval
Submitted	Lang,Susan Michelle	07/29/2025 09:00 AM	Submitted for Approval
Approved	Lang,Susan Michelle	09/23/2025 04:02 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/23/2025 05:18 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/23/2025 05:18 PM	ASCCAO Approval

In response to the Subcommittee's contingencies and recommendations, changes/revisions have been made as follows:

Contingencies

- Updated Distance Learning Cover Sheet has been completed and submitted
- Hypothes.is statement has been placed in the syllabus and highlighted (p. 5)
- Description of assignments on p. 6 and p. 7 have been clarified and highlighted.
- English 3305 has been changed to a pre- or co-requisite for the course @ curriculum.osu.edu

Recommendations

- Rephrasing of course's grading structure completed and highlighted on p. 6.
- Religious Accommodations statement updated and highlighted on p. 10.
- Title IX statement updated and highlighted on p. 10.
- Sentence following land acknowledgement has been removed on p 11.

THE OHIO STATE UNIVERSITY

SYLLABUS

Introduction to Project Planning and Analysis for Technical Projects
CSTW 3002
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

This second course in the Technical Communication Foundations Certificate will introduce students to the essentials of project planning and analysis with an emphasis on technical communication projects. Topics include principles of user and audience analysis; assessing internal and external resources for projects, including creating budgets and schedules; determining scope via task analysis. How to create, plan, and manage projects. Practices and conventions associated with planning the use of common technical communication genres.

Course learning outcomes

By the end of this course, students will be able to
.
- Define, describe, and apply the iterative process of developing technical communication documents, including planning, development, quality assurance, and publication
- Manage and scope a project by completing a task analysis, including stating your objectives; detailing, organizing, and assigning tasks; and establishing project milestones
- Recognize and discuss various technical communication document genres, including stabilized formats and use of templates, and the value of legacy documents

- Discuss the importance of version control, naming conventions, localization, and translation, and their role in creating new technical communication products

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 several different modes of learning: reading assignments (2-3 peer- or editor-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. The final assignment for this course will require students to apply most of the key content covered in the prior weeks.

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 assignment for peer review	3 hours
Conduct peer review of module assignment	3 hours

Revise and resubmit module assignment for instructor feedback and evaluation	3 hours
Watch instructor's wrap-up video that reports on generalizable feedback based on trends in students' module assignments	15 minutes
Total (per module)	Approx. 18 hours

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), for an average 7-week class, 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

Texts

With the exception of Baehr's *Agile Communicator*, all readings will be available through Carmen and free of charge for students.

Books

- Baehr, C. (2024). *The Agile Communicator, 4rd Edition*. Kendall Hunt. Available in online or print versions at https://he.kendallhunt.com/product/agile-communicator-principles-and-practices-technical-communication
- Horine, G.M. (2022) *Project Management: Absolute Beginner's Guide 5e.*

Articles

- Ames, A., & Riley, A. (2013, September). Play to your strengths, shore up your weaknesses: The dynamic duo of project manager and strategic information architect. *Intercom*.
- Baehr, C. (2015). Complexities in hybridization: Professional identities and relationships in technical communication. *Technical Communication*, *62*(2), 104-117.
- Berggreen, L., & Kampf, C. E. (2015, July). Project management communication 2.0— The socio-technical design of PM for professional communicators. In *2015 IEEE International Professional Communication Conference (IPCC)* (pp. 1-9). IEEE.
- Coppola, N. W., & Elliot, N. (2013). Conceptualizing the technical communication body of knowledge: Context, metaphor, and direction. *Technical Communication*, *60*(4), 267-278.Lauren, B., & Schreiber, J. (2018). An integrative literature review of project management in technical and professional communication. *Technical Communication*, *65*(1), 85-106.
- Divine, D., & Zachry, M. (2018). Project management, contradictions, and textualized activity: Supporting reflection in project based organizations. *Technical Communication*, *65*(2), 194-209.
- Miller, R. T., & Hovde, M. R. (2018, July). Technical Communication and Project Management: A Mixed Methods Study in a Corporate Context. In *2018 IEEE International Professional Communication Conference (ProComm)* (pp. 173-180). IEEE.
- Wisniewski, E. C. (2018). Novice engineers and project management communication in the workplace. *Technical Communication*, *65*(2), 153-168.

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.
- Hypothes.is: This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact your instructor at their lang.543@osu.edu and ascode@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

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 of the seven modules is worth up to 50 points, as 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
Module Assignment	20
Total	50

Descriptions of course assignments

Students will submit low stakes learning activities, discussion posts, responses to drafts of peers' assignments, and 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 the theories and practices they have read about and worked with to demonstrate their skill acquisition. 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. Rubrics will be made available for each module assignment so that students understand the relative importance of assignment component. Students will have a chance to revise and resubmit their work for module assignments based on feedback from peers during peer review.

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.)

- You can generally expect feedback within **3 business days** on low stakes writing, discussion posts/hypothes.is annotations, and peer reviews.
- You can expect feedback within **5 business days** on module assignments.
- I will reply to emails within **24 hours.**

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 Civil Rights Compliance Office. (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://civilrights.osu.edu/title-ix 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.

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.

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.

THE OHIO STATE UNIVERSITY

COURSE SCHEDULE

MODULE	DATE	READING & LEARNING ACTIVITIES DUE
Module 1: What is Project Planning and Management?	Day 1	Readings: • Baehr (2024). *Agile Communicator* ch. 1 (pp. 11-23) • Horine, G.M. (2022) *Project Management: Absolute Beginner's Guide 5e.* "Project Management Overview," pp. 30-46. Complete low stakes writing activity
	Day 2	• 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 reviews
	Day 6	Revise module assignments in response to peer feedback
	Day 7	Submit finalized module assignments 1A and 1B
Module 2: Project Managers and Project Users	Day 1	Readings • Baehr (2024). *Agile Communicator* ch. 2 (pp. 25-33). • *Project Management: Absolute Beginner's Guide.* "The Project Manager," pp. 48 – 57, and "Essential Elements for Any Successful Project," pp. 59 – 71. Complete low stakes writing activity
	Day 2	• 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: Project Planning and Management in Technical Communication	Day 1	Reading • Lauren, B., & Schreiber, J. (2018). An integrative literature review of project management in technical and professional communication. *Technical Communication*, *65*(1), 85-106. Complete low stakes writing activity
	Day 2	• 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: Task Analysis and Project Planning	Day 1	Readings: • Baehr (2024). *Agile Communicator* ch. 2 (pp. 33-40). • *Project Management: Absolute Beginner's Guide.* "Defining a Project," pp. 74 – 87, and "Planning a Project," pp. 89 – 115. Complete low stakes writing activity
	Day 2	• 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: Applied Project Management, including Software Applications	Day 1	Reading: • Baehr (2024). *Agile Communicator* ch. 2 (pp. 41-52). • Miller, R. T., & Hovde, M. R. (2018, July). Technical Communication and Project Management: A Mixed Methods Study in a Corporate Context. In *2018 IEEE International Professional Communication Conference (ProComm)* (pp. 173-180). IEEE. • Wisniewski, E. C. (2018). Novice engineers and project management communication in the workplace. *Technical Communication, 65*(2), 153-168. Complete low stakes writing activity
	Day 2	• 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: Legacy Content and the Use of Style Guides/Sheets in Project Planning	Day 1	Reading: • Baehr (2024). *Agile Communicator* ch. 6 (pp. 117-126). • Ames, A., & Riley, A. (2013, September). Play to your strengths, shore up your weaknesses: The dynamic duo of project manager and strategic information architect. *Intercom*. • https://www.stc.org/techcomm/2015/07/14/complexities-in-hybridization-professional-identities-and-relationships-in-technical-communication/

		Complete low stakes writing activity
	Day 2	• 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: Putting it Together!	Day 1	Reading: • Baehr (2024). *Agile Communicator* ch. 6 (pp. 127-136). Complete low stakes writing activity
	Day 2	• 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

Appendix: Full Assignment Descriptions (will appear in Carmen modules for students)

Week One: What is project planning and management?
Additional Reading for Hypothesis Annotation
Horine, G.M. (2022) *Project Management: Absolute Beginner's Guide 5e.* "Project Management Overview," pp. 30-46.

Written Assignments

Assignment 1A: Project Planning and Management Inventory
For this initial assignment, you will look back on your experiences in being part of project teams in academic or workplace contexts as appropriate. Consider the following as you collect your information:

- What are some notable collaborative projects you have been involved with recently? How would you summarize those projects in terms of the number of collaborators, length of the projects, and the resulting deliverables from each project?
- How did you and your collaborators plan each project? What were key factors in how you distributed tasks, set deadlines, and held team members accountable throughout?
- How would you assess your strengths and weaknesses as a project planner and/or team member?

To complete this assignment, write a memo (no more than one page) to your instructor that answers the above questions. Conclude by discussing what you hope to learn about project planning in the next 7 weeks.

Assignment 1B: Exercise 1.6: Planning a Documentation Project

Your project team has been asked to propose a strategy for redesigning a corporate Web site's home page. As part of the project planning, you have been asked to identify and describe the roles of your individual team members who will perform this task. Additionally, you have been tasked to research background on the project, some of its competitors, and users. To help you determine what roles your team will need and appropriate tasks for preliminary research, review this week's reading in the textbook and read the Web Style Guide's brief article on site development teams (http://webstyleguide.com/wsg3/1-process/2-development-team.html).

Tasks to complete:
1. Select a corporate Web site to use for the task and familiarize yourself with it.
2. Based on your initial assessment of the site, identify a list of roles and skill sets required for redesigning the home page.
3. Compile a list of potential research tasks and information resources for the project.

4. Write a memo (of no more than one page) to your instructor that contains the following:

> a. A one or two sentence description of the homepage to redesign and a brief discussion of why the work is necessary.
> b. A list of job titles including short descriptions of duties for each member of the project team.
> c. A paragraph or two describing potential research tasks and information resources you might use for the project, including how you will collect information on typical users and competing Web sites

Week Two: Project Managers and Project Users
Additional Readings for Discussion Board Posting
> *Project Management: Absolute Beginner's Guide,* "The Project Manager," pp. 48 – 57, and "Essential Elements for Any Successful Project," pp. 59 – 71.

Assignment 2A: Exercise 2.1, Evaluating a User Profile

Visit the Society for Technical Communication Body of Knowledge (TCBOK) Portal at https://www.tcbok. org/wiki/about-tc/personas/ and review the personas that were created to inform the TCBOK project. Choose one to evaluate using the characteristics described in the previous section. How well does the persona describe the user and use scenario?

Tasks to be completed:
1. Choose one of the personas found on the STC TCBOK Portal.
2. Read the persona carefully and identify any of the following information include in the person: personal attributes, attitudes and preferences, employment information, knowledge, and deliverable information.
3. After identifying content, evaluate how well the persona describes a potential TCBOK user.

Write up your results and submit as a memo of ½ to 1-page to your instructor.

Assignment 2B: Exercise 1.7, Information Modeling

You have been hired as a consultant to revise and edit either the main navigation menu or site map for one of the following sites:

- https://www.osu.edu/
- https://www.osu.edu/academics
- https://online.osu.edu/

Once you have chosen a website, examine it for existing problems in the site's organization based on what you see as some of the expectations of typical users. Your goal is to find a way to improve the organization of content in the site, so the navigation tool and/or site map is

easier to use by its primary intended audience.

      Tasks to be completed:
1. Select a website from the above and explore the main navigation menus, or, if available, site map.
2. Identify any potential problems in the current organization of information on the Web site by looking at the order and arrangement of pages in the site.
3. Make a list of potential users of the site and identify what information needs are most important to each group of site visitors.
4. Develop an improved information model for the navigation menu or site map, which considers the problems and potential users you identified.

Draft and submit a memo to your instructor in which you

- document key navigation issues with the site and the identify intended user group(s) likely to have problems with the navigation

- describe and develop an improved information model for one or more of the navigation menus in light of the problems you identified. Explain why your model is an improvement on the existing navigation structure

Week Three Project Planning and Management in Technical Communication
Additional Readings for Hypothesis Annotation
      Lauren, B., & Schreiber, J. (2018). An integrative literature review of project management in technical and professional communication. *Technical Communication*, *65*(1), 85-106.

Assignment 3A: Exercise 2.2, Use Scenarios and the TCBOK

Revisit the Technical Communication Body of Knowledge (TCBOK) Portal at https://www.tcbok.org/wiki/ about-tc/personas/ and review other personas described there.

To complete the assignment, evaluate the persona use scenarios. Use the task list below as a guide.

1. Return to the TCBOK and review the persona use scenarios there.
2. List the uses that described in the use scenarios.
3. Evaluate the personas' profiles and use scenarios, and answer these questions:
      a. Do you think all the users or user types that will visit the TCBOK are listed there? If so, why?
      b. If not, what other personas are needed?
      c. For what uses might these additional personas visit the TCBOK?

Write up your results and submit as a memo of ½ to 1-page to your instructor.

Assignment 3B: Exercise 2.3, Researching Cultural Differences

Visit at least two of the following comparative cultural websites, and research the culture of a country where you would like to visit or work. After reading about the culture of the country you have chosen, write a brief summary in the form of a memo to your instructor (up to 1 ½ pages in length).

Intercultural Learning websites:

Geert Hofstede's Countries: https://exhibition.geerthofstede.com/hofstedes-globe/
BBC's Country Profiles: http://news.bbc.co.uk/2/hi/country_profiles/default.stm
CIA World Fact Book: https://www.cia.gov/the-world-factbook/

Week Four: Task Analysis and Project Planning

Additional Reading for discussion board posting
Project Management: Absolute Beginnner's Guide. "Defining a Project," pp. 74 – 87, and "Planning a Project," pp. 89 – 115.

Assignment 4A: Exercise 2.4, Task Analysis across Disciplines

To understand how widely task analyses are used across disciplines, take some time to read about their uses:

> • In usability research: Usability.gov's "Task Analysis," http://www.usability.gov/how-to-and-tools/ methods/task-analysis.html
> and Nielsen Norman Group's https://www.nngroup.com/articles/task-analysis
> • In technical communication: https://www.stc.org/intercom/2014/12/managing-multiple-agile-projects/

After reading through these resources, summarize at least 2 – 4 key aspects of task analysis in project planning and report those aspects to your instructor in a 1-page memo.

Assignment 4B: Exercise 2.6 Reverse Engineering a Safety Video to Analyze Tasks

Search for and watch the five-minute video "Car Safety: The Science of Speed" in the National Science Foundation (NSF) Multimedia Gallery. Describe the video's objectives, steps, and step sequence.

> Tasks to be completed:
> 1. Search for and view "Car Safety: The Science of Speed."

2. After viewing the video, complete a task analysis of its content by answering these questions:

  a. What are the video's objectives?
  b. What are the steps described in the video?
  c. What is the sequence or order of steps in the video?

3. After answering the questions, submit your responses in the form of a memo (~ 1 page) to your instructor.

Week Five: Applied Project Management, including Software Applications

Additional Readings for Hypothesis Annotation

Miller, R. T., & Hovde, M. R. (2018, July). Technical Communication and Project Management: A Mixed Methods Study in a Corporate Context. In *2018 IEEE International Professional Communication Conference (ProComm)* (pp. 173-180). IEEE.

Wisniewski, E. C. (2018). Novice engineers and project management communication in the workplace. *Technical Communication*, *65*(2), 153-168.

Assignment 5A: Exercise 2.7, Conducting a Task Analysis

Find a short (i.e. approximately no more than 10-minute) instructional video on YouTube.com or EHow.com. You can easily locate one using search terms, such as "task analysis," "how-to," "or "procedural analysis." Identify the objective of the analysis, the steps in the process, and the step sequence. Finally, evaluate the analysis: how well was it organized? Could you complete the instructions by following the video?

  Tasks to complete:
1. Find an instructional video by conducting an Internet search.
2. View the video.
3. Identify at least one objective for the video.
4. Identify the steps in the instructional process.
5. Order the steps as they are presented in the video.
6. Evaluate the video:
  a. How well is it organized?
  b. What organizational improvements might you suggest?
  c. Could you successfully complete the video considering the steps and their organization?
7. Prepare a short (1 – 2 pages) written analysis in the form of a memo to submit to your instructor.

Assignment 5B: Exercise 2.9, Researching Project Management Applications

Review the features of Jira, plus two or three additional project management software or mobile device applications. Check out https://thedigitalprojectmanager.com/tools/best-project-management-software/ for suggestions of applications to research. Would any of these

applications be good choices for technical communicators? Why or why not?

Tasks to be completed:

- Identify the features of each application.
- Compare and contrast these features.
- Evaluate the features to determine if either one would be good choices for technical communicators. If so, which one would you recommend? Why?

Write up your results in a 1-page memo to your instructor.

Week Six: Legacy Content and the Use of Style Guides/Sheets in Project Planning

Additional Reading for Discussion Board Posting
https://www.stc.org/intercom/2013/09/play-to-your-strengths-%e2%80%a8shore-up-your-weaknesses-the-dynamic-duo-of-project-manager-and-strategic-information-architect/

https://www.stc.org/techcomm/2015/07/14/complexities-in-hybridization-professional-identities-and-relationships-in-technical-communication/

Assignment 6A: Exercise 3.2, Conducting Legacy Content Research

You have been given the task of writing a recommendation on the topic of selecting a new docking station for computers in your office. While you may not have specific expertise on the topic, your manager is confident in your ability to research and report on the topic and to help make an informed recommendation. Ideally, the document should include a discussion of the following factors: connection type, power, device compatibility, and cost. To prepare to write this report, conduct a series of online searches on docking station specifications and review instructional documents about these different factors. Collect this information into a working bibliography of sources about docking stations.

Tasks to be completed:
1. Search online for information on docking station specifications, including the importance of connection type, power, device compatibility, and cost factors, as well as other factors you deem important.
2. Read or skim some of the more valuable information sources you find.
3. From this list, compile and submit an annotated bibliography of sources that can be used as legacy documents or secondary research for writing the recommendation report. An annotated bibliography provides a sentence or so summarizing each source and a sentence noting what its contribution would be to the recommendation report.

Assignment 6B: Developing a Personal Style Sheet

As noted in your textbook, style guides and style sheets are essential tools for writers. While as students, you may have associated style guides primarily with documentation styles (think MLA, APA, Chicago), guides such as the US Government Publishing Office Style Manual provide a single standard across many different documents and offices (https://www.govinfo.gov/collection/gpo-style-manual). It also assumes competencies in both writing and graphic design.

While such guides aim at wide coverage, a style sheet can be developed at any time for work on a particular document or project. Figure 3.4 in your textbook (p. 60) provides an example of one such document.

For this assignment, you will choose either a project you are working on for another class or your workplace, or a recently completed project, and develop a style sheet for it. Use the textbook sample as a starting point but remember that such documents should serve as reminders for keeping a unified style. Your style sheet should identify the project it serves and be 1 – 2 pages in length.

Week Seven: Putting it together!

Assignment 7A: Writing a Document Plan

We have covered a range of topics under the term "project planning." In this final week, you will practice this planning process by retrofitting a document plan for the following report [insert URL here] using the information on pp. 68 – 72 of your textbook as a guide. The sample work plan on p. 71 and the checklist on p. 72 can also help you design the plan. Consider both writing and visual design, including tables and figures, in your style sheet.

Assignment 7B: How does this apply in the workplace? Culmination/Reflection/Looking Ahead

To wrap up the course, please watch at least the first 27 minutes of the following video: https://www.youtube.com/watch?v=o82HRlSIaZ8. In it, Leigh Hartzman, Content Strategist at Waze, discusses her process for project planning and management in the context of her work. This talk is a useful way to wrap up our course and a springboard for you to consider what you've learned and what you'd like to know more about. As your exit assignment, please write a brief reflection on the last seven weeks and how you might take some of this content with you beyond the course. Draft it in memo form and submit to Carmen.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences (Updated 2-1-24)

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).

THE OHIO STATE UNIVERSITY

Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ 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.

☐ 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).

THE OHIO STATE UNIVERSITY

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 have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

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

Additional technology comments:

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:

THE OHIO STATE UNIVERSITY

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 regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

☐ 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.

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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 (required)

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.

THE OHIO STATE UNIVERSITY

☐ 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):

THE OHIO STATE UNIVERSITY

Syllabus and cover sheet reviewed by *Bob Mick* on *7/11/25*

Reviewer Comments:

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

THE OHIO STATE UNIVERSITY

Appendix to Course Cover Sheet

The weekly schedule combines both direct and indirect instruction over the course of each module as outlined below.

Direct Instruction:

- View instructor video on introduction to the module: 15 minutes
- View instructor's lectures on key concepts, theories, and practices from the readings: 60 minutes
- View recorded presentations with transcripts or read peer-or-editor-reviewed articles with instructor's written notes: 3 hours
- Instructor monitored discussion board posts and responses: 60 minutes
- Watch instructor wrap-up video for module and assignments: 15 minutes

Indirect Instruction

- Complete course readings (textbook and assigned articles): 2 - 3 hours
- Complete weekly module assignments: 2 – 4 hours
- View instructor's annotated sample assignments: 30-45 minutes
- Annotate, using Hypothes.is, selections and readings in Carmen: 1 hour
- Respond to annotations and discussions by peers to selections and readings in Carmen: 1 hour
- Read and respond to instructor feedback on each week's assignment: 45 minutes
- Share assignments for review with their writing groups and review their peers' work before submitting for instructor evaluation: 2 hours

Attachment from ODE/Bob Mick

CSTW 3002 – Introduction to Project Planning and Analysis for Technical Projects

I am returning the signed Distance Approval Cover Sheet after completing the review of the revised distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:
- Direct instruction (recorded lecture videos, module overviews, recorded lecture presentations with transcripts, peer-or-editor reviewed articles with instructor notes, instructor wrap-up videos for modules and assignments, instructor monitored discussion board posts and Hypothesis annotations in select readings)
- Instructor assessing and providing feedback on student's course work and assignments
- Instructor providing opportunities to ask questions on content of course through email and discussion boards
- Facilitating group discussion (group discussion boards posts, social annotation activities using Hypothesis, responses to other groups)
- Facilitating group work and interaction (writing groups, peer review)
- One-on-one virtual meetings with instructor available

2. How this Online Course Works
This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online asynchronous course.

3. Credit hours and work expectations
The information in the syllabus and cover sheet and appendix in the cover sheet states the average amount of time to be spent on this course is an average of 13-18 hours per week, which meets the requirement for a 3 cr hr, 7-week course.

4. Description of Major Assignments
All major assignments are clearly explained.

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

THE OHIO STATE UNIVERSITY

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