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GENERAL EDUCATION COMMITTEE

October 18, 2016
9:30 a.m. – 10:30 a.m.
Old Main – Champ Hall

Agenda

Call to Order – Lee Rickords

Approval of Minutes – September 20, 2016 - [link](#)

Course Approvals/Removals/Syllabi Approvals

<https://usu.curriculog.com/>

HIST 3010 (DHU).....	Brian McCuskey
HIST 3481 (DHU).....	Brian McCuskey
MATH 1051 (QI).....	Dan Coster
PHIL 4410 (DHU).....	Brian McCuskey

Business

Information Update on Student Written Communication Skills



GENERAL EDUCATION SUBCOMMITTEE MINUTES

September 20, 2016

9:30 am – 10:30 am

Old Main - Champ Hall

Present: Lee Rickords, Agriculture and Applied Sciences (Chair)

Michele Hillard, Secretary

Larry Smith, Provost's Office

Mykel Beorchia, University Advising

Kacy Lundstrom, Library

Melanie Nelson, USU Eastern

Dean Adams, Engineering

Dick Mueller, Science

Dan McInerney, American Institutions

Kris Miller, Honors

Claudia Radel, Natural Resources

Shelley Lindauer, Education and Human Services

Eddy Berry, Social Sciences

Brock Dethier, Writing Program

Harrison Kleiner, Connections

Bob Mueller, Regional Campus

Laura Gelfand, Arts

Absent: Dan Coster, Quantitative Intensive

Brian McCuskey, Humanities

Stephanie Hamblin, Exploratory Advising

Janet Anderson, Office of the Provost

Ryan Dupont, Life and Physical Sciences

Jessica Hansen, Academic and Instructional Services

John Mortensen, Student Services

Kathy Chudoba, Business

Ashley Waddoups, USUSA President

Peggy Petrzela, Social Sciences

Cindy Dewey, Creative Arts

Call to Order – Lee Rickords

Approval of Minutes – August 16, 2016

Motion to approve minutes from the August 16, 2016 meeting made by Harrison Kleiner.

Seconded by Dean Adams. Minutes approved.

Course Approvals/Removals/Syllabi Approvals

APEC 5040 (CI) **Approved**.....Brock Dethier
*Motion to approve the CI designation made by Shelley Lindauer. Seconded by Dick Mueller.
Designation approved.*

HIST 3483 (DHA) **Approved** Brian McCuskey
*Motion to approve the DHA designation made by Kris Miller. Seconded by Laura Gelfand.
Designation approved.*

Business

Concerns with Student Written Communication Skills - [link](#)

The use of writing centers was addressed. Currently, there are writing centers at the following locations:

- *Merrill Cazier Library*
- *Widstoe Hall/ESL*
- *English Department*
- *Logan Library*

Tutoring was suggested as a means of helping the students. However, it was felt that Teaching Assistants (TA) may not be the best resource for grading writing skills. If well designed rubrics were provided for grading it was felt that the TAs could be trained and be successful in assisting with grading and feedback. Faculty need to work within their own courses and talk about writing in their own disciplines as every discipline has a different writing style. Most of the issues with written communication cannot be fixed in an introductory class. Brock Dethier presented information ([link](#)) regarding assignments, writing, etc.

Each college representative was asked to discuss this issue with their colleagues and look for national data. It would also be a good idea to bring students into the discussion. This review should be thoughtful and thorough so that there is data that can then be provided back to the Gen Ed committee as well as university administrators. Mykel Beorchia and Dean Adams will work together regarding email communication and Dean will return next month with an outline of Engineering's communication plan.

Adjourned: 10:20 am

Motion to adjourn made by Brock Dethier. Seconded by Harrison Kleiner.

ENGR 3080, Tentative Class Schedule, Fall 2016

Week	Topics	Activities/Assignment	Textbook Readings
Week 1 8/30 & 9/1	<ul style="list-style-type: none"> Course Orientation and Canvas Course Communication and the 21st Century Engineer Grammar and Language Mechanics Pre-Test 	<ul style="list-style-type: none"> Discuss Writing Diagnostic Assignment Show Rubric and Discuss Common Elements of Rubrics Do Knex Activity 	Chapter 1
Week 2 9/6 & 9/8	<ul style="list-style-type: none"> The Technical Writing Process (ABC Approach) Obstacles to Effective Technical Communication (include TedTalk on Miscommunication) The Rules of Technical Writing 	<ul style="list-style-type: none"> Writing Diagnostic Due September 8 at midnight (via Canvas) 	
Week 3 9/13 & 9/15	<ul style="list-style-type: none"> Employer Panel Top 20 Grammar Rules & Weekly Assignments Word Tips 	<ul style="list-style-type: none"> Will need room for concurrent 9:00 and 7:30 classes 	Chapter 19
Week 4 9/20 & 9/22	<ul style="list-style-type: none"> The Technical Resume The Importance of Cover Letters, Interviewing, and Networking 	<ul style="list-style-type: none"> 1st Grammar Quiz Due (9/22)* Discuss Resume and Cover Letter Assignments 	Chapter 13 Chapter 18
Week 5 9/27 & 9/29	<ul style="list-style-type: none"> Characteristics of and Commonly Written Technical Reports (Lab Reports, Status Reports) Importance and Elements of Proposals Discuss Final Project and Form Teams 	<ul style="list-style-type: none"> 2nd Grammar Quiz Due (9/29) Technical Resume Due in Class 9/29 (hard copy) Discuss Final Project and Form Teams 	Chapter 6 Chapter 20
Week 6 10/4 & 10/6	<ul style="list-style-type: none"> Citing Sources and Avoiding Plagiarism Using Research to Write Technical Reports 	<ul style="list-style-type: none"> Cover Letter Due in Class 10/6 (hard copy) All classes meet in Merrill-Cazier Library, Rm. 122 (10/6) 3rd Grammar Quiz Due (10/6) Return Technical Resume for STEM Fair 	Chapters 11 and 14
Week 7 10/11 & 10/13	<ul style="list-style-type: none"> Work in Teams to Brainstorm Proposal Topics Technical Definitions Engineering Standards 	<ul style="list-style-type: none"> 4th Grammar Quiz Due (10/13) Discuss Topic Memo Assignment 	Chapter 12 Review Chapters 7-10
Week 8 10/17-10/21	<ul style="list-style-type: none"> Process and Mechanism Descriptions (this will become the Method of Work Section in the Proposal) Attend Friday Class Schedule 	<ul style="list-style-type: none"> 5th Grammar Quiz Due (10/21) Proposal Topics Due 10/24 at midnight (via Canvas) 	Chapters 3 and 5

ENGR 3080, Tentative Class Schedule, Fall 2016

Week 9 10/24-10/28	<ul style="list-style-type: none">• Technical Presentations• Technical Slides	<ul style="list-style-type: none">• Final Due Date: Writing Center Review of Writing Diagnostic, 10/29• 6th Grammar Quiz Due (10/28)	
Week 10 10/31-11/4	<ul style="list-style-type: none">• Business Correspondence: Letters, Memos, and Email• Creating Figures and Tables	<ul style="list-style-type: none">• Topic Memo Assignment Due 11/4 at midnight (via Canvas)• 7th Grammar Quiz Due (11/4)• Discuss Letter of Transmittal Assignment	Chapter 17
Week 11 11/7-11/11	<ul style="list-style-type: none">• Visual Display of Technical Information (Bart's presentation)• Work in Teams for Presentations	<ul style="list-style-type: none">• 8th Grammar Quiz Due (11/11)	Chapter 15
Week 12 11/14-11/18	<ul style="list-style-type: none">• Presentations• Presentations	<ul style="list-style-type: none">• Technical Slides Due, 11/13 at midnight (submit via Canvas)• 9th Grammar Quiz Due (11/18)	
Week 13 11/21-11/25	<ul style="list-style-type: none">• Presentations (if needed)• Thanksgiving Break	<ul style="list-style-type: none">• Letter of Transmittal Due In-Class (11/21)• No Grammar Quiz Due This Week	
Week 14 11/28-12/2	<ul style="list-style-type: none">• Ethics of Technical Communication• Final Discussion of Proposal Components• Groups Meet With Instructor for Proposal Review (appointments 12/2 – 12/8)	<ul style="list-style-type: none">• Return Letter of Transmittal Assignment (re-write will be in the proposal)• 10th Grammar Quiz Due (12/2)	
Week 15 12/5-12/9	<ul style="list-style-type: none">• Work in Teams for Proposals	<ul style="list-style-type: none">• Proposals Due December 9 at 3 p.m. (hard copy and via Canvas)	
Finals Week	<ul style="list-style-type: none">• Classes take post-test		

*Grammar quizzes are due at midnight on the date listed

Professor

Melissa Scheaffer

ENGR 405D

435.797.9876

melissa.sch@usu.edu

Office Hours

Tuesday, 1:30 p.m. to 3:00 p.m.; Wednesday, 10:30 a.m. to 12:00 p.m.; and by appointment. Email is always welcome and usually responded to within 24 hours.

Prerequisites and Expected Skills

- English 2010 and admission to the Professional Program in the College of Engineering.
- Knowledge of basic English grammar/language mechanics and computer skills (Word, PowerPoint). Free Microsoft Office for students is available at: <http://office365.com/getoffice365>

Course Description

The goal of this course is to prepare engineering students with the individual and collaborative technical writing, presentation, and research skills necessary to be effective technical communicators in academic and professional environments. This course meets the criteria for a Communications Intensive (CI) course.

Recommended Textbook

Finklestein, L. Pocketbook of Technical Writing for Engineers and Scientists, 3rd ed. McGraw-Hill, 2007. ISBN-13: 978-0073191591

Learning Objectives

The following course, ABET, and IDEA learning objectives will be achieved.

Course Objectives

At the conclusion of this course, students will demonstrate proficiency by:

- a. Understanding the characteristics of technical writing and the importance of purpose, audience, and genre for written communication in technical fields.
- b. Articulating complex engineering ideas appropriate for targeted audiences.
- c. Planning, drafting, revising, editing, and critiquing technical and professional documents through individual and collaborative writing.
- d. Writing effective technical and business documents that are grammatically and stylistically correct.
- e. Preparing and delivering professional technical presentations through applying principles of effective oral communication and slide design.
- f. Applying principles for the visual display of quantitative information.
- g. Researching, analyzing, synthesizing, and applying information to create technical reports.
- h. Recognizing ethical implications of technical communication in professional contexts.
- i. Understanding the contemporary issues in engineering from an environmental, societal, economic, and global perspective.

ABET (Engineering Accreditation) Objectives

Students will develop:

- a. An ability to communicate effectively.
- b. The ability to function on multi-disciplinary teams.
- c. An understanding of professional and ethical responsibility (as applies to communicating technical information).

IDEA Course Ranking Objectives

The following learning objectives will be evaluated upon completion of the course:

- a. Developing skills in expressing oneself orally and in writing.
- b. Acquiring skills in working with others as a member of a team.
- c. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Homework Assignments and Revisions

All writing assignments are submitted hard copy in order to evaluate the formatting and visual display of the documents. Some of these assignments are also submitted electronically through Canvas in order to verify Turnitin (anti-plagiarism software) scores. All electronic files must be submitted in .pdf format to preserve document formatting.

As part of the differential tuition for this course, students will receive a credit for printing assignments. The credit for up to 35 prints (single-sided, black and white, 8.5 X 11) will be loaded on students' ID cards. These prints must be used by the end of the semester the student is enrolled and can be made only in the Engineering Computer Lab (ENR 305) or Industrial Science Computer Lab (IS 119).

Each written assignment will be evaluated by both the professor and teaching assistant. As this is a Communications Intensive (CI) course, each writing assignment, with the exception of the final project, may be revised and resubmitted one time after the initial evaluation. Revised documents must be submitted within one week of return of the originally graded document. The grade for the original submission and the revision will be averaged to determine the final grade for each assignment. *Successful revision of documents means incorporating feedback to improve the overall quality of the document, including content, style, language mechanics, and format.*

Due Dates

All homework assignments must be submitted on the due date and in the appropriate format. With prior permission, late assignments can be submitted but will receive a 20% grade deduction per day and are not eligible to be revised and resubmitted.

Engineering Writing Center

Students are encouraged to visit the Engineering Writing Center (EWC) in ENGR 405E for assistance in writing or revising assignments. The EWC is staffed by writing consultants who can provide feedback on homework assignments and papers for all engineering courses, including ENGR 3080. The Center will open in October and tentative hours are M/W/F from 9:30 a.m. to 12:30 p.m. and T/H from 1:30 p.m. to 4:30 p.m. More information will be provided regarding this resource for students.

Canvas

Canvas will be used for online resources, assignments, and grammar quizzes. All communication during this course will be sent via Canvas through the student email listed in Banner. Please ensure the email address listed in Banner is correct. Missing any deadlines as a result of not receiving announcements or emails will not be accepted as an excuse for submitting late work.

Style Manual

In order to ensure consistency in written formats and compliance with generally accepted technical writing standards, a Style Manual has been developed for this course and can be accessed from the course home page in Canvas. All formatting requirements for documents produced in this class are discussed in this Manual and must be adhered to in the production of course assignments.

Attendance and Participation

Attendance is critical and means arriving on time and staying for the entire class. Absences due to illness, personal emergency, religious observances, athletic or university-sponsored activities, or work obligations should be arranged with the professor in advance, if possible.

Given this course is about communication, active participation is expected. *This course is intended to be a dialog, not a monolog.* This includes completing assigned readings on time, engaging in class discussions on a regular basis, providing oral and written peer reviews, and completing in-class activities/quizzes.

Participation activities will be randomly completed in class. These activities are worth points; contribute to the participation grade; and cannot be made up due to missing class, arriving late to class, or leaving class early.

Professionalism Standards

In order to promote a classroom atmosphere conducive to learning and teaching that is free from distraction for all students and the professor, please observe the following:

1. Arrive on time and avoid leaving early; please inform the professor ahead of time if this is unavoidable.
2. Avoid leaving during class unless absolutely necessary.
3. Provide courteous attention to and respect the questions, comments, and opinions of other students, the professor, and guest speakers.
4. Come prepared to engage in classroom discussion by reading assigned chapters or resources.
5. Avoid doing homework for other classes or sleeping during scheduled class time.
6. Refrain from using cell phones, computers, tablets, and other electronic devices for personal use during class. Students are encouraged to bring these devices to class for use on certain in-class assignments and activities.

Students not observing the above guidelines will lose participation points at the professor's discretion.

Consider downloading and using Pocket Points (available on the App Store or Google Play). *"Pocket Points is a new mobile application that gives students rewards for not using their phones during class. Simply open the app on campus, lock your phone during class, and start gaining points. Points are then used at local and online businesses for awesome student discounts, coupons, or gifts."*

USU Policies

Please visit the following website for more information on USU Policies:
usu.edu/provost/faculty/teaching/syllabus_resources.cfm

Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

Violations of the Academic Integrity Standard (academic violations) include but are not limited to:

Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3)

substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

Falsification: altering or fabricating any information or citation in an academic exercise or activity.

Plagiarism: knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. This also includes the unacknowledged use of materials prepared by another person/student or agency engaged in the selling of term papers or other academic materials.

The penalties for plagiarism at USU and in this course include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. Penalties for plagiarism in this class are determined by the Professor and Engineering Education Department Head and could include an automatic failing grade for the assignment or the class depending on the severity of the violation. More information on the codes of policies and Procedures for Students at Utah State University can be found at: <http://www.usu.edu/studentservices/studentcode>.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. Students with ADA documented impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.

Grading

USU's standard grading scale will be applied:

<u>Grade</u>	<u>Percentage</u>
A	100 to 93
A-	92 to 90
B+	89 to 87
B	86 to 83
B-	82 to 80
C+	79 to 77
C	76 to 73
C-	72 to 70
D+	69 to 67
D	66 to 60
F	59 and below

Grades will be determined based on the following assignments:

• Grammar and Writing:	
Grammar Pre-Test and Post-Test	5%
Diagnostic Writing Assessment	5%
Grammar Quizzes	10%
• Technical and Business Documents:	
Topic Memo	10%
Letter of Transmittal	10%
Proposal—Final Project (Team Document)	15%
• Professional Documents:	
Technical Resume	10%
Cover Letter	10%
• Technical Presentations:	
Team Presentation	10%
Technical Slide Design	5%
• Attendance/Participation	<u>10%</u>
TOTAL	100%

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.