**ENGL 289 TECHNICAL COMMUNICATIONS II**

**Department:** Humanities and Social Sciences

**Designation:** Required

**Catalog Data:** (3-0) 3 credits. Prerequisites: ENGL 279 or equivalent and sophomore standing. Advanced written and oral technical communications with emphasis on the research, preparation, and delivery of complex technical documents.

**Prerequisites:** ENGL 279 or equivalent and sophomore standing

**Textbook:**

Brusaw, Charles T., Gerald J. Alred, and Walter E. Oliu. *Handbook of Technical Writing.* 9th ed. New York: Bedford/St. Martin’s P, 2009;

Lannon, John. *Technical Communication*. 11th ed. New York: Pearson, 2008.

Instruction Manual: Pfeiffer, William S. *Pocket Guide to Technical Writing*. 4rd ed. New Jersey: Prentice Hall, 2007.

Gurak, L. and J. Lannon. *A Concise Guide to Technical Communication*. 3rd Ed., 2007

**Course Learning Outcomes:** As a result of taking courses meeting this goal, students will:

* Prepare and deliver speeches for a variety of audiences and settings. Assessment: Students will Analyze the relevant characteristics of their intended audience;
* Prepare and deliver speeches of differing lengths, topics, and purposes for a variety of technical, professional, and general audiences;
* Improve their mastery of audience and setting analysis through class discussion and exercises, peer review, instructor feedback, practice and final speeches.
* Demonstrate listening competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery.
* Assessment: Students will recognize the different speech goals and organizational patterns used for informational, demonstration, and/or persuasion speeches;
* Demonstrate in individual and/or collaborative speeches their competency in selecting and using appropriate supporting materials and presentational aids for the intended type of speech and audience;
* Demonstrate in individual and/or collaborative speeches their competency in using appropriate language for the intended type of speech and audience;
* Incorporate effective delivery techniques, both vocal and nonverbal, for the intended speech and audience in individual and/or collaborative speeches;
* Improve their mastery of choosing and using appropriate topics and organizational plans, supporting materials, language, presentation aids, and delivery techniques through class discussion and exercises, peer review, instructor feedback, practice and final speeches.
* Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives, and emotional content. ssessment: Students will 1) Demonstrate listening competencies through peer review exercises; Improve their mastery of listening skills through instructional practices and procedures.

**Topics:** Written and oral technical communications, research, and the preparation, and

delivery of complex technical documents.

**Class/Laboratory Schedule:** Varies

**Contribution to Criterion 5:** General Education, 3 credits

**Relationship of Course to ABET Outcomes (a) through (k)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level of Emphasis** | | |
|  | Low | Medium | High |
| **ABET Outcome** |  |  |  |
| (a) an ability to apply knowledge of mathematics, science, and engineering |  |  |  |
| (b) an ability to design and conduct experiments, as well as to analyze and interpret data |  |  |  |
| (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability |  |  |  |
| (d) an ability to function on multidisciplinary teams |  |  |  |
| (e) an ability to identify, formulate, and solve engineering problems |  |  |  |
| (g) an ability to communicate effectively |  |  | X |
| (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context |  |  |  |
| (i) a recognition of the need for, and an ability to engage in life-long learning |  |  |  |
| (j) a knowledge of contemporary issues |  |  |  |
| (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. |  |  |  |

**Prepared By:** Dr. Sue Shirley, Department Chair; June 1, 2010