



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 301 General Principles of Multimedia Writing 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?: [] No [X] Yes; Is it governed by a common syllabus? No

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

[Signature]
Chair/Director (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; margin: 10px auto; width: 80%;"> 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	syllabus
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; margin: 10px auto; width: 80%;"> 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	syllabus
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; margin: 10px auto; width: 80%;"> 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; assignment descriptions
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			

TWC301 General Principles of Multimedia Writing

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. Formal assignments include a proposal and prepared presentation, a flyer or brochure, an electronic document (either text-based or prepared video or audio), draft and edited instructions. Prepared oral assignments (presentation, audio or video) are accompanied by a PowerPoint and script. In addition to formal assignments, students take part in Discussion Board for class participation.

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

All formal assignments require critical thinking and inquiry to gather, interpret, and evaluate information.

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 written assignments for the four units of the course are substantial assignments requiring research and evaluation of information to complete successfully.

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 (the proposal leads to a prepared presentation, for example). 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. In addition, the technical editing section of the course requires students to draft a set of instructions, provide peer review, and edit based on feedback from those reviews.

TWC 301
General Principles of Multimedia Writing

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Textbooks:

Technical Communication in the Twenty-First Century. Dobrin, Keller, and Weisser.
Handbook of Technical Writing. Alred, Brusaw, and Oliu. 9th edition.

Textbook note: We will be using the Dobrin book throughout the course. I will assign specific readings from it, and I expect you will incorporate information gleaned from it in your work throughout the semester. The Alred book is a handbook, a reference work. As a result, I will not be making any specific assignments from the book. However, I expect you will find both the reference material it contains and the sample documents it uses to be helpful in this class and beyond.

Course Description and Objectives:

This course will introduce students to the historical and rhetorical roots of technical communication. Students will explore how emerging technologies are causing technical communicators to learn how to better integrate written texts with visual elements as well as sound, animation, and video. Students will also be introduced to technical editing.

This course is designed to introduce students to writing in a variety of media, to understand the consequences of using different media, and to effectively edit all their work.

Outcomes:

Outcomes articulate the skills, abilities, and knowledge that students learn in the MWTC Program. If you are a TWC major, you will present examples of your work from the courses you have taken in your capstone portfolio to demonstrate your learning based on these outcomes. As you are taking courses, an understanding of the outcomes will help you in two ways: 1) it will help you understand how the various courses tie together and integrate work and experiences as part of a larger context and 2) it will help identify and select coursework that meets specific outcomes. In this course, the outcomes that are specifically addressed include:

Rhetorical Knowledge

- RC1: Identify, articulate, and focus on a defined purpose
- RC 2: Respond to the need of the appropriate audience
- RC3: Respond appropriately to different rhetorical situations

- RC4: Use conventions of format and structure appropriate to the rhetorical situation
- RC5: Adopt appropriate voice, tone, and level of formality

- RC6: Understand how each genre helps to shape writing and how readers respond to it
- RC7: Write in multiple genres
- RC8: Understand the role of a variety of technologies/media in accessing, retrieving, managing, and communicating information
- RC9: Use appropriate technologies to organize, present, and communicate information to address a range of audiences, purposes, and genres

C-2: evaluation criteria

Critical Thinking, Reading, and Writing

- CRW1: Use information, writing, and reading for inquiry, learning, thinking, and communicating
- CRW5: Integrate previously held beliefs, assumptions, and knowledge with new information and the ideas of others to accomplish a specific purpose within a context

C-2: evaluation criteria

Processes

- P1: Be aware that it usually takes multiple drafts to create and complete a successful text
- P3: Develop flexible strategies for generating, revising, editing, and proof-reading
- P5: Understand the collaborative and social aspects of research and writing processes
- P8: Use appropriate technologies to manage data and information collected or generated for future use

C-4: evaluation criteria

Knowledge of Conventions:

- KC1: Learn common formats for different genres
- KC4: Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- KC7: Understand and apply legal and ethical uses of information and technology including copyright and intellectual property

Assignments:

All students will be expected to produce the following documents:

Technical Communication: (total X 4)

A proposal (x 3)

A presentation of the proposal (x 1)

Visual Communication: (total x 2)

A flyer or a brochure (x 1)

A "cover paper" explaining the flyer or brochure (x 1)

Writing with Technology: (total x 3)

An electronic document (a website, video, podcast, or the like) (x 2)

A "cover paper" explaining the electronic document (x 1)

Technical Editing: (total x 4)

A draft of instructions (x 1)

C-1: more than 50% of course grade = written assignments; C-3: substantial writing assignments (proposal, flyer or brochure; instructions); C-4: sequence of assignments

An edit of someone else's instructions in a format suitable for publication (x 2)
A "cover paper" explaining the edit (x 1)

In addition, all students will be expected to take part in weekly Discussion Board assignments. These will take place from the week of January 19th to April 27th.

Use of ASU Email Accounts

All official email correspondence with and from ASU is to use ASU email accounts. This includes all work done for MWTC courses. You can find ASU's email policy, which includes help setting up your ASU email, at (http://help.asu.edu/Email_at_ASU).

ADA Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

(Revised 7/24/08)

Academic Integrity and Plagiarism

As a student in this course you are expected to complete your own work and to write your own assignments. The use of all sources should be properly cited and documented.

You are responsible for reading and understanding your rights, responsibilities and obligations under ASU's Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>).

Additional information on plagiarism can be found on the Council for Writing Program Administrators' statement on best practices for defining and avoiding plagiarism (<http://www.wpacouncil.org/node/9>).

If you have any questions about how or when to cite sources in your assignments, please contact me or consult with a tutor in the ASU Student Success Center.