



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/4/2009

1. ACADEMIC UNIT: Multimedia Writing & Technical Communication
2. COURSE PROPOSED: TWC 200 Impact of Communication Technologies on Society 3
3. CONTACT PERSON: Name: Barbara D'Angelo Phone: 480-727-1160
Mail Code: 0180 E-Mail: bdangelo@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:
Is this a multisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Barry M. Maid, Ph.D.
Chair/Director (Print or Type)

(Signature)

Date: 3/4/2009

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	assignment description (case studv. formal report)
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	assignment descriptions (case
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".			
C-4			

TWC200 Impact of Communication Technology on Society

Criterion 1: At least 50% in the course grade should depend on writing, including prepared essays, speeches, or in-class essay examinations.

The entire course grade is based on written assignments or prepared written work/tasks. Written assignments include a proposal, email, letter, case study, report, FAQ, and PowerPoint. The course is taught online; therefore, discussion assignments based on readings and town hall participation are written assignments posted to Blackboard's discussion board.

Criterion 2: The composition tasks require the gathering, interpretation, and evaluation of evidence.

All written assignments require critical thinking and inquiry to gather, interpret, and evaluate information. The case study and formal report assignments, in particular, require research and integration of evidence from a variety of types of sources.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

The case study and formal report require substantial research, critical inquiry, and writing. The case study assignment leads to a PowerPoint and to the final formal report.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

As indicated on the syllabus, assignments are sequenced and structured so that students are required to use information from early assignments to complete later assignments (case study leads to the PowerPoint leads to the formal report). Assignments are returned to students in a timely manner so that they have feedback prior to completing succeeding work. The instructor also provides feedback on discussion board posts in a timely manner so that students can improve on later postings. Process outcomes incorporate evaluation criteria related to drafts, peer review, and incorporating feedback for improvement so that students are encouraged to solicit and use comments to improve their writing.

TWC 200
Impact of Communications Technology on
Society

Multimedia Writing and Technical Communication
Spring 2009
Syllabus

<p>Dale Chapman Multimedia Writing & Technical Communication</p> <p>Phone: 678-468-0831 (I can send and receive text)=quickest response.</p> <p>Email: dale.chapman@asu.edu</p>	<p>Office Hours:</p> <p>email me and request a chat conference online or request a phone conference.</p>
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Course Description and Objectives

Organizational issues and development of technical communication: The course will focus on issues related to technology and society, particularly the Internet and cyberspace. Students will become familiar with and engage in the use of various genres of technical writing. On completion of the course, students will:

- be familiar with and use various styles and genres of technical communication;
- develop flexible strategies for writing, editing, and revising;
- understand the role and importance of communicator, audience, and content in technical communication;
- be familiar with and evaluate the role and use of various media to communicate information;
- understand and apply principles of effective document design;
- identify and apply effective research strategies;

- analyze the impact of technology on society including legal, social, and ethical issues;
- analyze the role of society on the development and use of technology

Also see MWTC Program Outcomes for additional course and program objectives.

Course Requirements

Read the Course Guidelines and Policies and the Core Rules of Netiquette. Review all information posted in Bulletin Board to be sure you understand what will be expected of you.

All assignments are expected to be completed on time. See course evaluation section below for information on grading and Bulletin Board for information on assignments and due dates.

Standard English. We are living in a text world. This, however, is a Writing Class; therefore, all writing / communication should be presented in standard English.

Attendance: You must complete assigned work—missed assignments will cause you to accrue zeros.

Additional Course Policies

If you have any problems completing work in the class, let me know sooner than later. Be prepared to provide supporting documentation for any unforeseen problems.

Students who did not purchase books last semester received the lowest grades in the class.

Course work is due on Saturday at midnight any exceptions (for example peer reviews) will be described in the Announcements.

Late work will not be accepted.

With the exception of Discussions, individual work should be placed in the Digital DropBox. Describe the work in the Comment section.

Plan now for a computer problem. Place completed work on a disk and send to your email (as a back-up). Consider if your computer should go down, what computer will you use as a back-up (ASU lab, Library, etc.)?

In this course all work should be polished. In Composition courses you learned to work through draft stages on your own. If you did not learn how to effectively work through draft stages, visit the ASU Writing LAB.

Textbooks

Alred, Gerald J.; Brusaw, Charles T.; Oliu, Walter E. (2003) *Handbook of Technical Writing*, 8th edition. Boston:Bedford/St. Martin's. Available in the ASU Polytech Bookstore. **NOTE: Be sure to purchase the 9th edition.**

Baase, Sara *A Gift of Fire* 3rd Edition: Upper Saddle River, NJ: Pearson Education, Inc. Available in the ASU Polytech Bookstore.

Assignments

Readings, activities, and assignments are listed in the Course Syllabus. I will also provide addition information on the Announcement page. All assignments and activities are to be submitted by the given due dates. The site runs from Monday to Saturday. **If there is a class discussion scheduled for the week, be sure and post on or before Wednesday and again later during the week. It isn't a discussion if everyone posts on Saturday.**

Your posts should respond to the questions for the week and demonstrate that readings have been completed and understood. **If you cannot complete an assignment on time, contact me in advance of the due date.** If you are out-of-town, you are still responsible for the work; visit the local library or make other arrangements.

Respond to the discussion once on or before Wed. and respond to 3 classmates on or before Saturday.

Assignments should be sent to the **Digital drop box**.

Microsoft 2007

Unfortunately, most of us cannot download your 2007 docs, xls, or PowerPoint documents. You should save as an earlier version (2003).

Document Name

Save documents to your computer with your name and assignment title and save to Digital Drop box with your name and assignment title. [That way when I open your doc, I won't have to change the document name or guess who Email belongs to. . . .]

Course Evaluation

Grading Scale (+/- grades will not be used for this course):

Grading Scale (+/- grades will not be used for this course):

90 to 100 =	A
80 to 89 =	B
70 to 79 =	C
60 to 69 =	D
0 to 59 =	E

Week	Assignment	Points
1	Discussion / Reading	5
1	Discussion / Intro	Participation
2	Discussion / Reading	3
2	Discussion / IC	2
3	Email	5
3	Discussion / Reading	2
4	Letter Sample with callouts, arrows, fonts	3
5	Letter	5
6	Brainstorm	5
6	Discussion	5
7	Proposal (I'll provide template)	10
7	Discussion	5
8	TOC	5
9	Discussion	Participation
10	Case Study	10
10	Discussion	5
11	Town Hall Meeting: Two bulletin boards run by Team Members.	5
12	PowerPoint	5
13	Work on Team Report	
14	Discussion	5
14	FAQ	5
15	Team Report	10
16	Goodbyes	Participation

C-1: 100% of course = written assignments

C-4: sequencing of assignments

"A" students will participate in all assignments.

Academic Integrity

As a student in this course you are expected to complete your own work, write your own assignments, and to properly cite work of others. Please refer to the [Student Academic Integrity Policy](#) regarding students' rights, responsibilities, and obligations.

Students with Special Needs

If you have a documented disability that may impact on your ability to carry out assigned course work, I encourage you to contact Disability Student Resources (DRS). Their phone number is (480) 965-1362 (voice) or (480) 965-9000 (TTY). They can also be accessed on the web at <http://www.asu.edu/drc/>

Online Writing Assistance

The Writing Center at the Polytechnic Campus offers assistance to ASU Poly or CGCC students who are completing writing assignments for their courses. The center offers assistance for *any* type of writing project.

Writing assistance is available at *any* stage of the writing process: brainstorming, drafting, and revising. Tutors can help students with questions about idea development, paragraph organization, language choice, citations, research, grammar, sentence structure, and more.

Writing tutors work by appointment. Students can call 480-727-1452 to schedule appointments for up to 40 minutes. Online writing conferences are also available upon request through Blackboard.

For more information, please visit <http://studentsuccess.asu.edu/polytechnic/writing>

Multimedia Writing and Technical Communication

If you are interested in learning more about Multimedia Writing and Technical Communication as a major, let me know, and I will put you in touch with the right resources.

If you want to know more about Technical Writing as a career, ask me. My Master's is in Professional and Technical Writing, and I am currently documenting 3G technologies for AT&T Mobility.

Additional Course Policies

If you have any problems completing work in the class, let me know sooner than later. Be prepared to provide supporting documentation for any unforeseen problems.

Students who did not purchase books last semester received the lowest grades in the class.

Course work is due on Sunday (any exceptions (for example peer reviews) will be described in the Announcements.

Late work will not be accepted.

With the exception of Discussions, individual work should be placed in the Digital DropBox. Describe the work in the Comment section.

Plan now for a computer problem. Place completed work on a disk and send to your email (as a back-up). Consider if your computer should go down, what computer will you use as a back-up (ASU lab, Library, etc.).

In this course all work should be polished. In Composition courses you learned to work through draft stages on your own. If you did not learn how to effectively work through draft stages, visit the ASU Writing LAB.

Templates:

I'll tell you where the Template for each assignment is located. The correspondence templates, for example, are in the Handbook. I'll ask you too use some Word Templates. I'll also post several in Course Documents.

For this course, you are going to learn to use Templates. [Folks who don't have the textbook usually tell me that they don't like using templates.]

**TWC 200
Impact of Communications Technology on
Society**

**Multimedia Writing and Technical Communication
Spring 2009**

Schedule

[For more details on assignments,
check the Announcement page on Monday morning each week.]

Date	Readings/Assignment
<p>Week One Jan 20 to 24</p>	<p>Course Introduction Unwrapping the Gift</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Gift of Fire</i>, chapter 1 • <i>Handbook</i>, p. xv-xxii "Five Steps to Successful Writing." <p>Assignment due:</p> <ul style="list-style-type: none"> • <u>Confirmation email</u> <p>Bulletin Board Posts: Focus is on reading (5 points).</p> <p>Biography: This is also your writing sample, so write at least two paragraphs.</p>

C-4: weekly schedule, including sequencing of assignments

<p>Week Two Jan 26-31</p>	<p style="text-align: center;">Audience and Purpose</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Handbook</i>, p. 42-43. 389, 392, 104-5. <p>Assignment due:</p> <p>Discussion 1: Focus is on reading (3 points).</p> <p>Discussion 2: Internet Commission: describe the group you plan to represent and describe your expertise (2 points)</p>
<p>Week 3 Feb 2-7</p>	<p style="text-align: center;">Correspondence</p> <p style="text-align: center;">Privacy</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Gift of Fire</i>, chapter 2 • <i>Handbook</i>, p 162-167; 163-4 <p>Assignment due:</p> <ul style="list-style-type: none"> • Email (5 pts) Write an email to your current boss asking if you can take a month off work if you get chosen to join the Internet Commission. • Bulletin Board Post. Focus on Reading Assignment (2 points) <p>[Your email should look like an email.]</p>

<p>Week 4 Feb 9-14</p>	<p style="text-align: center;">Correspondence</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Handbook</i>, p. 301-6 <p>Assignment due:</p> <p>Find an example of a letter online. Copy and paste it into a word document and using drawing tools (callouts, arrows and colored text), explain (using tips from your reading) how this is a good example of a business letter (3 points)</p>
<p>Week 5 Feb 9-14</p>	<p style="text-align: center;">Persuasion Freedom of Speech and Technology</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Gift of Fire</i>, chapter 3 • <i>Handbook</i>, p. 377 <p>Assignment due:</p> <ul style="list-style-type: none"> • Persuasive Letter (5 pts). Write a letter to the Internet Czar explaining thoroughly with several points how you think the Commission should be run.
<p>Week 6 Feb 16-21</p>	<p style="text-align: center;">Research</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Handbook</i>, p. 53-54 <p>Assignment due:</p> <ul style="list-style-type: none"> • Research brainstorm (5 pts). Use methods from <i>HB</i>. Site sources. <p>Bulletin Board Post. Focus on reading (5 points)</p>

<p>Week 7 Feb 23 to 28</p>	<p style="text-align: center;">Layout and Design</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Handbook</i>, p. 297-303 and 559-563 <p>Assignment due: Team Project (go to Week 7 Discussion Board) (5 points).</p> <p><u>Research Proposal</u> due (10 pts).</p>
<p>Week 8 March 2 to 7</p>	<p style="text-align: center;">Table of Contents</p> <p style="text-align: center;">Intellectual Property</p> <p>Reading:</p> <ul style="list-style-type: none"> • Gift of Fire, chapter 4 <p>Assignment due:</p> <ul style="list-style-type: none"> • Complete Table of Contents exercise. Will be located in Course Documents (5)
<p>Week 9 March 8 to 14</p>	<p style="text-align: center;">Spring Break</p>
<p>Week 10 March 16-21</p>	<p style="text-align: center;">Work</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Gift of Fire</i>, chapter 6 • <i>Handbook</i>, p. look at some of the reports listed on 454 (your final report will be based on the Formal Report). <p>Assignment due:</p> <p>Teams Formed</p> <p>Bulletin Board Post (5 pts).</p> <p><u>Case Study</u> due (10) (Individual)</p>

<p>Week 11 March 23 to 28</p>	<p>Assignment due:</p> <p>Town Hall Meeting: Two Bulletin Boards run by Team Members (5 points).</p>
<p>Week 12 March 30 to April 4</p>	<p style="text-align: center;">Computer Crime</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Gift of Fire</i>: chapter 5 • <i>Handbook</i>, p. 391-400 <p>Assignments due:</p> <ul style="list-style-type: none"> • PowerPoint (5 pts). Place your case study (with format changes and abbreviated information in a PP presentation. Audience is the Internet Czar. <p>Work on Team Formal Report with assigned group.</p>
<p>Week 13 April 6-11</p>	<p style="text-align: center;">Frequently Asked Questions Evaluating and Controlling Technology</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Gift of Fire</i>, chapter 7 <p>Assignment due:</p> <p>Work on Team Formal Report with assigned group.</p>

<p>Week 14 April 13-18</p>	<p style="text-align: center;">Frequently Asked Questions Professional Ethics and Responsibilities</p> <p>Assignment due:</p> <ul style="list-style-type: none"> • <i>Gift of Fire</i>, chapter 9 and Handbook 177-179. • FAQ (5 pts) Provide sample Frequent Ask Questions from Internet as your template and create your own. Topic: FAQs regarding the social, legal, and ethical issues for computers and the Internet (2 pages) <p>Bulletin Board Post. Focus on reading (5 points)</p> <p>Work on Formal Report with assigned group.</p>
<p>Week 15 April 20-25</p>	<p>Assignment due:</p> <p style="text-align: center;"><u>Team Formal Report</u> due (10 points)</p>
<p>Week 16 April 27 to May 5</p>	<p style="text-align: center;">Goodbyes</p>

Continue on to Course Introduction

Course Introduction



Congratulations! You have been selected by Congress to represent a segment of American society on the Internet Commission. You might represent step-moms, gays, lawyers, a state, a county, a political party, the insurance industry, etc. You will begin by completing some individual work, and attending some academic conversations about the social, legal, and ethical issues for computers and the Internet, and then it will be time to join your Internet Commission. I am the Internet Czar, and I will be the audience for all of your work. You should know something about the group you represent because your writing will reflect that knowledge and point-of-view. [No religious groups.] We will have two Internet Commission teams who will each hold a Town Meeting and create a Final Report evaluating the current Health of the Internet. [After you are selected to join the Commission, use the logo above on all of your documentation. You may resize it as needed.]

Proposal for you to join the Commission (Individual)

I will provide a format for you to use. I'll place it in Course Documents.

Case Study (Individual)

Your 3-page Case Study should focus on evaluating the social, legal, and ethical issues for the Internet through the lens of the group you represent or are reporting on. [I suppose your relationship could be adversarial. However, if you plan to be adversarial you should check with me first.] It should include multiple modes of research (triangulation (see below)) and should include Headers to provide readability. It should also include a Reference page. I suggest you use the following as a reference guide: <http://owl.english.purdue.edu/owl/resource/560/01/>.

C-2: gathering,
interpretation,
evaluation of
evidence

C-3: substantial
writing
assignment

Formal Report (APA Style) (Team)

See the *Handbook* for additional description of the Formal Report (begins on page 195).

Formal Report will include:

In addition to defining sections (see Reports in Handbook), be sure your team includes the following:

- The Czar will appoint a Team Leader for the Commission.
- Research using Triangulation (multiple types of research): for example, interviews, research, surveys, academic articles, artifacts from the Internet. Research should represent each.
- The research (created using triangulation) conducted by Individual contributors will form the Case Studies.
- The information should be presented in a cohesive, logical presentation.
- The final Recommendations section should be well thought out. Should include the best recommendations from the Case Studies.

C-2:
gathering,
interpretation
, evaluation of
evidence

C-3:
substantial
writing
assignment

Miscellaneous:

Send email to dale.chapman@asu.edu stating the following:

I have read the course Syllabus. I understand the grading, attendance, and plagiarism policies.

Course Evaluation Criteria

Though each document you produce will differ in either genre or purpose from the others, each will be evaluated in the following four categories:

Rhetorical Knowledge

Students will show they can

- Identify, articulate, and focus on a defined purpose
- Respond to the need of the appropriate audience
- Respond appropriately to different rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how each genre helps to shape the writing and how readers respond to it
- Write in multiple genres
- Understand the role of a variety of technologies/media in accessing, retrieving, and communicating information

- Use appropriate technologies to organize, present, and communicate information to address a range of audiences, purposes, and genres

C-2: evaluation criteria require substantial critical inquiry to gather, interpret, and evaluate evidence

Critical Thinking, Reading, and Writing
Students will show they can

- Use information, writing, and reading for inquiry, learning, thinking, and communicating
- Understand that research, like writing, is a series of tasks, including accessing, retrieving, evaluating, analyzing, and synthesizing appropriate information from sources that vary in content, format, structure, and scope
- Understand the relationships among language, knowledge, and power including social, cultural, historical, and economic issues related to information, writing, and technology
- Recognize, understand, and analyze the context within which language, information, and knowledge are produced, managed, organized, and disseminated
- Integrate previously held beliefs, assumptions, and knowledge with new information and the ideas of others to accomplish a specific purpose within a context

Processes

Students will show they can :

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop research strategies appropriate to the context and situation
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Understand research and writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of research and writing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use appropriate technologies to manage information collected or generated for future use

C-4: evaluation criteria incorporates sequencing of assignments for drafting and feedback

Knowledge of Conventions

Students will show they can:

- Learn common formats for different genres
- Learn standard tools for accessing and retrieving information
- Learn and apply appropriate standards, laws, policies, and accepted practices for the use of a variety of technologies
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Apply appropriate means of documenting their work
- Control such surface features as syntax, grammar, punctuation, and spelling
- Understand and apply legal and ethical uses of information and technology including copyright and intellectual property
- Understand and apply appropriate standards for use of technology including accessibility

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