



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2010-2011**

*(i.e. 2006-2007)*

**NEXT REVIEW: 2016-2017 STATUS: A**

*(i.e. 2011-2012)*

*(A, I, D)*

**COURSE TITLE: Professional and Technical Writing**

**COMMON COURSE NUMBER: ENC 2210**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: **48**

Lab:

Clinic:

Other:

**PREREQUISITE(S): ENC 1101**

**COREQUISITE(S): None**

**PRE/COREQUISITE(S): None**

**COURSE DESCRIPTION:** A composition course focusing on writing for business, science, and technology. Assignments include letters, memos, resumes, reports, summaries, proposals, an oral presentation, and the use of graphics. Students use a variety of research and investigative techniques to produce in-depth documented papers on science, business, or technological subjects. Students must pass either ENC 1102 or ENC 2210 to fulfill area 1B general education requirements and Area 7 for the writing requirements for the A.A. degree. Meets Area 5 general education requirement for the A.S. degree. Students must pass with a minimum grade of C to meet the college writing requirement.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 1B

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 5

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

## UNIT TITLES

1. Technical Style
2. Basic Graphics
3. Design Elements
4. Business Letters/Memos/E-mail
5. Resume/Letter of Application
6. Summaries
7. Business Reports/Long Reports
8. Definition
9. Writing for the Web and Basic Web Design

**10. Research Techniques**

**11. Instructions/Process Analysis**

**12. Documented Paper**

**13. Oral Report**

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.8, 1.8.1, 1.8.2, 1.8.3, 1.8.4, 6.2, 6.2.1, 6.2.2, 6.2.3, 7.6, 11.5
<b>2. Write clearly and coherently**</b>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 6.1, 6.2.4, 11.8, 12.0
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	4.1 (c), 4.2(c), 4.3 (c), 11.4 (a), 11.4.1 (a), 11.4.2 (a), 11.4.2.1 (a), 11.4.2.2 (a), 13.7 (b)
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	4.1, 4.2, 8.2, 8.2.1, 9.4, 9.5, 9.6, 11.6
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	2.2.1, 2.6, 5.3, 5.3.1, 5.3.2, 5.3.3, 11.3
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	
<b>8. Speak and listen effectively.</b>	13.0, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**g) Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	4.1, 4.2
2. Short essays	4.1, 4.2
3. Research Papers	4.1, 4.2
4. Group projects	
5. Discussions (In class and online)	11.3
6. Multiple Choice tests	
7. Presentations	13.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	
10. Take-home tests	
11. Summaries, critiques, and analyses	6.1, 6.1.4
12. Reaction papers	
13. Surveys	11.2.4
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	9.4, 9.5, 9.6
18. Other (Please explain) Writing letters and resumes	4.1, 4.2, 4.3, 4.4, 5.1, 5.2

Common Course Number: ENC 2210

## **UNITS**

### **Unit 1 Technical Style**

#### **General Outcome:**

- 1.0 The students will be able to demonstrate writing skills that are precise, concise, and grammatically and mechanically correct. Students will be able to recognize and discuss the different purposes and contexts of professional versus expository writing.**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

- 1.1 Recognize and eliminate jargon, gobbledegook, slang, redundancies, and wordiness from their writing.**
- 1.2 Use appropriate voice in their writing.**
- 1.3 Use appropriate subordination and coordination in their writing.**
- 1.4 Use parallel structure correctly in their writing.**
- 1.5 Recognize and use the conventions of number usage, abbreviations, capitalization, and punctuation in their writing.**
- 1.6 Use the appropriate tone in their writing.**
- 1.7 Avoid sexist/discriminatory language in their writing.**
- 1.8 Critically read technical and professional texts.**
  - 1.8.1 Distinguish between professional and expository writing**
  - 1.8.2 Understand the importance of identifying and writing for a particular audience**
  - 1.8.3 Recognize and discuss the importance and effect of achieving clarity and precision in professional writing**
  - 1.8.4 Recognize and discuss the relationship between purpose and form in professional writing**

**Unit 2 Basic Graphics**

**General Outcome:**

- 2.0 The student shall be able to interpret data, select and construct appropriate graphics for written and oral reports**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

**2.1 Construct basic graphics, which may include tables, pie charts, bar graphs, line graphs, flow and organizational charts and drawings.**

**2.1.1 Recognize and discuss the different contexts within which a particular graphic may be appropriately used by:**

**2.1.1.1 Identifying the purpose of the graphic**

**2.1.1.2 Identifying the intended audience**

**2.1.1.3 Identifying the environment within which the graphic will be used**

**2.2 Interpret statistical data and select appropriate graphics for display of such data**

**2.2.1 Distinguish between the ethical and unethical use of statistical data**

**2.3 Develop projects that appropriately introduce, use, number, title, and comment on graphics**

**2.4 Apply a variety of means of locating and then incorporating graphics into documents by:**

**2.4.1 Locating appropriate Internet sites and downloading graphics**

**2.4.2 Using scanners to capture digital images and graphics**

**2.4.3 Using digital cameras to capture digital images and graphics**

**2.5 Identify and use proper format of digital images for either print or electronic use**

**2.6 Demonstrate knowledge of laws of copyright and rules of fair use and attribution**

Common Course Number: ENC 2210

### **Unit 3 Design Elements**

#### **General Outcome:**

- 3.0 The students will be able to recognize, identify, and incorporate appropriate elements of page and document design.**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**3.1 Design and apply document format appropriate to audience, purpose, content, and media.**

**3.2 Create page layouts incorporating such elements as white space, gray space, typography, spacing conventions, and placement of graphics.**

Common Course Number: ENC 2210

**Unit 4 Business Letters/Memo/E-mail**

**General Outcome:**

**4.0 The students will be able to write appropriate letters, memos, and e-mails.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**4.1 Demonstrate appropriate format in business letters and memos**

**4.2 Recognize which type of letter is appropriate for a particular audience and purpose by choosing among:**

- 4.2.1 Letters of Inquiry**
- 4.2.2 Letters of Request**
- 4.2.3 Letters of Adjustment**
- 4.2.4 Letters of Complaint**
- 4.2.5 Letters of Response**
- 4.2.6 Letters of Collection**
- 4.2.7 Letters of Recommendation**
- 4.2.8 Letters of Transmittal**

**4.3 Demonstrate adherence to the particulars of headings, inside addresses, greetings, body, complimentary closing, and notations.**

**4.4 Maintain proper attitude, tone, word usage, and language in letters, e-mails, and memos**

Common Course Number: ENC 2210

**Unit 5 Resume/Letter of Application**

**General Outcome:**

- 5.0 The students will be able to write a personal resume and cover letter suitable for applications.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**5.1 Select an appropriate format for presentation of their work experience, educational background, references, and other pertinent data.**

**5.2 Write a persuasive letter of application**

**5.3 Ensure that all information on the resume and letter of application is accurate and honest by:**

**5.3.1 Recognizing and discussing the consequences of falsifying or misrepresenting information in any number of situations, including:**

**5.3.1.1 Federal and state job applications**

**5.3.1.2 Private sector job applications**

**5.3.1.3 Graduate school or professional program school applications**

Common Course Number: ENC 2210

**Unit 6 Summaries**

**General Outcome:**

- 6.0 The students will be able to write a summary appropriate for a particular audience and purpose.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**6.1 Identify and produce an appropriate summary according to its purpose and audience, including:**

- 6.1.1 Abstracts**
- 6.1.2 General Summaries**
- 6.1.3 Executive Summaries**

**6.2 Critically read articles and reports in order to:**

- 6.2.1 Identify and extract the main point of the article or report**
- 6.2.2 identify and extract concrete supporting details**
- 6.2.3 Identify and come to conclusions about data or findings**
- 6.2.4 Report the extracted information clearly, accurately, and concisely.**

Common Course Number: ENC 2210

**Unit 7 Business Reports/Long Reports**

**General Outcome:**

- 7.0 The students will: be able to write an investigative, progress, evaluation, feasibility report, or proposal of appropriate length.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

- 7.1 Select a suitable subject according to intended audience and purpose.**
- 7.2 Select the appropriate vehicle for transmitting information (memo, notice, letter, e-mail, summary, or report).**
- 7.3 Determine appropriate length according to intended audience and purpose.**
- 7.4 Devise a title page, table of contents, headings, graphics, and supplements.**
- 7.5 Write a transmittal letter or memo.**
- 7.6 Read, review, summarize, and then synthesize information, to create an abstract.**

**Unit 8 Definition**

**General Outcome:**

- 8.0 The students will: be able to read and comprehend definitions and write them within a report or to expand definitions as a separate report or as component parts of another report.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**8.1 Read and comprehend technical definitions**

**8.2 Identify and employ the various types of definitions in writing, such as parenthetical, sentence, and expanded, deciding which is appropriate according to:**

**8.2.1 Audience**

**8.2.2 Purpose**

**8.2.3 Placement**

**8.2.3.1 In-text**

**8.2.3.2 In the introduction**

**8.2.4.3 In a glossary**

**8.3 Write formal sentence definitions avoiding common definition fallacies.**

**8.4 Write an extended definition employing a variety of strategies, such as denotation, connotation, description, examples, synonyms, origin, etymology, comparison, contrast, analogy, negation, cause/effect, and analysis.**

**8.5 Supplement written definitions with appropriate graphics.**

Common Course Number: ENC 2210

**Unit 9 Writing for the Web and Basic Web Page Design**

**General Outcome:**

- 9.0 The students will be familiar with criteria for effective web content/design and demonstrate an introductory knowledge of effective web design concepts.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**9.1 Describe the purpose and effective design criteria for organizational web sites.**

**9.2 Evaluate a number of organizational websites for effective content and design.**

**9.3 Analyze audiences and purposes of organizational websites.**

**9.4 Plan the design and compose text for an organizational website.**

**9.5 Plan, create, and incorporate appropriate graphics into an organizational website.**

**9.6 Create a working organizational website that targets a specific audience.**

Common Course Number: ENC 2210

**Unit 10 Instructions/Process Analysis**

**General Outcome:**

**10.0 The students will be able to write and to illustrate a set of operational instructions, and/or analyze, write about, and illustrate a process.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**10.1 Select an appropriate format.**

**10.2 Write a precise objective or write appropriate introductory material.**

**10.3 Write the instructions in the imperative mood or write a sequential analysis of the process without shifting to the imperative mood.**

**10.4 Demonstrate the appropriate use, design, and placement of notes, cautions, and warnings in the instructions and/or evaluate the process for a specific audience and purpose.**

**10.5 Illustrate with appropriate graphics for a specific audience and purpose.**

Common Course Number: ENC 2210

**Unit 11 Research Techniques**

**General Outcome:**

- 11.0 The students will recognize and use a variety of research and investigative techniques to produce in-depth documented papers on science, business, or technological subjects.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

- 11.1 Differentiate between primary and secondary research.**
- 11.2 Identify the various types of primary research and know when and how to use them, by:**
- 11.2.1 Knowing how to plan, create, and conduct an interview**
  - 11.2.2 Knowing how to plan, create, and conduct an observation**
  - 11.2.3 Knowing how to plan, create, and carry out an experiment**
  - 11.2.4 Knowing how to plan, create, test, and conduct a survey or questionnaire**
- 11.3 Recognize and discuss the ethical concerns with conducting human and animal research**
- 11.4 Identify and use sources of secondary research, in both print and electronic format, by:**
- 11.4.1 Conducting a search of a variety of print media**
  - 11.4.2 Conducting a search of a variety of electronic media, by:**
    - 11.4.2.1 Identifying, searching, and reviewing Internet sources**
    - 11.4.2.2 Identifying, searching, and reviewing library databases**
- 11.5 Critically read and analyze source material, using techniques learned in earlier units.**
- 11.6 Determine reliability and validity of data and sources**
- 11.7 Take accurate and useful notes from source material**
- 11.8 Incorporate notes into reports, using:**
- 11.8.1 Proper methods, such as direct quotes, indirect quotes, paraphrases, and summaries**
  - 11.8.2 Proper format for in-text citations**

Common Course Number: ENC 2210

**Unit 12 Documented Paper**

**General Outcome:**

**12.0 The students will be able to write a paper employing appropriate documentation.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students will be able to:**

**12.1 Obtain materials through library research, interviews, survey data, Internet search engines and databases, etc.**

**12.2 Prepare a working bibliography and outline.**

**12.3 Use appropriate note-taking techniques.**

**12.4 Use conventional expository techniques to develop the paper.**

**12.5 Synthesize and incorporate source materials according to accepted conventions.**

**12.6 Incorporate, place, label, and properly attribute graphics when appropriate.**

**12.7 Use internal citations and list references according to accepted formats.**

**Unit 13 Oral Report**

**General Outcome:**

**13.0** The students will be able to plan and deliver an oral presentation before the class, utilizing any of the appropriate aforementioned units. Students should also be able to observe, listen to, follow, and evaluate the effectiveness of oral presentations of classmates.

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students will be able to:

**13.1** Choose a topic and restrict it according to purpose and audience.

**13.2** Formulate a thesis/purpose statement.

**13.3** Provide adequate supporting materials and explanations.

**13.4** Select a suitable pattern or organization.

**13.5** Use delivery skills suitable to the topic, purpose, and audience (vocal variety, articulation/pronunciation, eye contact, and body movement).

**13.6** Utilize visual aids when appropriate.

**13.7** Employ delivery methods appropriate to the topic, audience, and purpose, e.g., poster presentations, presentation software, etc.

**13.8** Develop and/or adopt a set of criteria by which to judge the effectiveness of a presentation.