

**Eastern Illinois University**  
***Revised Course Proposal***  
**ENG 4760, Special Topics in Professional Writing**

**Banner/Catalog Information (Coversheet)**

1. **Revision of Existing Course**
2. **Course prefix and number:** ENG 4760
3. **Short title:** Special Topics in Prof. Wrtg.
4. **Long title:** Special Topics in Professional Writing
5. **Hours per week:** 3 Class    0 Lab    3 Credit
6. **Terms:** \_\_\_ Fall    \_\_\_ Spring    \_\_\_ Summer    X On demand
7. **Initial term:** X Fall    \_\_\_ Spring    \_\_\_ Summer    Year: 2016

**Catalog course description:** (3-0-3) Focused study of professional writing, designed to enhance understanding of workplace writing and provide experience in producing it. Topic will vary semester to semester. May be repeated once for credit. WC

**8. Course attributes:**

General education component: N/A

\_\_\_ Cultural diversity \_\_\_ Honors X Writing centered \_\_\_ Writing intensive \_\_\_ Writing active

**9. Instructional delivery**

**Type of Course:**

X Lecture    \_\_\_ Lab    \_\_\_ Lecture/lab combined    \_\_\_ Independent study/research  
\_\_\_ Internship    \_\_\_ Performance    \_\_\_ Practicum/clinical    \_\_\_ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

X Face to Face    X Online    \_\_\_ Study Abroad  
\_\_\_ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

**10. Course(s) to be deleted from the catalog once this course is approved.** None

**11. Equivalent course(s):** None

a. **Are students allowed to take equivalent course(s) for credit?** \_\_\_ Yes    \_\_\_ No

**12. Prerequisite(s):** ENG 1002G

a. **Can prerequisite be taken concurrently?** \_\_\_ Yes    X No

b. **Minimum grade required for the prerequisite course(s)?** C or better

c. **Use Banner coding to enforce prerequisite course(s)?** X Yes    \_\_\_ No

**d. Who may waive prerequisite(s)?**

☐ No one   ☒ Chair   ☐ Instructor   ☐ Advisor   ☐ Other (specify)

**13. Co-requisite(s):** None**14. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: None

**15. Repeat status:** ☐ May not be repeated   ☒ May be repeated once with credit**16. Enter the limit, if any, on hours which may be applied to a major or minor:** None**17. Grading methods:** ☒ Standard   ☐ CR/NC   ☐ Audit   ☐ ABC/NC**18. Special grading provisions:** None

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**19. Additional costs to students:**

Supplemental Materials or Software None

Course Fee ☒ No   ☐ Yes, Explain if yes \_\_\_\_\_

**20. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. ☒ Course is required for the major(s) of English with a Professional Writing emphasis

☒ Course is required for the minor(s) of Professional Writing

☐ Course is required for the certificate program(s) of \_\_\_\_\_

☒ Course is used as an elective for all other English major emphases

**Rationale for proposal:** This revised course proposal reflects a move to offer this course—along with the entire Professional Writing minor—online.

## 2. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: This writing-centered course builds on basic college-level writing principles taught in first-year composition.

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: Writing centered: The quality of students' writing and editing is the principal determinant of the course grade. The minimum writing requirement is 7,500 words (roughly equivalent to 25 double-spaced pages) of polished, revised prose in addition to informal writing such as discussion posts, emails, notes, drafts, reflections, etc.

## 3. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

## 4. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: In *Teaching Writing Online*, Scott Warnock argues that online writing courses provide more opportunities to write and highlight purposes for writing that differ from face-to-face courses. This course and the Professional Writing minor as a whole pair well with existing online programs (such as the BA in General Studies and the BS in Organizational and Professional Development) and the Parkland-based BSB in Business Administration.

Instruction: ENG 4760—and the Professional Writing minor as a whole—will allow online students to engage in focused study that will improve their professional communication skills in a variety of workplace settings. Instructional materials and assessments in both online and face-to-face versions of the course will focus on developing students' writing. Through EIU's course management system, students will regularly submit written work for peer feedback and instructor evaluation. Discussion boards and chat functions will allow students and instructor to discuss reading assignments. Teaching materials will be posted in the form of text-based lecture notes and/or audio or video podcasts. Student presentations will be given using web cameras and live on-site audiences assembled by the student; video of those presentations will then be uploaded to the course for instructor evaluation. All faculty who will deliver this course online are/will be OCDI-trained (or have attained an appropriate equivalent).

Integrity: In addition to using the tools available in EIU's course management system (e.g., EIU logins, timed quizzes, ability to place pre-requisites on assignment submissions), instructors in the ENG 4760 course create scaffolded assignments that build on one another throughout the semester, deterring plagiarism. Because students produce a large volume of formal and informal writing during the semester, instructors develop familiarity with a student's writing style and voice. If an instructor chooses to use timed exams to test students'

command of course material, the instructor will use the university's available online identity authentication methods to ensure academic integrity during the exams.

**Interaction:** The development of collaborative skills is a learning objective for ENG 4760. Students in online versions of the course will be expected to complete readings on collaboration and at least one collaborative assignment. Students will engage regularly with one another and the instructor through discussion posts, blogs, and other shared document tools. One-on-one communication between instructor and student will occur each week through emails and individualized feedback on writing assignments. Instructors may also arrange synchronous meetings through text chats or videoconferencing.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: ENG 4760 Special topics in Professional Writing
2. Catalog description: (3-0-3) Focused study of professional writing, designed to enhance understanding of workplace writing and provide experience in producing it. Topic will vary semester to semester. May be repeated once for credit. WC
3. Learning objectives. (Parentheses indicate which undergraduate learning goals are covered by the learning objective. In some instances, specific substeps are listed when only portions of the learning goal are covered.)
  1. Use effective collaborative strategies to create a positive work environment and high-quality projects (CT 1 / SL 2–3, 7 / RC 1–2, 4 / Graduate: 3–4)
  2. Demonstrate understanding of principles of and research on professional collaboration and leadership (CT / QR 4–5 / Graduate: 1)
  3. Use communication and collaboration strategies to solve hypothetical and real workplace problems (i.e., critical thinking and problem solving) (CT / WR / SL / Graduate: 2–3)
  4. Adapt general professional communication principles (related to content, organization, tone, and design) to specific audiences, purposes, and contexts (CT/WR/SL/RC / Graduate: 3)
  5. Use revision and editing to improve your own and others' writing (WR/Graduate: 3)
  6. Demonstrate awareness of your own strengths and areas for improvement as a collaborator (CT / RC 2 / Graduate: 2)
4. Course materials (Sample).
  - *Communicating for Results*, Hamilton (Wadsworth, 2011)
  - *The Business Writer*, Van Rys (Cengage, 2009)
  - Assigned supplemental readings from trade publications and academic journals

5. Weekly outline of content. Sample Syllabus: **Workplace Collaboration**. (One example of the special topics courses offered as 4760. Other topics include grant/proposal writing and science writing.)

#### **Weeks 1–2: Introduction to communication processes**

Students will learn basic theories for communicating within organizations. Theories of management and interpersonal communication will be discussed. Course will review core professional writing principles from earlier classes.

Readings from Hamilton. Writing: brief in-class and homework activities; article précis/analysis (grad only)

#### **Weeks 3–5: Introduction to theories / research in collaboration**

Students will be introduced to theories and research of small-group communication. Students will read about conversational styles in collaboration and will analyze transcripts of their own conversations using these principles. Students will form teams to complete their first major project: a research report (based in secondary sources) on an organization's use of collaborative strategies.

Readings from Hamilton, Van Rys, and supplemental readings. Writing: brief in-class and homework activities; establishment of collaborative goals; conversational analysis; company research report (collaborative), revised based on peer and instructor evaluation; peer and self evaluation; article précis/analysis (grad only).

#### **Week 6: Conflict in Collaboration**

Students will be introduced to research and theories for productively managing conflict in teams. Students will discuss the impact of gender, race, class, and professional position on conflict and collaboration.

Readings from Hamilton and supplemental readings. Writing: brief in-class and homework activities; case study analysis; guided reflection; article précis/analysis (one for undergrads, additional for grads).

#### **Weeks 7–9: Communication in virtual settings**

Students will be introduced to research and theories for communication in virtual settings. Students will discuss the impact of national culture on collaboration. Students will learn strategies for effective face-to-face and online oral communication. Students will read about roles in collaborative teams and analyze audio- or video recordings of team meetings using this research. Students will form teams to complete their second major project: research on and presentation of collaborative software.

Readings from Hamilton, van Rys, and supplemental readings. Writing/Speaking: brief in-class and homework activities; case study analysis; establishment of collaborative goals; collaborative role analysis, software presentation (collaborative), peer and self evaluation; article précis/analysis (one for undergrads, additional for grads). Software presentations for students in online sections will be given using online collaborative videoconferencing.

#### **Weeks 10–12: Working with end users**

Students will be introduced to research and theories for working with end users to ascertain the sufficiency and appropriateness of written documentation. Students will discuss the ethics of clear communication, including the need to address accessibility issues in documentation and usability testing. Students will form teams to complete their third major project: instructions followed by usability testing of those instructions.

Readings: Hamilton, van Rys, and supplemental readings. Writing: brief in-class and homework activities; establishment of collaborative goals; written instructions (collaborative), revised based on peer review, instructor feedback, and usability test results; usability plan (collaborative); usability report (collaborative); peer and self evaluation; article précis/analysis (grad only). Students in online versions of the course will complete instructions for web-based tasks, which will facilitate user testing on these projects.

### **Weeks 13–15: Client project**

Students will read research for communicating effectively with clients. Students will form teams to complete their client project drawing on professional writing skills. Reading: Hamilton, van Rys, and supplemental reading (as defined by client). Writing: brief in-class and homework activities; establishment of collaborative goals; client project plan (collaborative); client project deliverable(s) (collaborative), revised based on feedback from instructor, peers, and client; presentation of client project (collaborative); peer and self evaluation; article précis/analysis (grad only).

### **Week 16: Take home exam and final collaborative analysis**

## **6. Assignments and evaluation, including weights for final course grade.**

<b>Assignment</b>	<b>% grade</b>
<b>Homework/In-class work (4,500+ words)</b>	<b>15</b>
<b>Company Research Report (1,800–3,000 words)</b>	<b>10</b>
<b>Software Presentation</b>	<b>10</b>
<b>Client Project* (3,000–4,500 words)</b>	<b>20</b>
<b>Instructions (1,200–1,800 words)</b>	<b>10</b>
<b>Final take home exam (application of course material to case studies) (1,500–3,000 words)</b>	<b>10</b>
<b>Overall Collaboration grade**</b>	<b>25</b>

\* Client evaluation of the project is considered in determining the student's grade on the assignment.

\*\* Collaboration grade will be determined through the completion of a wide range of activities throughout the semester, including the following: individual establishment of collaborative goals for each assignment, completion of guided reflections, analysis of transcripts of recorded team meetings, peer and self-evaluations, client feedback, team meeting minutes, and an end-of-semester 1,200–1,800-word culminating reflective analysis.

Because the topic of this course is collaboration, graduate students who enroll in this section of ENG 4760 will be expected to complete all projects with team members, most of whom will be undergraduates. If a sufficient number of graduate students enroll in the course, the graduate students will be partnered for one project and will be provided with a project of greater complexity than that provided to undergraduates. Graduate students will be assigned one supplemental research or theory article each week, for which they will submit a précis and response; this work will be calculated in the student's homework/in-class work grade. The final exam for graduate students will include an additional section in which students are asked to synthesize multiple collaboration theories/research in response to specific questions or case studies.

## **7. Grading scale.**

A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

## 8. Correlation of learning objectives to assignments and evaluation.

	Homework/ In-class writing (15%)	Company research (10%)	Software presentation (10%)	Client project (20%)	Instructions (10%)	Final exam (10%)	Collaboration grade (25%)
1		X	X	X	X		X
2	X	X	X	X	X	X	X
3	X	X	X	X	X	X	
4		X	X	X	X	X	
5		X	X	X	X		
6	X						X

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5. Use revision and editing to improve your own and others' writing (WR/Graduate: 3)
6. Demonstrate awareness of your own strengths and areas for improvement as a collaborator (CT / RC 2 / Graduate: 2)

**Date approved by the department or school:**

**25 March 2015**

**Date approved by the college curriculum committee:**

**15 April 2015**

**Date approved by the Honors Council (if this is an honors course):** NA

**Date approved by CAA:** 30 April 2015

**CGS:**