CBM003 ADD/CHANGE FORM

☒ Undergraduate Council ⟨81⟩ or ☐ New Course ☒ Course Change Core Category: WID Effective Fall 2010	☐ Graduate/Professional Studies Council ☐ New Course ☐ Course Change Effective Fall __ APPROVED DEC 0 9 2009

1. Department: <u>ILT</u> College: <u>TECH</u>

2. Faculty Contact Person: <u>Dr. Michael Gibson</u> Telephone: <u>713-743-5116</u> Email: <u>mlgibson@uh.edu</u>

3. Course Information on New/Revised course:
   - Instructional Area / Course Number / Long Course Title:
     <u>TELS</u> / <u>3363</u> / <u>Technical Communications</u>

   - Instructional Area / Course Number / Short Course Title (30 characters max.)
     <u>TELS</u> / <u>3363</u> / <u>TECHNICAL COMMUNICATIONS</u>

   - SCH: <u>03</u> Level: <u>JR</u> CIP Code: <u>52.0501.00 16</u> Lect Hrs: <u>3</u> Lab Hrs: <u>0</u>

4. Justification for adding/changing course: **To meet core curriculum requirements**

5. Was the proposed/revised course previously offered as a special topics course? ☐ Yes ☒ No
   If Yes, please complete:
   - Instructional Area / Course Number / Long Course Title:
     ____ / ____ / ____

   - Course ID: _____ Effective Date (currently active row) yyyy-MM-dd: _____

6. Authorized Degree Program(s): <u>TELSBS, CETEBS, MEETBS, EPETBS, ISTEBS, SCLTBS, CMTBS, CMTSMBS, BIOTECHBS</u>
   - Does this course affect major/minor requirements in the College/Department? ☒ Yes ☐ No
   - Does this course affect major/minor requirements in other Colleges/Departments? ☒ Yes ☐ No
   - Can the course be repeated for credit? ☐ Yes ☒ No (if yes, include in course description)

7. Grade Option: <u>Letter (A, B, C ...)</u> Instruction Type: <u>lecture ONLY</u> (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
   <u>TELS</u> / <u>3363</u> / <u>Technical Communications</u>

   - Course ID: 043741 Effective Date (currently active row) yyyy-MM-dd: <u>08/23/2004</u>

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
   Cr: 3. (3-0). Prerequisite: ENGL 1304 with grade of C or higher. Description (30 words max.):
   Procedures and techniques of preparing technical memoranda, oral and written reports, manuals, and other source documents that fit the pattern of industrial and institutional communications.

10. Dean's Signature: ~~█████████████~~ Date: 10/15/09

    Print/Type Name: <u>Fred Lewellan</u>

U N I V E R S I T Y *of* H O U S T O N

CORE CURRICULUM COURSE REQUEST

Originating Department/College: Information & Logistics Technology/College of Technology

Person making request: Dr. Michael Gibson   Telephone: 713-743-5116

E-mail: mlgibson@uh.edu

Dean's signature: _____   Date: _____

I. General Information:

Course number and title: TELS 3363 – Technical Communications

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- _____ Communication
- _____ Mathematics
- _____ Mathematics/Reasoning (IDO)
- _____ American History
- _____ Government
- _____ Humanities
- _____ Visual/Performing Arts Critical
- _____ Visual/Performing Arts Experiential
- _____ Natural Sciences
- _____ Social/Behavioral Sciences
- __X__ Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.

See Attached Syllabus and Objectives document

B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.

See Attached Objectives document

C. Delineate how these evaluation results will be used to improve the course.

See Attached Objectives document

SVP. Effective 5/2/08. Replaces all previous forms, which may no longer be used.

Exemplary Educational Objectives (EEOs)
to accompany
CMB003 Add/Change Form and
Core Curriculum Course Request Form
for the following course to become a Core course designated as Writing in the Disciplines

TELS 3363 – Technical Communications
a required course for the Technology Leadership and Supervision degree plan,
College of Technology, Information and Logistics Technology Department

Exemplary Educational Objectives (EEOs)

According to the University of Houston guidelines for Core Courses and Courses designated as Writing in the Disciplines, courses must incorporate three (3) of the five (5) Exemplary Educational Objectives (EEOs) listed below. TELS 3363, Technical Communications, incorporates all five of the EEOs with writing assignments which are assessed for topic content and development, organization, and writing skills. In total, the students will write an average of 750 words per week and more than 5,000 words over the course of a semester. The final assignment alone requires 1,500 – 2,000 words.

The students in TELS 3363 have 11 assignments, 5 quizzes, and 1 final exam. These items map to the EEOs as shown in the table below.

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Exam
EEO 1		X		X	X	X	X	X	X	X	X						X
EEO 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
EEO 3					X	X	X	X	X	X	X						X
EEO 4		X		X		X		X	X	X	X						X
EEO 5											X						

Specifically, the EEOs are met as detailed below. The syllabus, included in the submission packet, lists the course assignments. One example of the analytic rubric is also included.

1. To understand that writing is contextual and to develop writing skills specific to a disciplinary area through invention, organization, drafting, revision, editing, and presentation that addresses the disciplinary content and meets discipline-specific criteria.

TELS 3363 students complete multiple writing projects over the course of the semester, including an Introductory Business Letter, a Job Cover Letter and Résumé, a Technical Definitions Memo, a Technical Instruction Analysis, Claim and Refuse Claim Letters, a Grant Proposal, and several required and optional revisions of these projects. In addition students complete a project in which they practice editing documents for concision and clarity. Feedback comments and analytic rubrics emphasize revision, and students actively practice the revision process throughout the semester. Collectively, these assignments allow students to demonstrate a command of the topic, include documented research, and require students to develop drafts that are revised and edited. Analytic rubrics in the form of grading criteria charts are used to evaluate organization, content, formatting, tone, appropriateness to audience, grammar, spelling, use of language, and other writing skills as required by assignment. Additionally, students receive margin comments and general revision suggestions.

2. To understand and demonstrate the shared writing conventions, practices, standards, constructs and methods of a specific discipline.

One of the questions on the TELS 3363 final exam has students demonstrate their writing skills by writing a recommendation letter for an imagined employee in a specific scenario. The students are asked to use the direct strategy, provide specific examples of the applicant's professional and personal skills and attributes, and remain objective yet supportive of the scholarship application from the scenario. The students are evaluated on appropriate business letter format; grammar and punctuation; organization; concision, clarity, and fluency of language; professional tone; level of detail; and understanding of the conventions and standards of the form.

The broad range of practices, protocols, procedures, standards, methods, and constructs associated with technical writing provide a rich background from which students develop their skills and apply their knowledge to a wide range of situations. Students also are challenged with discussion board assignments that allow students to show their ability to apply knowledge, debate issues and ideas, and provide rationale for the positions that explain the discipline. Students have multiple opportunities to express themselves about the multi-faceted elements associated with the discipline.

As you can see from the matrix on page 1, with the exception of the first assignment, all other assignments, quizzes, and the exam support this objective.

3. To understand and demonstrate through writing the issues and purposes of a specific discipline.

TELS 3363 students develop documents with assignments and discussion questions that address the topics of this course. The assignments supporting this objective include the Job Cover Letter and Résumé, the Technical Definitions Memo, the Technical Instruction Analysis, the Claim and Refuse Claim Letters, and the Grant Proposal. In addition to the assignments listed, the students demonstrate their writing and peer communication skills by addressing questions on the WebCT discussion board. These questions vary by semester and are not included in the submission packet.

In the Final Exam, TELS 3363 students write a 350-500 word analysis of the strengths and weaknesses of a problematic technical document. In this analysis, students discuss the document's use of language, awareness of audience, organization, professional format, and overall usability. Additionally students are required to suggest specific changes that the author might make to strengthen the document.

4. To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the discipline through written expositions and argument.

Many of the written assignments undertaken by TELS 3363 students require critical thinking, problem solving, and technical proficiency. The students analyze technical documents throughout the semester for strengths and weaknesses, focusing on the use of language; awareness of audience; organization; professional format; grammar and punctuation; concision, clarity, fluency of language; professional tone; level of detail; and overall usability. Additionally, students learn to think of technical writing as rhetorical process in which audience and argument play key roles.

5. To develop the ability to research and write a documented paper or report that conforms to the standards of the discipline and to establish an identity in a particular discipline or profession.

The last assignment that the TELS 3363 students complete is a grant proposal (Project 11). As part of this proposal the students are required to include a research section. The students are instructed to include material from at least 5 outside sources to support their argument. Further, because the grant proposal is to the National Endowment for the Arts (NEA), the students have to use their critical thinking skills to review the NEA funding requirements and evaluation criteria and apply this information to their proposals. The proposal is evaluated on the following: a demonstrated understanding of the NEA's needs; use of supportive research from relevant outside sources; correct APA format for in-text citation and reference list; section organization (Introduction; Background/Problem/Purpose; Proposal/Plan/Schedule; Staffing; Budget; and Conclusion); soundness of the plan offered; illustration of the quality of the project's organization and management; illustration of the ability to complete the job by the deadline; illustration of the ability to control costs; illustration of the firm's experience and record on similar projects; illustration of the qualifications of the staff to be assigned to the project; use of persuasive rhetorical techniques; correct grammar and mechanics; and concision, clarity, and fluency of language.

Evaluating Course Effectiveness

Student assessment is key to the TELS 3363 course design and ongoing improvement. The syllabus provided to students on the first day of class outlines the learning outcomes to be measured during the semester. A copy of the course syllabus is included in this submission packet. The approach of the class is direct student learning and measurement. Students are assigned a number of projects, quizzes, discussion questions, and exams. For each of these items a set of grading criteria (usually in the form of an analytic rubric) is used. The analytic rubric for Assignment 11 is attached to this submission packet. All other assignments use a similar rubric, and copies of these can provided upon request.

Students use the analytic rubrics, margin comments, and revision suggestions to revise work and to improve on future assignments. As the course progresses the professor monitors the ongoing work to see if the expected improvements are in fact taking place. If not, the particular assignment or skill is evaluated to see if changes are needed the following semester. For example, in the Fall of 2008 it was determined that students' scores on one of the more difficult assignments were low compared to their scores on other assignments. Upon analysis it became apparent that scores were low as a result of project timing. Ultimately students needed additional time to assimilate the complex ideas associated with the project in question. As a result, the project timing was adjusted in the Spring 2009 semester, and student scores improved.

In addition to the described direct student evaluation measures, during the Spring 2009 semester an indirect measure of performance will be put in place in a few of the TELS 3363 sections. A short questionnaire will ask the students to comment on what went well in the course and what did not. This assessment will help the professor gain an understanding of how the students thought about the learning processes used in the course. If this measurement proves helpful, it will be implemented in all of the TELS 3363 sections for the Fall 2009 semester.

TELS 3363 Technical Communications (Online)
Policy Statement

Instructor: Dr. Tracy Barnwell
Email: barnwellstudents@gmail.com
Office: T2 399

COURSE DESCRIPTION AND LEARNING OUTCOMES

TELS 3363 integrates several learning goals in order to create a dynamic environment in which students develop critical thinking skills and master technical writing forms. Students successfully completing the course will achieve the following learning objectives:

- To understand that all writing is contextual and to develop technical writing skills through invention, organization, drafting, revision, editing, and presentation.
- To understand and demonstrate the shared conventions, practices, standards, and constructs of business and technical writing forms.
- To understand and demonstrate through writing the issues and purposes of specific technical fields.
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency through written exposition and argument.
- To develop the ability to research and write a documented proposal that conforms to the standards of the discipline and to establish an identity in a particular discipline or profession.

REQUIRED TEXT

Lannon, J.M. (2005). *Technical Communication* (11th ed). New York: Longman.

HARDWARE AND SOFTWARE REQUIREMENTS

Students taking this course must have daily access to a fairly recent computer with an Internet connection. Students must also have access to Microsoft Word or to a word processor that can save and read files in Rich Text Format (.RTF). The word processor you use must also be able to view feedback comments made with the Word Comment function (all recent version of Microsoft Word should be able to do this). You may also need to be able to read files in PDF format, which means you will need to install the free Adobe Reader software onto your computer if it is not already installed. This software can be downloaded at http://www.adobe.com/.

PREREQUISITE

Students must have completed ENGL 1304 (or an equivalent course) with a C or higher.

REQUIRED COMPUTER SKILLS

Students taking this course should come into the course with a basic understanding of computers, web navigation, word processing, and email. No programming knowledge is necessary to take this class.

OBTAINING A BLACKBOARD VISTA ACCOUNT

All students must obtain a Blackboard Vista account in order to access the course materials. Follow these steps to obtain an account:

1) Go to the Blackboard Vista web page at the address **http://www.uh.edu/webct/**
2) Click "Check User Name."
3) Input your PeopleSoft ID to find out your login name.
4) Your initial password is your birthdate as **mmddyyx!** where x is the first initial of your last name (exclamation point at end is required).

ACCESSING COURSE MATERIALS

The class schedule, course assignments, directions for submitting assignments, and individual student grades are available only to those students who have a Blackboard Vista account. Once you have obtained a Blackboard Vista account, you can access the course materials through the following steps:

1) Go to the Blackboard Vista web page at the address **http://www.uh.edu/webct/**
2) Click the Blackboard Vista button.
3) Fill in your Blackboard Vista ID and password, and click on the "OK" button.
4) Click on the link for the TELS 3363 class.

COURSE ANNOUNCEMENTS

News for the course (assignment reminders, schedule changes, etc.) will be posted on the course homepage, so you should be sure to check there frequently.

ASSIGNMENT SCHEDULE

A detailed assignment schedule is posted at the bottom of the course homepage. This schedule is subject to change, so be sure to check frequently.

EMAIL COMMUNICATION

If you need to reach me by email, I can be contacted either through the Blackboard Vista email page for the course or at barnwellstudents@gmail.com. I typically reply to student email on Tuesday and Thursday mornings. While this means you may have to wait a day or two for a reply, I always consider the date and time that the original message was sent when reviewing time sensitive matters.

DETERMINATION OF FINAL GRADE   550 Total Course Points

- **WRITING PROJECTS**   **300 Points**
  - Project 1: Policies Questions [15 pts.]
  - Project 2: Introductory Letter [25 Pts.]
  - Project 3: Revision Practice [25 Pts.]
  - Project 4: Revised Intro Letter [25 Pts.]
  - Project 5: Resume [25 Pts.]
  - Project 6: Job Cover Letter [25 Pts.]
  - Project 7: Definitions [25 Pts.]
  - Project 8: Instructions [25 Pts.]
  - Project 9: Claim Letter [25 Pts.]
  - Project 10: Refuse Claim Letter [25 Pts.]
  - Project 11: Project Report [60 Pts.]
- **5 QUIZZES**   **50 Points**
- **4 DISCUSSION BOARD ASSIGNMENTS**   **100 Points**
- **FINAL EXAM**   **50 Points**
- **PARTICIPATION**   **50 Points**

HOW TO DOWNLOAD FEEDBACK COMMENTS ON PROJECT ASSIGNMENTS

After submitting project assignments, you will receive a detailed grade breakdown and feedback comments. It is important to view these feedback comments in order to improve on future projects and revision assignments. To view feedback comments:
1) Click the "Assignments" link on "Course Tools" bar on the the course homepage.
2) Click the "Graded" tab.

3) Click the title of the appropriate assignment. This will take you to the graded assignment page.
4) Click and download the graded assignment from the Submission attachments area.
5) Comments have been made using the Microsoft "comment" function. To view your assignment feedback, first download the attached file, and open it in Microsoft Word.
6) Next go to the "View" menu, click the double arrow at the bottom of the menu to expand your selections, and select "Print Layout."
7) Comments should now appear in red out to the side of your work, but if these comments still aren't visible, go to the "View" menu and select "Markup."
8) To adjust the size of the page on the screen, use the "View" menu to select "Zoom."

WHERE TO FIND ASSIGNMENT GRADES

To view your current assignment grades, click the "My Grades" link on the course homepage. Keep in mind that this will show you a number grade for each graded assignment, but you will need to follow the instructions above to view a detailed grade breakdown and feedback comments.

HOW TO CALCULATE YOUR CURRENT ASSIGNMENT AVERAGE

To calculate a single assignment grade, divide your score by the total score possible. If, for instance, you received a 22 out of 25 on project 2, your grade would be 22/25, which is .88 or 88% (B+). To calculate your current assignment average, divide the total points you have earned by the total points possible. For instance if you earned a total of 155 out of a possible 190 points, your current assignment average would be 155/190, which works out to roughly .82 or 82% (B-).

OPTIONAL REVISIONS

NO ASSIGNMENT GRADES WILL BE DROPPED in this course. At the end of the semester, however, students will have the option to revise up to two course assignments for higher grades. Projects 4-10 and Discussion Assignments 1-4 will be eligible for revision. Students will NOT be able to revise Projects 1-3 or Quizzes. **Late assignments will not be eligible for revision.**

SUBMITTING ASSIGNMENTS

All written assignments must be submitted through the Blackboard Vista page for the class. Weekly assignments are typically posted on the course homepage on Wednesdays and are then due the following Tuesday at 3:00 pm. There are a few exceptions to this rule, however, so be sure to check the course homepage frequently.

All Project Assignments must be submitted in RICH TEXT FORMAT and each student should include his or her last name at the beginning of the file name. To save a file in Rich Text (or RTF) format, select the "Save As" option from the "File" menu or your word processor, and choose "Rich Text Format" under "File Type."

LATE WORK POLICY

If you turn in a project or discussion assignment late, you will receive no feedback. Additionally, the project will receive a grade deduction of 10% per day. Project or discussion assignments turned in more than a week late will receive 40% credit. Late quizzes or group simulation project assignments will not be accepted.

TEACHING ASSISTANT

A teaching assistant will be responsible some of the grading in the class. If you have questions or concerns about your grade on a particular assignment, you may contact the TA directly by using the email address listed on the course homepage, or you may contact me at barnwellstudents@gmail.com.

TECHNICAL DIFFICULTIES

If you have trouble submitting an assignment because Blackboard Vista is down or your computer is misbehaving, here are the steps you should follow:

1) If at all possible, paste your assignment into an email with a short explanatory note, and send it to me through Blackboard Vista internal email or (if Blackboard Vista is down) to barnwellstudents@gmail.com. This way I'll know you completed the assignment on time.

2) Once the technical issue is resolved (regardless of whether you were able to email me the assignment or not), resubmit the assignment the correct way through Blackboard Vista with a short note at the top explaining why the assignment was submitted late. Be sure to do this second step, or you may end up not getting credit for the assignment.

3) DON'T PANIC. Keep in mind that I am a reasonable and sympathetic human being with an acute understanding of all the trouble computers can cause. That said, please do not call me at home at 11:00 at night or send me a dozen frantic emails when your computer eats your homework or the Blackboard Vista sever goes down or some other predictably apocalyptic technical issue occurs. Once you have access to a working computer, just send me a calm, reasonable email explaining your situation, and we will work things out as soon as possible. Provided you have not overused/abused the "technical issues" excuse, I will almost certainly understand your plight.

A final comment on this issue—be sure to double-check that your assignments are actually submitted each time you turn something in, and if you have to submit an assignment five or ten minutes late, you don't need to send me an email to explain. Just submit the assignment as you usually would I won't count an assignment late if it's submitted only a few minutes after the deadline.

COLLABORATIVE WORK POLICY
While I certainly encourage students to discuss the readings and assignments with one another (either on the discussion board or in person), students are also required to complete all of the written work for the course on their own (with the notable exception of the Group Simulation Project). In other words, it's perfectly okay to discuss with your friends what you might say on an assignment before you complete it, but the actual words you turn in should be written independently (and thus should not be identical to the words that any other students turn in). I very much encourage collaborative brainstorming and studying, but I require students to do all of their own written work without help from others.

PLAGIARISM (submitting work that is not your own)
In accordance with UH and department policy, plagiarism will automatically result in a failing grade for that assignment. Depending upon circumstances, plagiarism may be grounds for failure and suspension from the University. Keep all notes and rough drafts; you may be asked to produce them. See "Academic Honesty," in the Student Handbook.

I don't expect that there will be any problems with plagiarism in this class, but students should be aware that I submit most assignments through www.turnitin.com. As long as you don't plagiarize, this policy won't affect you. Just keep in mind that all of your work for this class should be your own. When using information from an outside source (even an online source), be sure to cite it appropriately using APA format. If you have any questions about how to cite an outside source, consult with me before turning in your work. If you turn in work that isn't your own, disciplinary action will be taken. Students should consult the UH Student Handbook for the University's definition of plagiarism.

IMPORTANT NOTE

The Center for Students with Disabilities provides academic support services to all UH students who have any type of health impairment, learning disability, physical disability, or psychiatric disorder. Individuals wishing to find out more about these services should contact CSD in room 305 of the Student Service Center (or call 743-5400/ voice 749-1527 / TDD). Students requesting "reasonable and necessary" accommodations for this course (including testing modifications) should contact the instructor as soon as possible (but PRIOR to an exam, deadline, etc.).

BLACKBOARD VISTA SUPPORT
BLACKBOARD VISTA 24 Hour Support Phone Number: 713-743-1411

Grant Proposal (45 points, 1500-2000 words)

INSTRUCTIONS:
Read Chapter 23 and Chapter 7 before completing this project. Using the background information provided below, write a **2 page (single-spaced)** grant proposal asking for an Arts on the Radio and Television grant from the National Endowment for the Arts. You will format your proposal as a **business letter.** Your proposal will have the following **six sections:** Introduction; Background/Problem/Purpose; Proposal/Plan/Schedule; Staffing; Budget; and Conclusion.

See the examples on p. 579, p. 531, p. 533, and p. 546. While these proposals take several different forms, yours should be in **letter form.** You do **not** need a letter of transmittal, table of contents, abstract, etc. You DO need to separate your proposal into sections and label each section accordingly. You DO need to get letter formatting RIGHT. If you're unsure about letter formatting, review Chapter 17.

Additionally, your proposal should include a **research component,** including material from at least **5 outside sources** to support your argument. Sources should be documented using correct **APA format** for in-text citations and reference list. For additional information about research and citation, review Chapter 7 and Appendix A.

The NEA uses the following review criteria to judge whether it will fund proposals:
http://www.arts.gov/grants/apply/RadioTV/review.html

BACKGROUND:
Since the Downtown YMCA insists on charging the Academy of American Poets $5,000 to rent their space for the National Poetry Month reading, the Academy has to find another venue for National Poetry Month next year. Every April is National Poetry Month, and the Academy can't imagine what would happen if they couldn't afford to have the reading next year. The Academy's Board has decided that the most cost-effective way to reach the largest audience is to broadcast the reading on public radio and TV instead of just holding the reading at the YMCA.

You, as the grant writer for the Academy, have decided to apply for an Arts on Radio and Television grant from the National Endowment for the Arts to fund the reading. You'll respond to their RFP, available at
http://www.arts.gov/grants/apply/RadioTV/GrantProgDescription.html. For more information on RFPs, read Chapter 23

You're partnering with Houston's KUHF radio and KUHT television stations to broadcast the event, but will that be enough to attract the audience the NEA is looking for? And where will you hold the reading if you can't have it at the Y? You'll have to solve those problems in your project design.

GRADING CRITERIA:
Your proposal will be graded according to the criteria by which proposals are typically accepted or rejected (see page 556). **A successful grant proposal will:**
- Demonstrate an understanding of the NEA's needs.
- Use support research, including at least five relevant outside sources.
- Use correct APA format for in-text citation and reference list.
- Be organized into six clear, well thought out sections (Introduction; Background/Problem/Purpose; Proposal/Plan/Schedule; Staffing; Budget; and Conclusion).
- Illustrate the soundness of the plan being offered.
- Illustrate the quality of the project's organization and management.
- Demonstrate an ability to complete the job by the deadline.
- Demonstrate an ability to control costs.
- Illustrate the firm's experience and record on similar projects.
- Demonstrate the qualifications of the staff to be assigned to the project.
- Use persuasive techniques (including a clear focus on audience needs and benefits, honest and supportable claims, appropriate detail, readability, convincing language, accessible and attractive page design, proper citations of any sources or contributors, etc.).
- Display correct grammar and mechanics.
- Demonstrate concision, clarity, and fluency.

TIPS FOR WRITING YOUR PROPOSAL:
- Overall:
  - Focus on the funder's needs, as described in the RFP. In this case, write your proposal to the NEA's mission statement: http://www.arts.gov/grants/apply/RadioTV/about.html
  - You will be graded on how well you tailor your arguments to the NEA's purpose; have you emphasized the benefits to the NEA if they fund your proposal? You must have a clear understanding of your audience's needs.
- Intro:
  - Address your proposal to Dana Gioia, Chairman of the NEA. (FYI—he's a poet.)
  - See p. 539-40 for the goals of the introduction. Hook the audience's interest.
  - Some questions you might consider: Why is the Academy uniquely qualified to do this plan? What successful initiatives have they implemented before? What is the serious problem with America's exposure to poetry that needs to be addressed? If you don't read poetry yourself, why not? Try to think of what would get you interested.
- Background/Problem/Purpose:
  - Remember that National Poetry Month is in financial jeopardy.

- o Demonstrate to the NEA how your project will help them further *their own* goals. Remember that all business writing should be audience-oriented, purposeful, and economical.
- Proposal/Plan/Schedule:
    - o You'll be asking for money to support National Poetry Month; your organization's goal is to "encourage Americans to make poetry a larger part of their lives."
    - o Tell the NEA exactly what you plan to do for your radio and TV broadcast of the National Poetry Month reading. Be creative. You're free to come up with any idea you can that would speak to the NEA's goals and the goals of the Academy's National Poetry Month. You may do research on which poets you'd like to have at the reading. You'll be graded on how specific you are and how convincing your plan seems, not on whether it's what the Academy actually does. See the NEA's review criteria for ideas on what kinds of projects they like to fund. If you do research, make sure you **cite your sources according to APA format** and include a Works Cited page at the end of your proposal. See your textbook, p. 655-664, for APA citation format.
- Staffing:
    - o Choose appropriate staff members to discuss. Use the Academy's staff website for info— http://www.poets.org/page.php/prmID/33.
    - o Don't list all the staff; pick and choose for rhetorical effect.
- Budget:
    - o Make up the numbers.
    - o You'll have to decide how specific to be. Is this the kind of project that needs line-by-line budgetary information, or can you group tasks into categories and discuss how much each category will cost?
- Conclusion:
    - o Unlike some business proposals, grant proposals should not include a deadline date for a business offer. Rather, you should remind the reader of the key benefits of your plan and try to motivate action. In the case of a grant, motivating action means that you hope you're chosen.
    - o See tips for writing conclusions on p. 543-4 of your textbook.

BEGIN YOUR ASSIGNMENT ON THE NEXT PAGE→

GRADING CRITERIA: GRANT PROPOSAL	Points Possible	Student Score
Demonstrates an understanding of the NEA's needs	4	
Uses support research, including at least five relevant outside sources	3	
Uses correct APA format for in-text citation and reference list	3	
Is organized into six clear, well thought out sections (Introduction; Background/Problem/Purpose; Proposal/Plan/Schedule; Staffing; Budget; and Conclusion)	4	
Illustrates the soundness of the plan being offered	3	
Illustrates the quality of the project's organization and management	3	
Demonstrates an ability to complete the job by the deadline	3	
Demonstrates an ability to control costs	3	
Illustrates the firm's experience and record on similar projects	3	
Demonstrates the qualifications of the staff to be assigned to the project	3	
Uses persuasive techniques (including a clear focus on audience needs and benefits, honest and supportable claims, appropriate detail, readability, convincing language, accessible and attractive page design, proper citations of any sources or contributors, etc.)	5	
Displays correct grammar and mechanics	3	
Demonstrates concision, clarity, and fluency	5	
TOTAL	45	

GRADE SCALE: [44 to 45 A+] [42 to 43=A] [41=A-] [39 to 40=B+] [38=B] [36 to 37=B-] [35=C+] [33 to 34=C] [32=C-] [30 to 31=D+] [29=D] [27 to 28=D-] [0 to 26=F]

COMMENTS AND REVISION SUGGESTIONS

College of Technology   312 Technology Building   713/743-4090
Information and Logistics Technology   Houston, TX 77204-4023   Fax: 713/743-4032

Dr. Michael L. Gibson, Professor and Chair
Department of Information and Logistics Technology
College of Technology
University of Houston
Houston, Texas 77204-4023
713-743-5116
October 14, 2009

UH Undergraduate Academic Council Members
College of Technology
University of Houston

Subject: Approval of TELS 3363 as a UH Core Writing in the Discipline Course

Dear Undergraduate Academic Council Members:

The faculty in the Organizational Leadership & Supervision Bachelor of Science degree program and the Information & Logistics Technology department seek to have TELS 3363 – Technical Communications approved as a UH Core Writing in the Discipline (WID) course. The content and skills imparted in TELS 3363 warrants consideration as a UH core WID course; an added benefit emerges with regard to reducing total hours to 120, as requested by the Texas Higher Education Coordinating Board. Approving TELS 3363 as a core WID course will help degree programs in the College of Technology in the effort to reduce the total number of hours to 120. This approval will also aid faculty in other colleges whose students often enroll in TELS 3363 as minors in technology disciplines. We welcome questions regarding this request.

Sincerely,

Dr. Michael L. Gibson, Professor and Chair
Information and Logistics Technology Department

Learning. Leading.™

Organizational Leadership and Supervision Major

The Organizational Leadership and Supervision degree focuses on providing individuals with a competitive advantage when moving into leadership and supervisory roles in technology-based organizations. The program investigates the rapidly changing and complex nature of leadership in organizations that use and rely on technology.

The success of today's businesses and organizations demand leadership that is informed, forward-thinking, and able to optimize the capabilities of knowledge-based workers and the solutions they create. The Organizational Leadership and Supervision degree develops exactly this set of skills. Students learn about leadership, the creation of organizational vision and value, and the development of human resources while leading technological change.

The Organizational Leadership and Supervision degree provides a long term, empowering approach to the practice of leading people rather than the short term, command and control approach to utilizing human resources. Students learn about leadership, the importance of organizational vision and values, developing human resources, and managing technological resources in corporate, government, nonprofit, or community organizations. Leadership skills in goal setting, time management, verbal and visual communication, and leadership values and abilities are developed through relevant real world applications.

The Organizational Leadership and Supervision program consists of 123 hours of undergraduate academic credit. In addition to meeting the 42 semester hour university core curriculum requirement, students must complete 48 semester hours in major core courses, and 33 semester hours in directed emphasis coursework. Students must earn a 2.0 minimum GPA in all major and directed emphasis courses attempted at the university. Transfer students must have earned a 2.0 GPA or better in all major and directed emphasis courses to be transferred for credit.

The major areas of coursework within the Organizational Leadership and Supervision program are (1) analysis and reasoning, (2) organizations, (3) human resources, (4) communications, (5) integration through an original senior project, and (6) directed technology emphasis.

All majors and minors in the Department of Information and Logistics Technology must earn a grade of C or better in all major/minor courses. No grade lower than C will be accepted on any courses applicable to the major transferred to the University of Houston.

Program Admission

UH undergraduate students wishing to transfer into the Organizational Leadership program from another degree plan must have a minimum 2.00 GPA and be in good academic and disciplinary standing in order to apply for admission. Upon acceptance into the program, your university core curriculum requirements may transfer, and up to 33 semester hours from your previous major may transfer into the area of directed emphasis. A minimum 2.00 GPA must have been earned in each directed emphasis transfer course, otherwise that course must be repeated.

Students from other degree granting accredited institutions may apply for admission. To be eligible for admission, a student must have completed an A.S. or A.A.S. degree and have a minimum 2.00

GPA. Students that are accepted into the program may apply up to 66 semester hours from their Associate degree towards the completion of their Bachelor of Science degree.

Freshmen students are admitted into the Organizational Leadership program; many areas of directed emphasis are available such as Graphics Technology, Supply Chain and Logistics, Information Systems Technology, Electrical Power Engineering Technology, etc. Please see an academic advisor, located in 108 T, for assistance.

University Core Curriculum

42 SEMESTER HOURS

For information on the University Core, please see the Academic Regulations section of this catalog.

Please note that some majors have specific requirements in the core curriculum. Refer to the specific degree plans in this catalog for those requirements.

Organizational Leadership and Supervision Major Requirements

GRTC 3353. Visual Communications Technology

LOGT 2362. Introduction to Logistics Technology

LOGT 4380. Quality Systems

PHIL 1321. Logic I

TELS 3340. Organizational Leadership and Supervision

TELS 3345. Human Resources in Technology

TELS 3355. Project Leadership

| Deleted: TELS 3363. Technical Communications |

TELS 3365. Team Leadership

TELS 4341. Production and Service Operations

TELS 4371. Leading Change in the Workplace

TELS 4372. Proposal and Project Writing

TELS 4390. Current Issues in Technology Leadership and Supervision

TELS 4378. Senior Project**

or

GRTC 4378. Senior Project**

TMTH 3360. Applied Technical Statistics

Will include 3 hours of Elective or Computer Literacy***

Directed Technology Emphasis Example

GRTC 2350. Graphics for Digital Media

GRTC 3350. Graphic Communication Materials and Processes

GRTC 3351. Graphic Production Process Control I

GRTC 3352. Graphic Production Process Control II

GRTC 4372. Costing in Graphic Communications

GRTC 4373. Graphic Production Process Control III

GRTC 4376. Multimedia Authoring

GRTC 4390. Current Issues in Graphic Communications

HDCS 3369. Entrepreneurship

LOGT 3381. Industrial and Consumer Sales

GRTC 4396. Internship: Graphics Communication

Note: This block of courses is an example of the directed emphasis for freshmen majoring in the TELS program.

Directed EMPHASIS (33 SH) (Transfer/change of major students will create an emphasis that is composed of at least 33 SH. This block DOES NOT apply to freshman students).

Note: The Academic Services Center can assist in determining the directed emphasis that best fits your degree requirements.

Program Requirements

MATHEMATICS

(3 semester hours which includes university core)
MATH 1310

MATHEMATICS/REASONING

(3 semester hours which includes university core)
MATH 1313

WRITING IN THE DISCIPLINES

(3 semester hours which includes university core)
TELS 3363: Technical Communications

Degree awarded: Bachelor of Science

Major: Organizational Leadership and Supervision

ORGANIZATIONAL LEADERSHIP and SUPERVISION (TELS)

UNIVERSITY OF HOUSTON
COLLEGE OF TECHNOLOGY

DEPT. OF INFORMATION & LOGISTICS TECHNOLOGY
BACHELOR OF SCIENCE

NAME_____   UHID_____

UNIVERSITY CORE REQUIREMENTS (42 SH)

	GR	SH	AH
Communication (6 SH)			
ENGL 1303 English Composition I	___	___	___
ENGL 1304 English Composition II	___	___	___
Writing in the Discipline * (3 SH)			
	___	___	___
History/Government (12 SH)			
HIST 1376 or 1377 US History to 1867	___	___	___
HIST 1378 or 1379 US History since 1867	___	___	___
POLS 1336 US & TX Const/Politics	___	___	___
POLS 1337 US Government	___	___	___
Humanities* (3 SH)			
	___	___	___
Visual/Performing Arts* (3 SH)			
	___	___	___
Social/Behavioral Sciences* (3 SH)			
	___	___	___
Math/Reasoning (6 SH)			
MATH 1310 College Algebra	___	___	___
MATH 1313 Fin Math With Appls	___	___	___
Natural Sciences* (6 SH)			
	___	___	___

APPROVALS:

_____   Date _____
Student Signature

_____   Date _____
Advisor

_____   Date _____
Department Chair

__ advanced (3000, 4000, 5000 level) semester hours (SH) must be completed.

ASP requirements must be met.

Refer to class schedule for lists of courses that satisfy University Core requirements.
The prerequisite for TELS 4378 or GRTC 4378 is TELS 4372 and approval the ILT Dept Chair. Concurrent enrollment is NOT allowed.

* Students must pass the department computer literacy test prior to enrollment in advanced, major courses.

Total hours required: 123 SH minimum
For graduation with Honors, see Undergraduate Catalog.

Major Requirements (45 SH)

©Must receive a "C" or better in major core courses taken since Fall 2001.

	GR	SH	AH
PHIL 1321 Logic I©	___	___	___
LOGT 2362 Intro To Logistics Technology©	___	___	___
GRTC 3353 Visual Communications Tech. ©	___	___	___
TELS 3340 Org Leadership and Supervision©	___	___	___
TELS 3345 Human Resources in Tech©	___	___	___
TELS 3355 Project Leadership©	___	___	___
TELS 3363 Tech. Comm. ©	___	___	___
TELS 3365 Team Leadership©	___	___	___
TMTH 3360 Applied Tech Statistics©	___	___	___
TELS 4341 Production & Service Operations©	___	___	___
TELS 4342 Quality Improvement Methods©	___	___	___
TELS 4371 Leading Change in the Workplace©	___	___	___
TELS 4372 Proposal and Project Writing©	___	___	___
TELS 4390 Current Issues in TLS©	___	___	___
TELS 4378 or GRTC 4378 Sr. Project**©	___	___	___

Directed EMPHASIS (36 SH) (Transfer/change of major students will create an emphasis that is composed of at least 33 SH. This block **DOES NOT** apply to freshmen students.)

		GR	SH	AH
_____		___	___	___
_____		___	___	___
_____		___	___	___
_____		___	___	___
_____		___	___	___
_____		___	___	___
_____		___	___	___
_____		___	___	___
_____		___	___	___
Elective or Computer Literacy***		___	___	___

NOTE: The Academic Services Center can assist in determining the directed emphasis courses that best fit your degree requirements.

Directed Technology Emphasis Example

	GR	SH	AH
GRTC 2350 Graphics for Digital Media	___	___	___
GRTC 3350 Graphic Comm Mat & Proc	___	___	___
GRTC 3351 Graphic Production Process Cntrl I	___	___	___
GRTC 3352 Graphic Production Process Cntrl II	___	___	___
GRTC 4372 Costing in Graphic Comm	___	___	___
GRTC 4373 Graphic Prod Process Cntrl III	___	___	___
GRTC 4376 Multimedia Authoring	___	___	___
GRTC 4390 Current Issues in Graphic Comm.	___	___	___
HDCS 4369 Entrepreneurship	___	___	___
LOGT 3381 Ind. and Consumer Sales	___	___	___
GRTC 4396 Internship: Graphic Comm.	___	___	___

NOTE: This block of directed emphasis courses MUST be taken by freshmen majoring in the TLS program.

UNIVERSITY OF HOUSTON
COLLEGE OF TECHNOLOGY

DEPT. OF INFORMATION & LOGISTICS TECHNOLOGY
BACHELOR OF SCIENCE

NAME_____ UHID_____

UNIVERSITY CORE REQUIREMENTS (42 SH)

	GR	SH	AH

Communication (6 SH)
ENGL 1303 English Composition I ___ ___ ___
ENGL 1304 English Composition II ___ ___ ___

Writing in the Discipline * (3 SH)

TELS 3363 Tech. Comm. ___ ___ ___

History/Government (12 SH)
HIST 1376 or 1377 US History to 1867 ___ ___ ___
HIST 1378 or 1379 US History since 1867 ___ ___ ___
POLS 1336 US & TX Const/Politics ___ ___ ___
POLS 1337 US Government ___ ___ ___

Humanities* (3 SH)

_____ ___ ___ ___

Visual/Performing Arts* (3 SH)

_____ ___ ___ ___

Social/Behavioral Sciences* (3 SH)

_____ ___ ___ ___

Math/Reasoning (6 SH)
MATH 1310 College Algebra ___ ___ ___
MATH 1313 Fin Math With Appls ___ ___ ___

Natural Sciences* (6 SH)

_____ ___ ___ ___

_____ ___ ___ ___

APPROVALS:

_____
Student Signature   Date

_____
Advisor   Date

_____
Department Chair   Date

36 advanced (3000, 4000, 5000 level) semester hours (SH) must be completed.
TASP requirements must be met.
* Refer to class schedule for lists of courses that satisfy University Core requirements.
** The prerequisite for TELS 4378 or GRTC 4378 is TELS 4372 and approval of the ILT Dept Chair. Concurrent enrollment is NOT allowed.
*** Students must pass the department computer literacy test prior to enrollment in advanced, major courses.

Total hours required: 120 SH minimum
For graduation with Honors, see Undergraduate Catalog.

Major Requirements (42 SH)

©Must receive a "C" or better in major core courses taken since Fall 2001.

	GR	SH	AH
PHIL 1321 Logic I©	___	___	___
LOGT 2362 Intro To Logistics Technology©	___	___	___
GRTC 3353 Visual Communications Tech. ©	___	___	___
TELS 3340 Org Leadership and Supervision©	___	___	___
TELS 3345 Human Resources in Tech©	___	___	___
TELS 3355 Project Leadership©	___	___	___
TELS 3365 Team Leadership©	___	___	___
TMTH 3360 Applied Tech Statistics©	___	___	___
TELS 4341 Production & Service Operations©	___	___	___
TELS 4342 Quality Improvement Methods©	___	___	___
TELS 4371 Leading Change in the Workplace©	___	___	___
TELS 4372 Proposal and Project Writing©	___	___	___
TELS 4390 Current Issues in TLS©	___	___	___
TELS 4378 or GRTC 4378 Sr. Project**©	___	___	___

Directed EMPHASIS (36 SH) (Transfer/change of major students will create an emphasis that is composed of at least 33 SH. This block **DOES NOT** apply to freshmen students.)

	GR	SH	AH
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
Elective or Computer Literacy***	___	___	___

NOTE: The Academic Services Center can assist in determining the directed emphasis courses that best fit your degree requirements.

Directed Technology Emphasis Example

	GR	SH	AH
GRTC 2350 Graphics for Digital Media	___	___	___
GRTC 3350 Graphic Comm Mat & Proc	___	___	___
GRTC 3351 Graphic Production Process Cntrl I	___	___	___
GRTC 3352 Graphic Production Process Cntrl II	___	___	___
GRTC 4372 Costing in Graphic Comm	___	___	___
GRTC 4373 Graphic Prod Process Cntrl III	___	___	___
GRTC 4376 Multimedia Authoring	___	___	___
GRTC 4390 Current Issues in Graphic Comm.	___	___	___
HDCS 4369 Entrepreneurship	___	___	___
LOGT 3381 Ind. and Consumer Sales	___	___	___
GRTC 4396 Internship: Graphic Comm.	___	___	___

NOTE: This block of directed emphasis courses MUST be taken by freshmen majoring in the TLS program.

Proposed Fall 2010

College of Technology
Information and Logistics Technology

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Houston, TX 77204-4023   Fax: 713/743-4032

<div align="right">

Dr. Michael L. Gibson, Professor and Chair
Department of Information and Logistics Technology
College of Technology
University of Houston
Houston, Texas 77204-4023
713-743-5116
September 9, 2009

</div>

College of Technology Undergraduate Academic Council
UH Undergraduate Academic Council
University of Houston

Dear Committee Members:

The faculty of the Information & Logistics Technology department wish to have TELS 3363, Technical Communications, declared a Writing in the Discipline (WID) course within the University of Houston Core. TELS 3363 provides a means for students in technical disciplines, such as the disciplines of Bachelor of Science degree programs in the College of Technology, to gain knowledge content, skills, and experience in writing reports and specification documents consistent with those technical disciplines.

Throughout the semester in TELS 3363, students create specification documents describing some phenomena in great detail. After receiving initial feedback from the instructor and graduate assistants working with students in the course, the revised specification documents are submitted to an external consulting company, Virtual Learning. Virtual Learning submits the student document to a software system that produces a virtual reality representation of what was specified within the student document. Virtual Leaning returns this virtual reality representation to the student. As such, TELS 3363 students receive explicit feedback showing what they actually described in detail within their specification document. This feedback demonstrates to TELS 3363 student that what they intended to describe within the specification document was not consistent with what they actually described. These students gain feedback regarding how to improve their written communication skills. Typically, the students improve their written communication skills as they complete subsequent documents that become virtual realization representations returned to them by Virtual Leaning. Thus, TELS 3363 provides the means for students to gain valuable written communication skills that supports writing in the disciplines for technical disciplines within Bachelor of Science degree programs in the College of Technology.

As can be seen in the packet of materials accompanying this proposal, students complete extensive writing assignments in TELS 3363 that satisfy the five Exemplary Education Objectives required within the UH WID core course. The extensive writing assignments completed each week and explicit feedback they receive from Virtual Learning on those assignments more than justify that TELS 3363 be designated as a WID course.

<div align="center">

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An additional benefit of declaring TELS 3363 as a WID course emerges with regard to stream lining degree plans for Bachelor of Science degrees within the College of Technology. All but one Bachelor of Science degree programs in the College of Technology includes TELS 3363 as a College or Department Requirement for the degree. With TELS 3363 satisfying the UH WID requirement, that course will be removed from the College and Department Requirement of the respective degree program. Thus, three hours can be removed from the degree plans for College degree programs or permit those three hours to be used to add a Program Core course. For degree programs above 120 hours, this additional benefit can help reduce the total hours of the program down towards the 120 hours mandated by the Texas Higher Education Coordinating Board (THECB). For degree programs that already satisfy the 120 hour rule mandated by the THECB, the three hours removed from the Department and College Requirement portion of the degree plan can be used for an additional course within the discipline of the degree program; i.e. increase the knowledge content, skills, and experiences within the discipline of the degree program.

Because of the reasons contained in this document and accompanying documents within this proposal, we ask that members of the College of Technology and UH Undergraduate Academic Councils approve TELS 3363 as a UH Writing in the Discipline core course. We welcome questions regarding this proposal.

Sincerely,

Dr. Michael L. Gibson, Professor and Chair
Information and Logistics Technology Department
College of Technology