NEW YORK CITY COLLEGE OF TECHNOLOGY

OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN PROFESSIONAL AND TECHNICAL WRITING
LEADING TO THE
BACHELOR OF SCIENCE DEGREE

EFFECTIVE FALL 2014

SPONSORED BY THE DEPARTMENT OF ENGLISH

APPROVED BY

NEW YORK CITY COLLEGE OF TECHNOLOGY GOVERNANCE
COLLEGE COUNCIL
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INTRODUCTION

The Department of English of New York City College of Technology (City Tech) proposes a Bachelor of Science (B.S.) degree in Professional and Technical Writing. As CUNY's only senior college of technology, City Tech is especially well suited for a B.S. in Professional and Technical Writing. No other CUNY college offers such a program; only one campus in the region offers a similar degree; and only two public colleges offer a similar program in all of New York State. The proposed degree will enable graduates to obtain high-paying jobs in a growing profession. Through courses in professional and technical writing, an internship, and courses in a single professional, scientific, or technical discipline providing depth in a content area, students will gain the multi-faceted expertise they need to compete in a variety of professional settings. This program has been designed to meet or exceed core competencies discussed by the Council for Programs in Technical and Scientific Communication[1] (CPTSC), Society for Technical Communication[2] (STC), and Association of Teachers of Technical Writing[3] (ATTW).

According to the U.S. Bureau of Labor Statistics, the job outlook for technical writers is expected to grow by 18%, faster than the average for all other occupations, between the years 2008 and 2018.[4] Fields including medicine, biotechnology, economics, engineering, instructional technology, and law will increasingly depend on professionals who can interpret technical information. These professionals will need to be able to communicate that information to both general and specialized audiences in a variety of different formats and delivered through a variety of different media. Increasingly, such jobs will also require facility with social media, virtual worlds, and mobile computing environments. Increased employment opportunities will be spurred by factors including the growth of web-based support services, rapid change in technological industries, and the increasing use of the web as a source of information. Given that the skill set required of professional and technical writers is constantly evolving, future workers will be competitive only if they are able to adapt to an ever-shifting communication landscape. City Tech's new B.S. program will provide students with the specialized skills necessary for developing communications in a variety of professional, scientific, and technical disciplines, and life-long learning. Therefore, our professional and technical writing curriculum will prepare students for the workforce, as well as for graduate study.

In order to meet the needs of the growing marketplace, the program will teach students to look across disciplinary boundaries and bring together information and skills from a variety of fields into a new base for learning, designing, and writing. The structure of the degree ensures that students who graduate from this program will (a) master industry standard applications for professional and technical writing, as well as related technologies, (b) acquire expertise in a professional studies-related, science-related, or technology-related discipline that will give them an edge in the marketplace, and (c) anticipate and adapt to perpetually changing rhetorical and technological situations in the workplace.

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[1] http://www.cptsc.org
[2] http://www.stc.org
STC Technical Communication Body of Knowledge Draft Portal, Overview of Core Competencies of Technical Communicators, http://stcbok.editme.com/Overview-of-Core-Competencies-of-Technical-Communicators.
[3] http://attw.org/
[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2010-11 Edition. 29 Mar 2012. Web.

PURPOSE AND GOALS

The proposed interdisciplinary Bachelor of Science degree in Professional and Technical Writing will prepare students to communicate clearly and effectively using a variety of tools and media. Students will learn how to translate difficult technical concepts and complex procedural jargon into accessible prose and attractive visual presentations. Graduates will complete the program with hands-on experience with a range of tools and an understanding of the theories underlying the use of those tools. They will enter a rapidly shifting workplace prepared to negotiate new forms of media with sophistication and confidence.

Courses in the program will help students achieve the following learning outcomes:
- Understand and resolve legal and ethical issues surrounding publication
- Demonstrate a sophisticated understanding of visual rhetoric and writing in multimedia environments
- Describe technical information in readable prose for specialists and non-specialists
- Use professional tools for technical and professional communication
- Work and write collaboratively
- Evaluate, analyze, summarize, and vet information
- Match deliverables to an audience and purpose
- Create and defend a proposal both orally and in writing
- Conduct needs assessments
- Perform usability tests
- Understand issues of cultural diversity as they relate to written and digital communication

Students in the program will be able to choose from upper-level electives in both technical and professional writing.

City Tech is especially well equipped to prepare its graduates for this growing field. The strength of the College's professional and technical programs, combined with the expertise of its English Department faculty, ensure that students in this degree program will develop the kinds of interdisciplinary knowledge and skills that will give them flexibility in the workforce. The Professional and Technical Writing Program will capitalize on the College's existing skills and resources, which include faculty expertise in information media and writing, a critical mass of resident technologists, and an internationally and culturally diverse faculty and student population that speaks more than 110 languages.

Professional and Technical Writing programs are expanding their scope and now include not only training in tools and methods but also explorations of technical delivery of the word, from screen casting to screenwriting. The field of Professional and Technical Writing now covers research in technical means of communication as well as in theorizing the role of technology in various modes of communication. A degree program that offers a strong background in the liberal arts with in-depth knowledge of technical subjects will enable students to hone a wide array of skills and abilities and to enter a growing sector of the workforce. The structure of the degree program takes advantage of the College's strengths and continues its recent trend towards innovative, interdisciplinary, and forward-looking curricula.

Students enrolled in the Professional and Technical Writing degree program will learn how to translate complex, industry-specific information into lay terminology or into another industry-specific discourse. Students will study a specific scientific or technical area of interest and will capitalize on that interest both in their Professional and Technical Writing courses, as well as in the specialization that they have chosen as part of the curriculum. Drawing upon discipline-specific expertise, students will use industry-standard tools to design and compose visual and written products that fulfill the needs of experts in business, computer science, engineering, medicine, and other fields.

All students in the major will draw upon fields as diverse as mathematics, the natural and social sciences, psychology, sociology, linguistics, and philosophy. Whereas students in Technical Writing courses typically focus on using tools for instructional and operational writing, the field of Professional Writing is more difficult to define because of its more expansive and fluid nature. Students who are trained in Professional Writing study a practical blend of communication theory, rhetorical theory, technical writing, usability, digital media design, and social responsibility. Professional writers study how information is created, managed, distributed, consumed, and used to serve the interests of individuals, groups, and organizations. Because communication changes as quickly as emerging technologies, expert and versatile practitioners are in constant demand. Students in the major will meet the labor market's need for experts in software applications, Internet research, and data mining as well as every organization's need for experts with advanced skills in listening, reading, writing, editing, and speaking. Graduates of the program will also refine a sense of social responsibility and hone a sophisticated perspective on society, culture, and technology that they will bring with them from City Tech and into the organizations they will help to shape.

NEEDS AND JUSTIFICATION

Hiring Outlook and Trends in the Profession
Today's communication technologies emerge, proliferate, and become obsolete at ever-increasing speeds. The rate at which technological communication trends change means that narrowly defined Technical Writing programs that focus on specific technologies without training graduates to adapt to new rhetorical situations risk becoming as obsolete as the technologies themselves. Successful graduates will be those who are able to respond seamlessly to a wide variety of needs and situations.

In January 2010, *The Wall Street Journal* published news of a study that listed the 200 best and Worst Jobs in the United States. "Technical Writer" appeared as the thirteenth best job on that list, with future prospects for employment characterized as "Very Good."[5] Demand will be spurred by factors including the growth of web-based support services, rapid change in technological industries, and the increasing use of the web as a source of information. "Technical Writer" sits high on the State's Department of Labor list of "Occupations in Demand." In 2010, the median annual salary for technical writers nationwide was $63,280; in New York City, it was approximately $75,000. Fields such as engineering, instructional technology, journalism, and public relations increasingly depend on workers with knowledge and skills relating to technologies and writing. Increasingly, such jobs also demand facility with social media, virtual worlds, and mobile computing environments.

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[5] "Best and Worst Jobs 2010." *Wall Street Journal* 5 January 2010. Web.

Moreover, as the U.S. Bureau of Labor Statistics notes on its website, "a college degree is usually required for a position as a technical writer. In addition, experience with a technical subject, such as computer science, Web design, or engineering, is important."[6]

Baccalaureate degree programs in Technical and Professional Writing exist across the country, following several different models. Carnegie Mellon University's Bachelor of Science program in Technical Writing and Communication was established almost thirty years ago and is considered a leading program in the field. Other prominent undergraduate programs in the field are offered by four-year institutions such as Illinois State University of Technology, Drexel, Rochester Institute of Technology, Southern Polytechnic State University, Northeastern University and the University of Minnesota. In fact, according to the academic database provided on the website of the Society for Technical Communication (STC), the leading professional organization for the field, a total of 173 colleges and universities offer a baccalaureate degree (either a bachelor of arts or a bachelor of science).[7] In many instances, Professional Writing programs that expand the traditional Technical Writing foci have begun to spring up across the country in places such as the University of Massachusetts at Amherst, University of Wisconsin at Milwaukee, and Utah State University. Such programs are expansions of traditional Technical Writing programs that often incorporate tracks in Rhetoric, Professional Writing, and Professional Communication. City Tech's program in Professional and Technical Writing is consistent with these programs.

Furthermore, the Society for Technical Communication (STC) recommends that technical writers entering the profession have a college degree in Professional and Technical Writing. Currently, only 22% of entry-level technical writers have such a degree, though that percentage is rising. The STC recommends that, along with excellent communication skills, beginning professional and technical writers possess an aptitude for technical information related to the industry in which they plan to work as well as a broad range of rhetorical savvy to help them navigate industries with which they may be unfamiliar.
A letter of support for the degree proposal by the New York Metro chapter of the STC is included in the appendix.

This B.S. program is thus geared towards the market's changing demands.

Programs in CUNY and Beyond
Currently, Medgar Evers is the sole CUNY College running any sort of Professional or Technical Writing degree program, a certificate online program that does not offer classes for academic credit. No other CUNY college offers a degree program in Professional and Technical Writing.

Other writing programs offered in the CUNY system do not overlap with a Professional and Technical Writing Program. Baruch College offers a baccalaureate in Business Communication and a master's degree in Business Journalism and Corporate Communication. Borough of Manhattan Community College offers an associate degree in Corporate and Cable Communications; Kingsborough Community College offers an associate degree in Journalism and Print Media. Hunter College and Queens College offer a baccalaureate in Media Studies.

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[6] http://www.bls.gov/ooh/Media-and-Communication/technical-writers.htm
[7] http://stc.org/education/academic-database

Hunter College, City College, and the College of Staten Island offer baccalaureate degrees in Communications.

Across the region, only one other public university, Rutgers, offers a baccalaureate in Technical Writing. In New York State, only two public colleges, SUNY-Morrisville and SUNY-Cortland, offer such a degree.

The proposed degree in Professional and Technical Writing at City Tech would thus be unique within CUNY and particularly well positioned in the region to attract students wishing to pursue employment in a growing profession or to continue their studies in a graduate program. Higher education opportunities for graduates include, but are not limited to, pursuing a Master of Arts in Professional Writing at Carnegie Mellon University or a Master of Science in Professional and Technical Communication at New Jersey Institute of Technology.

STUDENT INTEREST AND ENROLLMENT

Student interest in Professional and Technical Writing can be seen from the growing enrollment in the existing course. In 2001, the English Department began offering a course in Advanced Technical Writing (ENG 3773). By 2010, six or seven sections were offered each semester, an increase in enrollment from 36 students to approximately 140. The course has consistently drawn students from a number of the College's programs, including Computer Systems, Advertising Design and Graphic Arts, Business, Hospitality Management, and Architectural Technology—only two of which require this course for their degree programs.

The proposed major should attract well-qualified and interested students who have earned an associate degree from the College and from other colleges and universities. The CUNY community colleges have traditionally graduated strong technology students who are also capable writers and who would be well suited to our proposed programs. This program is particularly well suited for graduates of the following associate degree programs interested in pursuing a baccalaureate:
- Borough of Manhattan Community College, which offers an A.A.S. in Multimedia Programming and Design through the Media Arts and Technology Department
- Bronx Community College, which offers an A.A.S. in Media Technology through the Communication Arts & Sciences Department
- Hostos Community College, which offers an A.A.S. in Digital Design and Animation through the Humanities Department
- Kingsborough Community College, which offers an A.S. in Journalism and Print Media through the English Department
- LaGuardia Community College, which offers an A.A.S. in New Media Technology and an A.A. in Media Studies through the Humanities Department
- Queensborough Community College, which offers an A.A.S. in New Media Technology through the Electrical and Computer Engineering Technology Department

The new degree program will attract students who are interested in the study of science and technology as well as in writing and communication. Given the pool of qualified potential

students at the College and at local community colleges, and from area high schools, as well as the local level of interest and the limited availability of Professional and Technical Writing programs at regional public universities, the proposed degree program will attract a strong inaugural class. During the first few years, student enrollment should grow at a steady pace. We anticipate admitting approximately 20 students for the inaugural semester and attracting 20 new full-time and 10 part-time students each successive academic year, including transfers (see Table 1). We also assume 80% one-year retention, which is typical of baccalaureate programs at City Tech. To accommodate the initial group, a section of the first required course of the major core sequence, *Introduction to Professional and Technical Writing*, will be offered as soon as the program is approved by NYSED.

STUDENT ENROLLMENT TABLE

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	20	0	36	20	49	56	59	105	67	164
P-T	0	0	10	0	18	10	24	28	29	52
Sub-totals	20	0	46	20	67	66	83	133	96	216
Totals	20		66		133		216		312	

Admissions Criteria for B.S. program in Professional and Technical Writing
<u>Incoming Freshmen</u>
Students may enter the B.S. program in Professional and Technical Writing with a minimum 75 high school average, and must demonstrate CUNY proficiency in reading, writing, and mathematics.

<u>Continuing Students</u>
Students may enter the B.S. program in Professional and Technical Writing with CUNY proficiency in reading, writing, and mathematics. Moreover, students may transfer in from one of the City Tech A.A.S., A.A., or A.S. or unclassified programs before or after completing the associate degree.

<u>Transfer Students</u>
Transfer students must have a minimum GPA of 2.0 and should have taken one semester of college-level English and earned a grade of C or higher. CUNY proficiency in reading, writing, and mathematics is also an admission requirement.

CURRICULUM

The proposed curriculum for a Bachelor of Science in Professional and Technical Writing is consistent with core competencies discussed by the Council for Programs in Technical and Scientific Communication (CPTSC), the Society for Technical Communication (STC), and the

Association of Teachers of Technical Writing (ATTW).[8] These competencies include writing and editing, document design, rhetoric, problem solving, collaboration, interpersonal communication, specialized expertise, and fluency in modern communication technologies. It is designed to have three components: (1) general education core courses, (2) required courses in the major, and (3) an area of specialization.

A look at proposed course descriptions shows that these competencies are introduced and reinforced throughout required courses in the major, as well as in general education courses and those in the area of specialization. Accordingly, students who graduate from this program will have mastered industry standards for both professional and technical writing, as well as related technologies.

All students entering the degree program will complete the 42 required credits in the College's baccalaureate general education core, which includes both ENG 1101 and ENG 1121, and 8 elective credits.

Students in the degree program will need to choose a specialization. A specialization is 18 credit hours in a content area, in a single professional, scientific, or technical discipline. Several reasons support the need for 18 credits of specialization, including the strong communication skills and solid knowledge base students will need prior to entering the workforce. With this substantial knowledge base (gained from studying a professional, science-related, or technology-related discipline) students will be able to write materials in that field. Moreover, students who transfer from other programs or students who already have associate degrees will be fast-tracked towards completion of the degree program. Hence, students with backgrounds in different areas will support the interdisciplinary nature of the program, providing a robust exchange of ideas among students and professors.

Learning outcomes for 18 credit specialization include:
- Develop the content knowledge and professional vocabulary needed to (1) read professional articles or listen to professional presentations and demonstrate understanding of the material, and (2) express oneself orally and in writing using the conventions in the discipline of specialization
- Demonstrate knowledge of the historical and cultural context of current issues in the discipline of specialization
- Develop the broad general knowledge of content areas in the discipline of specialization needed to maintain and extend this knowledge throughout a professional career.
- Demonstrate the ability to recognize and create connections within the discipline of specialization and describe conceptually, critically, analytically, insightfully and creatively.

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[8] The Introduction to the November 2011 special issue of *Technical Communication* (a publication of the STC) on the professionalization of the field indicates that, while there are currently no official national standard of competencies, there is an ongoing discussion from practitioners/scholars about what proficiencies are necessary for success in this fast-changing field (Coppola 279+). City Tech's proposed B.S. in Professional and Technical Writing offers both writing/rhetoric/communication and technical skills that will prepare students with the competencies most frequently discussed, and will allow them to thrive in this quickly changing field.

Through courses in professional writing, students will develop a wide array of rhetorical strategies in order to compose traditional professional documents such as sales and fund-raising letters, memos, newsletters, reports, presentations, and proposals. Students will also develop proficiency in communicating persuasively in network culture, both in written and media-rich forms (e.g., blogs, wikis, podcasts).

Through courses in technical writing, students will be able to gather information from existing documentation and from Subject Matter Experts (SMEs) to explain science, technology, engineering and related ideas to technical and non-technical audiences. For example, students will be able to write modular descriptions of an Application Programming Interface (API) code segment to tell the programmer how to write and use code to "talk" to other code according to a specific design; engage in collaborative authoring of online technical specifications for developing a Graphical User Interface (GUI); or draft a paper discussing a design at a conceptual level, prior to implementation.

Introduction to Professional and Technical Writing (ENG 2700), surveys a broad range of issues related to the domains of professional and technical writing. Students will be introduced to the central issues, debates, and methods from both fields; consideration will be given to the ways in which traditional forms of technical and professional writing have evolved alongside technologies.

The remainder of major courses will address the essential skill sets and knowledge bases germane to both areas. Students will learn to create documents, solve workplace problems, analyze the needs and constraints of audiences, evaluate and select information from a variety of sources and mediums, synthesize and integrate research, accommodate user interests in the development of documents, learn to navigate a variety of software and Internet platforms, compose in print and digital media, and use information ethically.

In addition, each student will take 12 credits of additional required courses chosen from upper-level elective credits, plus a 4-credit internship[9]. Students who wish to take all upper-level elective credits may use their free elective credits to do so.

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[9] See attached letters of support for evidence of internship opportunities with organizations such as IBM and The Feminist Press at CUNY.

Department: English
Degree: Professional and Technical Writing BS

General Education Common Core: 42-45 Credits

I – Required Core[10] (4 courses, 12-15 credits)

       English Composition (2 courses, 6 credits)

ENG 1101	English Composition I	3
ENG 1121	English Composition II	3

       Mathematical and Quantitative Reasoning (1 course, 3-4 credits)

MAT 1190 or higher[11]	3-4

       Life/ Physical Science (1 course, 3-5 credits)[12]

Any approved course	3-5

II – Flexible Core (6 courses, 18 credits) From the list of approved courses select one course from each of the following areas; no more than two courses may be selected from any discipline.

World Cultures and Global Issues	3
Any approved course	
US Experience in its Diversity	
Any approved course	3
Creative Expression	
Any approved course	3
Individual and Society	3
Any approved course	
Scientific World	3
Any approved course	
One additional course from any group	3

III - College Option requirement (12 credits):
- One course in speech/ oral communication[13]
  COM 1330 Public Speaking or higher   3

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[10] For purposes of advisement, specific courses listed are "double-duty" courses: degree requirements that also meet CUNY Pathways general education requirements in that category. Students are not required to take these courses to meet their gen ed requirements; however, making a different choice may result in additional credits needed to complete the degree.

[11] Students intending to specialize in a STEM area are advised to take a STEM variant mathematics course

[12] Students intending to specialize in a STEM area are advised to take a STEM variant science course.

[13] Students who have already met this requirement may choose any other liberal arts and science course in its place.

- One interdisciplinary liberal arts and sciences course   3
- Additional liberal arts credits to reach a minimum total of 42 credits in general education. In meeting their general education requirements overall, students must take at least one advanced liberal arts course[14] or two sequential courses in a foreign language.

Writing-intensive course requirements. Students at New York City College of Technology must complete two courses designated writing intensive for the associate level, one from gen ed and one first-level course in the major; and two additional courses designated writing intensive for the baccalaureate level, one from gen ed and one upper-level course in the major.

Program-Specific Degree Requirements and Electives: 78 credits

Professional and Technical Writing		**36**
ENG 1133	Specialized Communications for Technology Students	3
ENG 1710	Introduction to Language and Technology	4
ENG 2700	Introduction to Professional and Technical Writing	4
ENG 2720	Writing with New Media	4
ENG 2730	Professional Editing and Revising	4
ENG 3760	Digital Storytelling	4
ENG 3790	Information Architecture	4
LIB 1201	Research and Documentation for the Information Age	3
COM 3401	Business and Professional Communication	3
HIS 3209	History of Technology	3

Specialization	**18**

To provide depth in a content area, students must complete a minimum of 18 credits in a single professional, scientific, or technical discipline. Upon individual evaluation, students may be able to meet this requirement by using credits earned, for example, in an associate's degree program.

Additional Required Courses (12 credits)[15]

ENG 3770	Advanced Professional Writing	4
ENG 3775	Advanced Technical Writing	4
ENG 3780	Planning and Testing User Documents	4
CST 3559	Technical Documentation	4
ENG 4700	Special Topics in Professional and Technical Writing	4
ENG 1101	English Composition I	Met as Gen Ed
ENG 1121	English Composition II	Met as Gen Ed

Internship Course

ENG 4900	Professional and Technical Writing Internship	4

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[14] An "advanced" course is at the 2000 level or higher and has a prerequisite in the same or a closely related discipline. Examples of courses with pre-requisites in closely related disciplines are: ECON 1101 + SOC 3301; PSY 1101 + SOC 2403.

[15] Students must complete 12 upper-level credits in the major.

Free Elective Credits (including surplus gen ed credits above 42)   **8**

Total program-specific required and elective courses: **78**
Common Core: **42**[16]

Total Credits for Degree: **120**

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[16] Total LAS credits, including electives and additional required courses, exceed 60.

Table 1.

Sample sequence of classes for a student who transfers from the A.S. in Liberal Arts & Sciences program and specializes in Computer Systems Technology[17]

First Year

   First Semester

ENG 1101 English Composition I	3
COM 1330 Public Speaking	3
HIS 1102 The Foundations of Modern Western Civilization[18]	3
World Cultures and Global Issues course	3
US Experience in Its Diversity course	3
	15 credits

   Second Semester

ENG 1121 English Composition II	3
ENG 1133 Specialized Communications for Technology Students	3
ENG 1710 Introduction to Language and Technology (new)	4
LIB 1201 Research and Documentation for the Information Age	3
MAT 1190 or higher Quantitative Reasoning	3
	16 credits

Second Year

   First Semester

ENG 2700 Introduction to Professional and Technical Writing (new)	4
SCI Science I + SCI L Science I Lab	4
Individual and Society course	3
Scientific World course	3
	14 credits

   Second Semester

ENG 2720 Writing with New Media (new)	4
ENG 2730 Professional Editing and Revising (new)	4
SCI Science II + SCI L Science II Lab	4
Creative Expression course	3
	15 credits

Third Year

   First Semester

ENG 3760 Digital Storytelling (new)	4
HIS 3209 History of Technology	3
SOC 3301 The Emerging Global Society[19]	3
College Option interdisciplinary course	3
CST 1100 Introduction to Computer Systems	3
	16 credits

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[17] For advisement purposes, several scenarios for specialization will be provided to students.

[18] Fulfills the requirement for additional liberal arts credits to reach a minimum total of 42 credits in general education.

[19] Fulfills the requirement that, in meeting their general education requirements overall, students must take at least one advanced liberal arts course.

Second Semester

ENG 3775 Advanced Technical Writing (new)	4
ENG 3780 Planning and Testing User Documents (new)	4
ENG 3790 Information Architecture (new)	4
CST 1101 Problem Solving with Computer Programming	3
	15 credits

Fourth Year

First Semester

CST 3559 Technical Documentation (new)	4
COM 3401 Business and Professional Communication	3
CST 1201 Programming Fundamentals	3
CST 1204 Database Systems Fundamentals	3
Free elective	3
	16 credits

Second Semester

ENG 4900 Professional and Technical Writing Internship (new)	4
CST 2309 Web Programming 1	3
CST 2301 Multimedia and Mobile Device Programming	3
Free elective	4
	13 credits

Total credits	**120**

FACULTY

The English Department, as of fall 2013, has 38 full-time members, many of whom are qualified to teach the required, specialized courses in the Professional and Technical Writing major curriculum. Thirty-four members of our full-time faculty possess Ph.D.s and others have significant professional experience in the field. There is no need to hire more full-time faculty for the program. Among the department faculty, several are well-qualified to assume the position of program director once the program is implemented. With a targeted enrollment of 120 students, we anticipate that faculty would probably teach only one course per semester in the new program, with minimal impact on staffing existing composition and literature courses currently taken by students as part of their General Education requirements.

As the Baccalaureate program expands, the department may recruit and hire qualified adjuncts who are working professionals in the fields of professional and technical writing. New York City has many professional and technical writing experts interested in teaching and sharing their professional experiences, and we anticipate no problems hiring additional part-time faculty as needed.

The following professors will be part of the Professional and Technical Writing faculty. Each has the qualifications to teach one or more of the proposed new courses required in the program.

Aaron Barlow is an Associate Professor of English at New York City College of Technology. He teaches a variety of writing courses, from the developmental through Advanced Technical Writing. Professor Barlow received his Ph.D. in English from the University of Iowa. A specialist in the intersection of culture and technology, Professor Barlow has written three books on New Media, *The Rise of the Blogosphere* and *Blogging America: The New Public Sphere*, and *Beyond the Blogosphere: Information and Its Children* (co-authored with Dr. Robert Leston). In addition, Dr. Barlow has written two books on Film. He has a background in Journalism (and was a Fellow with the Punch Sulzberger News Media Leadership Program of the Columbia School of Journalism) and blogs frequently, often on topics relating to Journalism. In addition, he has extensive editing experience. Recently, he edited a volume of more than seventy essays relating to the Peace Corps experience in Africa. Working through the City Tech Continuing Education Program and the New York City Department of Buildings (DOB), Professor Barlow has been melding his backgrounds in writing and in New Media to assist in teaching DOB engineers to communicate succinctly but effectively through email and other digital possibilities.

Jill Belli is an Assistant Professor of English at New York City College of Technology, CUNY, where she teaches composition and technical writing courses using the OpenLab platform, and is a Living Lab (General Education Seminar) fellow. She works actively in both Writing Studies and the Digital Humanities here at CUNY: Jill is a founding member of the CUNY Composition and Rhetoric Community, a member of the Writing Program Administrators Metropolitan Affiliate, a former Instructional Technology Fellow at Macaulay Honors College, CUNY, and a member of the CUNY Digital Humanities Initiative. She is also a founding creator and core team member of the Writing Studies Tree, an online, open-access, interactive database of individual scholars, educational institutions, and the disciplinary movements that connect them, which offers an "academic genealogy" for the field of writing studies and that serves as a model for visualizing the social history of humanities disciplines. As the current web developer for The Society for Utopian Studies, she has reconceptualized and redesigned this professional organization's web presence, developing an interactive, collaborative digital space that serves both as a primary archive and resource for utopian scholarship and pedagogical materials, and as a crucial networking tool for scholars in the field. Jill earned her Ph.D. in English from The Graduate Center, CUNY, along with doctoral certificates in Interactive Technology and Pedagogy and American Studies. Her current research centers on connections among composition and rhetoric, digital humanities, positive psychology/happiness studies, utopian studies, and the scholarship of teaching and learning.

Patrick Corbett is an Assistant Professor of English at New York City College of Technology. He received his Ph.D. in English Rhetoric and Composition from the University of Louisville in 2013, where he specialized in writing pedagogy and technical communications research methods. His scholarship explores student writers' resistance toward academic tools and technology through rigorous comparisons between how students use digital technology in their everyday lives and how they are expected to use similar technologies in the classroom. His latest publication, *Understanding NextGen Students' Information Search Habits: A Usability Perspective* (ASIS&T, 2013), is a technical chapter on usability testing, which demonstrates how agile cross-disciplinary teams of researchers can productively address seemingly intractable student learning issues. He has worked as a contract technical writer, editor, research writer, story analyst, and public relations associate in the motion picture, television, music, and healthcare industries. Patrick uses his broad experience in industry and media, his technical

communications research, and his interest in hands-on learning, to create a high intensity writing classroom, where students are responsible for producing professional-quality writing under realistic workplace conditions. He has taught professional and technical writing courses at the University of Louisville, Madison Area Technical College, and the New York City College of Technology.

Renata Ferdinand is an Assistant Professor of English at New York City College of Technology. She obtained a Bachelor of Arts in English (Technical and Professional Writing) from Fort Valley State University, and a Master of Arts in English (Technical and Professional Writing) from Bowling Green State University. She continued her education at Bowling Green State University by completing doctoral studies in Communication Studies. Immediately after receiving her doctoral degree, she returned to Fort Valley State University where she served as the Online Coordinator for the Technical and Professional Writing Program. Her responsibilities included developing and teaching courses in the online program while also serving as the primary advisor for the major. While serving in this position, she also received certification as an online instructor from North Georgia College and State University.

Matthew K. Gold is an Associate Professor of English at New York City College of Technology and a faculty member in the Interactive Technology and Pedagogy Doctoral Certificate Program at the CUNY Graduate Center. At the CUNY Graduate Center, he serves as Advisor to the Provost for Master's Programs and Digital Initiatives, Director of the CUNY Academic Commons, Co-Director of the CUNY Digital Humanities Initiative, Director of the "Looking for Whitman" project, and Acting Deputy Executive Officer of the M.A. Program in Liberal Studies. Recent undergraduate and graduate courses include "Digital Humanities in Research and Teaching," "Smart Mobs: Technical Writing in the Age of Social Media," "History, Theory, and Practice of Interactive Media," and "Interactive Technology and the University." He is editor of *Debates in the Digital Humanities* (Minnesota, 2012) and has published work in The *Journal of Modern Literature*, *Kairos*, and *On the Horizon*, as well as in the edited collections *From A to <A>: Keywords of Markup* (Minnesota, 2010) and *Learning Through Digital Media: Experiments in Technology and Pedagogy* (iDC, 2010). His digital humanities projects, including "Looking for Whitman" and "The Commons In A Box," have been supported by grants from the NEH Office of Digital Humanities, the National Science Foundation, the U.S. Department of Education, and the Sloan Foundation. He was recently elected to the Executive Council of the Association for Computers and the Humanities.

Charles Hirsch is a lecturer and has been a professional writer by trade, and since 2003, he has been a teacher by choice. His background includes creative writing and audio/video production for such clients as Highlights for Children, the Muppets and the Television Workshop. He has also worked for industry in academic and technical writing and in the development of games. Those clients include Time, Inc., WINS Radio, Corning Glass, Pearson International, Macmillan, Rigby and the Oxford University Press. He has created more than two-dozen books, policy papers and instructional audio and video productions and contributed to numerous print publications. In addition, he has been a presenter in the field in Los Angeles, San Francisco, Washington, D.C., Spoleto, Italy, and Bordeaux, France. At New York City College of Technology, he has primarily taught courses in professional and technical writing. During his time at City Tech, he has been a fellow in grant programs funded by both the National Endowment for the Arts and the National Science Foundation.

Reneta D. Lansiquot is an Associate Professor and Assistant Director of the Honors Scholars Program at New York City College of Technology (City Tech). She earned her first degrees, an A.A.S. in Computer Information Systems and a B. Tech in Computer Systems, from City Tech. A consultant for media and telecommunication companies, as well as for nonprofit organizations based in Afghanistan and in the U.S. for several years, she earned her Ph.D. in Educational Communications and Technology at New York University (NYU) after completing her Master of Science Degree in Integrated Digital Media at Polytechnic University (now Polytechnic Institute of NYU). Her mixed-methodology educational research focuses on interdisciplinary studies such as programming narratives. She has presented her research at national and international conferences in Austria, Canada, Greece, Japan, and Portugal and has published peer-reviewed book chapters and educational research articles in journals on technical writing, game design, virtual reality, and problem-solving across the curriculum. Her book is entitled *Cases on Interdisciplinary Research Trends in Science, Technology, Engineering, and Mathematics: Studies on Urban Classrooms*. Dr. Lansiquot has developed the interdisciplinary course *Technical Documentation*, which will be housed in the Department of Computer Systems Technology, *Advanced Technical Writing* for majors, and the new courses *Information Architecture* and *Planning and Testing User Documents*.

Robert Leston, an assistant professor, received his Ph.D. in Rhetoric and Critical Theory at the University of Texas, Arlington in 2007. Professor Leston has a thorough background in teaching courses in both Professional and Technical Writing. In addition, he has also taught courses in Rhetoric, Composition, Advanced Rhetoric and Composition, Argument and Advanced Argument, and Writing for the Web. He also has over four years of practical experience administering departmental websites and, through a series of workshops, has helped faculty incorporate technology into their curriculums. While at St. John's University, Professor Leston was also the recipient of a nationally funded Department of Education Title III Grant for teaching with technology. His research pursues the impact that Internet technologies have on the field of writing, efforts that have resulted in publications in nationally peer- reviewed journals such as *Kairos* and *Computers and Composition*. He is also the co-author (with Aaron Barlow) of *Beyond the Blogosphere: Information and Its Children*.

Johannah Rodgers is an Assistant Professor in English. She has studied at The Graduate Center (Ph.D. English/Rhetoric and Composition, 2007), The City College of New York (M.A. Creative Writing (Fiction)), Stanford University (B.A. Comparative Literature), and Yale University (one year post-graduate study, Comparative Literature). Her research interests include the history and anthropology of literacy, authorship studies, narratology, and the history of the novel. Prior to her graduate studies, Dr. Rodgers worked for eight years in the high technology industry as a research analyst with a high technology management consulting firm in Silicon Valley, where she was responsible for producing marketing plans and reports on a wide range of companies and market sectors with a focus on database tools and applications and new media technology. In addition to her scholarly publications, Dr. Rodgers has published articles on technology and business in *The New York Times*, *Insurance and Technology*, *Bank Systems and Technology*, and *Wall Street and Technology*. With her background in business and technology and her research interest in writing, media and technology, Dr. Rodgers plans to teach courses related to the history, theory and practice of professional and technical writing.

Maura A. Smale is an Associate Professor and the Information Literacy Librarian in the Ursula C. Schwerin Library at New York City College of Technology. She coordinates the information literacy and research instruction program, encompassing instruction, outreach, and collaboration with students and faculty at City Tech. Professor Smale developed and teaches the Library Department's course LIB 1201: Research & Documentation for the Information Age. She received her Ph.D. in Anthropology from New York University and her Masters of Library and Information Science degree from Pratt Institute. In addition, she has worked as an Online Editor, Web Producer, and Project Manager in interactive media at companies including Disney Online, Scholastic Publishing, and American Express Publishing. Dr. Smale's research interests include undergraduate scholarly habits and information-seeking behavior, using games in teaching and learning, new models of scholarly communication, and emerging instructional technologies. She blogs actively for the Association of College and Research Libraries, and has published several book chapters as well as articles in the peer-reviewed journals *Communications in Information Literacy* and *portal: Libraries and the Academy*.

COST ASSESSMENT

The Department continues to build the infrastructure to provide professional and technical writing students with the equipment needed for an outstanding course of study. For example, the Department recently enhanced its labs with SmartBoard Interactive Whiteboards. Furthermore, with the funding available, the computers in our two devoted English Department computer labs have been furnished with new and upgraded software, which will be necessary to train professional and technical writers. These labs will be made available to faculty teaching courses in the program. As enrollment in the proposed degree program grows, an additional computer lab will be required. New student computers for an additional computer lab would likely cost around $18,000.

APPENDICIES

A. COURSE DESCRIPTIONS FOR NEW COURSES

ENG 1710: Introduction to Language and Technology (4 credits, 4 hours)
Co- or prerequisite: ENG 1121
Introduction to the relationship between language and technology by reviewing the history of various technologies of the word, including writing, printing, and digital media. The course will explore the history of rhetoric and its relationship to traditional, print-based technologies, as well as new forms and meanings of digital literacy.

ENG 2700: Introduction to Professional and Technical Writing (4 credits, 4 hours)
Prerequisite: ENG 1121
An introductory course in effective professional and technical writing techniques and concepts. Students use digital media to communicate professional and technical information to a variety of audiences via written and oral presentations. Students also analyze a wide range of documents, study appropriate models, and practice collaborative research, writing, and presentation.

ENG 2720: Writing with New Media (4 credits, 4 hours)
Prerequisite: ENG 2700
An exploration of the changing nature of composition and rhetoric in the digital age. Students are introduced to a variety of digital writing platforms that expand communicative practices beyond print-based media. Taking advantage of the visual and interactive properties of computer-mediated communication, students consider the ways in which rhetorical strategies are transformed in digital environments.

ENG 2730: Professional Editing and Revising (4 credits, 4 hours)
Co- or prerequisite: ENG 2700
Students will learn to identify audiences and choose appropriate language, tone, and style in order to write, edit, and revise a variety of communiqués in various workplace scenarios. Revision documents may be internally created or externally appropriated, depending on the instructor's discretion. Instruction in the protocols of revising, editing, proofreading, and associated tasks. An emphasis on the ability to rethink and adapt to ever-present writing exigencies.

ENG 3760: Digital Storytelling (4 credits, 4 hours)
Prerequisite: ENG 2720
The fundamental aspects of narrative in digital environments. Students will learn to identify common elements of digital stories and analyze how story creators utilize digital tools, platforms, and interfaces to add interactivity to their narratives. Hands-on introductions to a range of freely available digital storytelling tools to create narratives in a variety of interactive formats.

ENG 3770: Advanced Professional Writing (4 credits, 4 hours)
Prerequisite: ENG 2700
Focusing on both print-based and digital presentations, this course prepares students for participation in contemporary writing fields. Emphasis is on document design and content execution in current publication media and a variety of industries including publishing,

education, health care, and other industries. By exploring process, from writing to publication, students become familiar with the demands of writing in the workplace.

ENG 3775: Advanced Technical Writing (4 credits, 4 hours)
Prerequisite: ENG 2700
With an emphasis on digital media platforms to communicate technical information to a variety of professional audiences, this advanced course focuses on effective technical writing applications in science, technology, engineering, and mathematics. Students analyze a wide range of technical deliverables, practice advanced online research methods, and develop both individual and collaborative writing projects and presentations.

ENG 3780: Planning and Testing User Documents (4 credits, 4 hours)
Co- or prerequisite: ENG 3775
This course will cover strategies for planning, conducting, and analyzing a usability test, as well as identifying and solving problems related to document design via research and practice usability testing. Using instructional design principles as part of documentation, teams will perform tests and report results in a usability lab.

ENG 3790: Information Architecture (4 credits, 4 hours)
Prerequisite: ENG 2700
This theory and practice-based course will provide a theoretical overview of the concepts and practices of information architecture: organization, labeling, navigation, search, and metadata. Students will develop practical skills through the study of human-computer interaction.

ENG 4700: Special Topics in Professional and Technical Writing (4 credits, 4 hours)
Prerequisite: ENG 1710 and ENG 2720
As an advanced course in theories and practices of communication for new media, the course will explore relationships between communication theories and technologies from social, cultural, historical, and practical perspectives and the implications of these for communication projects in new media environments.

ENG 4900: Professional and Technical Writing Internship (4 credits, 2 class hours, 120 field hours)
Prerequisites: Internship Coordinator approval and ENG 3780 or ENG 4700
Students complete a 120-hour internship. In class meetings provide an opportunity for presentations and electronic portfolio development to enrich the learning experience. Students will write weekly status reports. Supervision is by both the faculty and the job supervisor.

CST 3559 Technical Documentation (4 credits, 4 hours)
Prerequisites: ENG 3770 or ENG 3775
This interdisciplinary course focuses on how to design and manage technical documentation. Students will learn Web programming and how to use industry-standard authoring tools to apply interactive multimedia elements and technical communication features such as tables of contents, indexes, glossaries, graphics, context-sensitive help, and simulations. The goal is to create a full documentation plan, build searchable help content, and publish in multiple formats (i.e., mobile platforms, Web, print, etc.).

Curriculum Map

ICIS - Integrated Course Information System

The ICIS system was develop to allow the college community to have access to all the courses information. If you have any questions please send an email to air@citytech.cuny.edu.

Welcome: english department | Last login: Mon, Sep 30, 2013

Home - Program Outcome Mapping - Logout

Professional and Technical Writing	CST 3559	ENG 1133	ENG 1710	ENG 2700	ENG 2720	ENG 2730	ENG 3760
Understand the legal and ethical issues surrounding publication				X	X	X	X
Demonstrate a sophisticated understanding of visual rhetoric and writing in multimedia environments						X	X
Describe technical information in readable prose for specialists and non-specialists		X	X	X			
Use professional tools for technical and professional communication	X			X	X		X
Work and write collaboratively	X			X		X	X
Evaluate, analyze, summarize, and vet information		X		X	X		
Match deliverables to an audience and purpose		X	X	X	X	X	
Create and defend a proposal both orally and in writing		X	X				
Conduct needs assessments	X						
Perform usability tests							
Understand issues of cultural diversity as they relate to written and digital communication							

Professional and Technical Writing	ENG 3770	ENG 3775	ENG 3780	ENG 3790	ENG 4700	ENG 4900	HIS 3209
Understand the legal and ethical issues surrounding publication							
Demonstrate a sophisticated understanding of visual rhetoric and writing in multimedia environments	X			X	X	X	
Describe technical information in readable prose for specialists and non-specialists		X	X			X	
Use professional tools for technical and professional communication		X	X	X		X	
Work and write collaboratively						X	
Evaluate, analyze, summarize, and vet information		X	X	X			X
Match deliverables to an audience and purpose	X				X	X	
Create and defend a proposal both orally and in writing		X					
Conduct needs assessments							
Perform usability tests		X	X	X			
Understand issues of cultural diversity as they relate to written and digital communication	X		X		X		X

http://air.citytech.cuny.edu/icis/index.php/icis/ProgramOutcomeToCoursesMap   9/30/2013

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Professional and Technical Writing	LIB 1201	SPE 3401
Understand the legal and ethical issues surrounding publication	X	X
Demonstrate a sophisticated understanding of visual rhetoric and writing in multimedia environments		
Describe technical information in readable prose for specialists and non-specialists		
Use professional tools for technical and professional communication		
Work and write collaboratively	X	
Evaluate, analyze, summarize, and vet information	X	
Match deliverables to an audience and purpose		X
Create and defend a proposal both orally and in writing		X
Conduct needs assessments		
Perform usability tests		
Understand issues of cultural diversity as they relate to written and digital communication		X

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B. SYLLABI FOR NEW COURSES

Prepared by Prof. Robert Leston

Course Name:
ENG 1710 Introduction to Language and Technology, 4 credits (4 hours)

Co- or prerequisite: ENG 1121 English Composition II

Course Description
Introduction to the relationship between language and technology by reviewing the history of various technologies of the word, including writing, printing, and digital media. The course will explore the history of rhetoric and its relationship to traditional, print-based technologies, as well as new forms and meanings of digital literacy.

Projected Student Enrollment
24 students

Course Goals
- Introduce students to the differences between literate, preliterate, and digital cultures.
- Investigate the notion that language and technology are neutral tools
- Introduce and explore how different technologies imply different modes of persuasion.
- Explore the ethical implications of using different technologies

Teaching and Learning Methods
- Reading, viewing, annotating, reflecting
- Reading Logs that include summary and reflection
- Lecture and Discussion
- Problem Solving, role playing
- Student demonstrations and presentations
- Individual and collaborative projects
- Internet networks
- Writing and publishing in electronic environments

Assignments and Grading
- Reading Logs (4-5)   30
- 1 Technology Demonstration   20
- 1 Issue Presentation   10
- 2 Short Papers   20
- 1 Final Paper/Project   20

Instructional Objectives, Activities, and Assessment

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Explain the differences between literate, preliterate, and digital cultures both orally and in writing.	Studying the assigned material and lecture notes. Class-based and group-based discussion and activities. Ongoing weekly writing assignments and in-class presentations	In-class discussions Personalized question and answer. Evaluation of written/oral product based on completeness of understanding, sophistication of expression, and nuance to complexity.
Discuss how at least one communication technology shapes behavior orally, in writing, and through a demonstration of a technology	Critically evaluate and discuss the assigned material. Explore, investigate, and gather independent research materials and present findings to group Ongoing weekly writing assignments and in-class presentations	Evaluation of in-class demonstration of a technology Assessment Rubric for Presentation Evaluation of written/oral product based on completeness of understanding, sophistication of expression, and nuance to complexity.
Illustrate/explain the persuasive power of different technologies	Compare and contrast different rhetorical modes through interpretation of primary texts. Ongoing weekly writing assignments and in-class presentations	Group discussion / individual attention Question and answer sessions.
Compare and contrast the ethical implications of different technologies.	Debate orally and in writing the intellectual ethics of modern urban technologies. Theorize, discuss, and develop methods for uncovering hidden values in class writing assignments.	Evaluate contributions to discussion. Assess how well the connection between ethics and technology is grasped using comparison tools.

Assignment Descriptions:

1) Reading Logs entries can be as long as you desire but they should engage, interact, and/or dialogue with the readings. It's wise to think of the reading log entry as having two parts: the first part recaps what the article says, and the second part tells what you think about what the article says. These logs will done in blog-style format and posted online. They will be due the 1st of each month and the penultimate week of class.

Assessment: Reading logs will be assessed according to the following:

- Completeness (all readings should be accounted for)
- Thoroughness (each entry should provide a "thick description" and "full response" for each reading). We will look further at examples in class.
- Understanding (you should show that you have read and studied the piece to the point that you have a strong understanding of what is says).
- Writing Quality (the reading log should be written, revised, and edited so the sentences and the quality of the writing is being clearly communicated so the reader can understand it with ease.)

2) Technology Demonstrations consist of a student demonstrating to the class the use of a particular technology in order to show how that technology shapes human thinking and behavior. A guide and assessment rubric will be handed out in class.

3) Issue Presentations: Each person is required to make one informal issue presentation. To prepare, you should find a literacy / technology related issue currently be discussed in the news or in popular culture. On your day, you will sit at your desk and talk about the issue you researched for approximately five minutes. In your talk, you should:

- Introduce the issue and summarize its main points.
- Explain what you know about the issue. Is this an issue that you already know a lot about? Or is it something in which you have only recently become interested?
- Explain what the various different perspectives are concerning the issue. Tell your audience what parties are involved, what their arguments are, why they are arguing, etc.
- Bring any relevant sources to share.
- Raise 2 or 3 points to generate class discussion

Assessment: Issue presentations will be assessed according to the following criteria:

- The issue is clearly introduced and its main points summarized.
- The presenter explains their own orientation to the topic.
- The presenter explains a variety of perspectives and arguments concerning the issue, letting the audience know who the stakeholders are involving the issue.
- The presenter includes relevant sources to share.
- The presenter raises 2 or 3 points to generate class discussion

4) Two Short Papers: The first paper will be a literacy / technology narrative. The second paper will be your choice. You may choose option A: A group-written Socratic dialogue where you adopt the position / role of a person who represents one of the major three technological cultures (oral, written, digital). Or option B: Choose from several different topics from the class's discussions of the readings where you engage any number of issues concerning the relationship between language and technology. Assessment: A Grading Rubric will be handed out for each assignment. Each rubric will be specific to the requirements of the individual assignment.

5) Final Paper / Project: A reflective paper where you explain what you have learned and how you have changed as a reader, writer, and technology user over the course of the semester. We

will spend a few minutes at the end of class reflecting on our work. This 3-4 page paper should reflect on each major aspect of the course and it may be done in a form other than writing (images, video, sound, written and/or a combination). It will be due the last week of class. Assessment: A Grading Rubric will be handed out in class.

<u>New York City College of Technology Policy on Academic Integrity:</u>
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

<u>Attendance and lateness:</u>
You are expected to attend each class meeting. A student may be absent without penalty for <u>ten percent</u> (10%) of the number of scheduled class meetings during the semester. This percentage translates to two allowable absences from class. Two instances of lateness will equal one absence.

Required Texts
Course Packet.

Course Calendar

Week	Topics	Assignments
1	Introduction to course topics	In-class: Prior knowledge assessment, writing diagnostic
2	Primary and Residual Orality I Language and Human Nature	Lewis Mumford: "Man the Finder"
3	Primary and Residual Orality II Understand the difference between literate and preliterate culture	Plato: Selections from "Phaedrus" Ong: "The Orality of Language"
4	Literacy and Writing I The Domestication of the Savage Mind (The Printing Press)	Hobart and Schiffman: Early Literacy and List Making"
5	Literacy and Writing II The Logic of Writing and the Organization of Society	McLuhan: Selections from "The Gutenberg Galaxy"

Week	Topics	Assignments
6	Secondary Orality I The Technologizing of the Word	Raymond Williams: "The Technology and the Society" Lewis Mumford: "Automation of Knowledge"
7	Secondary Orality II The Gutenberg Galaxy	McLuhan: "The Medium is the Massage" Lewis Mumford "Authoritarian and Democratic Technics"
8	Digital Cultures / Electracy I	Gregory Ulmer: "Academic Discourse in the Age of Television" from Teletheory Sven Birkerts: Selections from the Gutenberg Elegies
9	Digital Cultures / Electracy II The Medium is the Massage	Theodore H. Nelson: "A File Structure for the Complex, the Changing, and the Indeterminate" Neil Postman: "The Medium is the Metaphor"
10	Technological Determinism and Nuetrality I The Medium is the Mass Age	Langdon Winner: "Do Artifacts Have Politics?" Nicholas Carr: "The Deepening Page"
11	Technological Determinism and Nuetrality II	Lewis Mumford: "Technics and the Nature of Man"
12	Values of Written Technics The Four Master Tropes	Kenneth Burke: The Four Master Tropes
13	Values of Visual Technics	Roland Barthes: Rhetoric of the Image Scott McCloud: from the "Vocabulary of Comics"
14	Values of Procedural Rhetorics	Steven Johnson: from "Everything Bad is Good for You" Ian Bogost: from Persuasive Games
15	Group critique/evaluations	Reflective Paper Due

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Prepared by Prof. Robert Leston

Course Name
ENG 2700 Introduction to Professional and Technical Writing

Credit Hours
4 credits (4 hours)

Prerequisite
ENG 1121

Course Description
An introductory course in effective professional and technical writing techniques and concepts. Students use digital media to communicate professional and technical information to a variety of audiences via written and oral presentations. Students also analyze a wide range of documents, study appropriate models, and practice collaborative research, writing, and presentation.

Projected Student Enrollment
24 students

Course Goals
Students will be able to:
- Identify and understand the functions, conventions, and purposes of primary technical and professional writing genres including letters, memos, emails, reports, proposals, technical descriptions, technical definitions, and technical manuals;
- Produce professional caliber technical documents
- Analyze rhetorical situations and develop writing strategies that adapt to their constraints, purposes, audiences, uses, and contexts;
- Strategically orchestrate elements of document design and layout, including type, spacing, color, and medium;
- Research effectively for the needs of profession situations;
- Revise for content, organization, style, clarity, and emphasis;
- Produce documents within independent and collaborative contexts for professional and technical writing;
- Work with peers in order to provide written and oral feedback to one another; and
- Understand ethical issues in professional and technical writing

Instructional Objectives, Activities, and Assessment

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Identify and understand the functions, conventions, and purposes of primary technical and professional writing genres including letters, memos, emails, reports, proposals, technical descriptions, technical definitions, and technical manuals;	Study the assigned material and lecture notes Class-based and group-based discussion and activities.	Post-class written assessments of performance. Evaluation of Letters, Memos, Situational Analysis, Brief Proposal, Progress Report, and Manual Project based on completeness of understanding, sophistication of expression, and nuance to complexity.
Produce professional caliber technical documents;	Critically evaluate and discuss the assigned material.	Evaluation of Letters, Memos, Situational Analysis, Brief Proposal, Progress Report, and Manual Project
Analyze rhetorical situations and develop writing strategies that adapt to their constraints, purposes, audiences, uses, and contexts;	Analyze real world examples as a class, group, and individually according to purpose, audience, constraints, medium choice, and genre expectations.	Evaluation of situational analyses based on completeness of understanding, sophistication of expression, and nuance to complexity.
Research effectively for the needs of profession situations	Assignments in gathering and structuring information. Presentations in using the library effectively.	Group projects on using the library effectively. Evaluation of Manual Project
Strategically orchestrate elements of document design and layout, including type, spacing, color, and medium	Study examples of oral, written, visual, and procedural rhetorical artifacts.	In class presentation Discussion Quizzes Informal Writing Situational Analysis Paper Evaluation of Letters, Memos, Situational Analysis, Brief Proposal, Progress Report, and Manual Project

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Produce documents appropriate to a variety of genres within professional and technical writing	Analyze examples of professional and technical writing genres.	Group discussion / individual attention Evaluation of Letters, Memos, Situational Analysis, Brief Proposal, Progress Report, and Manual Project based on completeness of understanding, sophistication of expression, and nuance to complexity.
Revise for content, organization, style, clarity, and emphasis;	Instructor feedback and response Peer review Analyze student work as a class	Question and answer periods. Evaluation of Letters, Memos, Situational Analysis, Brief Proposal, Progress Report, and Manual Project based on completeness of understanding, sophistication of expression, and nuance to complexity.
Produce documents within independent and collaborative contexts for professional and technical writing;	Ongoing weekly writing assignments and in-class presentations	Evaluate contributions to discussion.
Present formal and informal presentations	Analyze examples of professional and technical writing genres, modes, and styles of presentations. Discuss presentation timeliness and effective visual design. Collaboratively create evaluation rubrics	Evaluate contributions based on class-created rubrics. Provide written response of the effectiveness of invidual presentations. Evaluation of presentations connected to Manual Project.
Understand ethical issues in professional and technical writing	Read and discuss a variety of texts concerning the ethical use of producing documents and interacting with other professionals.	Informal methods of evaluation through class discussion. Application of case studies that contain ethical dilemmas. Evaluation of written projects.

Teaching and Learning Methods
- Discussions and lectures
- Readings, multimedia, and simulations
- Design-based assignments
- Individual and collaborative projects
- Student presentations
- Online-learning management systems

Grading Procedures
- Letters (3)   15%
- Memos (3)   15%
- Situational Analysis   15%
- Brief Proposal   15%
- Progress Report   10%
- Manual Project   30%
    - User Test/Report
    - Presentations
    - Manual and Cover Letter

Participation: Participation includes attendance, in class discussion, short in class and homework assignments, and peer reviewing.

New York City College of Technology Policy on Academic Integrity: Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester. This percentage translates to two allowable absences from class. Two instances of lateness will equal one absence.

Required Text
Technical Communication in the Twenty-First Century. Dobrin, Keller, Weisser. Additional materials to read or view assigned for each class (see Course Calendar).

Course Calendar

Week	Topics	Assignments
1	Introduction to course topics Email, E-messaging, and Memos	In-class: Prior knowledge assessment, writing diagnostic Assignment: Memo 1
2	Rhetoric and Technical Communication Letters	Assignment: Letter 1
3	Technical and Professional Communication in the Workplace Researching and Evaluating Source Materials Case Studies	Assignment: Memo 2
4	Ethics and the Workplace Writer Organizing and Drafting Documents Case Studies	Assignment: Letter 2
5	Workplace Writing in a Transnational World	
6	Layout and Design	Situational Analysis Due
7	Technical definitions Handbook / Grammar	
8	Manuals Documentation	Brief Proposal
9	Informal Reports	Presentations
10	Proposals and Requests for Proposals	Presentations

Week	Topics	Assignments
11	Visual Rhetoric and Using Visuals	Presentations
12	Technical Instructions	Progress Report
13	Technical Descriptions and Specifications	Manual Due (Draft 1)
14	Usability	User Test/Report Due Memo 3 Due
15	Revising, Rewriting, and Editing	Revised Manual Due Letter 3 due

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Johnson, Robert R. User-centered Technology: A Rhetorical Theory for Computers and Other Mundane Artifacts. Albany: State University of New York Press, 1998. Print.

Johnson-Eilola, Johndan, and Stuart A. Selber. Central Works in Technical Communication. New York: Oxford University Press, 2004. Print.

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Peeples, Tim. Professional Writing and Rhetoric: Readings from the Field. New York: Longman, 2003. Print.

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Spilka, Rachel. Digital Literacy for Technical Communication: 21st Century Theory and Practice. New York: Routledge, 2010. Print.

Spinuzzi, Clay. Tracing Genres Through Organizations: A Sociocultural Approach to Information Design. Cambridge, Mass: MIT Press, 2003. Print.

Prepared by Jill Belli and Aaron Barlow

Course Name
ENG 2720 Writing with New Media

Credit Hours
4 credits (4 hours)

Prerequisite
ENG 2700 Introduction to Professional and Technical Writing

Course Description
An exploration of the changing nature of composition practices and rhetorical strategies in the digital age. Students are introduced to a variety of digital writing platforms that expand communicative practices beyond print-based media. Taking advantage of the visual and interactive properties of computer-mediated communication, students consider the ways in which composition practices and rhetorical strategies are transformed in digital environments.

Projected Student Enrollment
24 students

Learning Outcomes
- Demonstrate understanding of the ways particular media require differing composition practices and rhetorical strategies
- Develop media literacy by critically reading as well as generating texts for multiple media environments and audiences
- Maintain a written online presence through various media, and explore social media and participatory culture
- Understand ethical and legal issues surrounding changing publishing, copyright, and intellectual property practices
- Explore career opportunities in professional and technical writing

Instructional Objectives, Activities, and Assessment

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Demonstrate understanding of the ways particular media require differing composition practices and rhetorical strategies	Class, group, and online discussion of readings and multimedia texts	Response blogs; presentations; midterm and final projects

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Develop media literacy by critically reading as well as generating texts for multiple media environments and audiences	Class, group, and online discussion of readings and multimedia texts; peer review; individual and collaborative projects; presentations	Response blogs; presentations; midterm and final projects
Maintain a written online presence through various media, and explore social media and participatory culture	Writing in networked environments; analysis of/participation in/writing for online communities	Response blogs; experimentation with social media and online identities
Understand ethical and legal issues surrounding changing publishing, copyright, and intellectual property practices	Class, group, and online discussion of readings	Response blogs; final projects

Teaching and Learning Methods
- Class discussion and lectures
- Readings and multimedia
- Writing in networked environments
- Response blogs
- Small group discussion, writing, and peer review
- Student presentations
- Individual and collaborative projects

Grading Procedures
- Participation: 15%
  - includes in-class writing, quizzes, group work, peer review, class discussion, presentations
- Writing in networked environments (e.g., City Tech's OpenLab): 40%
  - includes weekly multimedia reading responses, digital experimentation, participation in/analysis of online communities
- Midterm Project: 15%
- Final Project: 30%

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You are expected to attend each class meeting. A student may be absent without penalty for <u>ten percent</u> (10%) of the number of scheduled class meetings during the semester. Two instances of lateness will equal one absence.

Required Texts
Jenkins, Henry. Convergence Culture: Where Old and New Media Collide. New York: New York University Press, 2006. Print.
Lister, Martin et al. New Media: A Critical Introduction. 2nd ed. London: Routledge, 2009. Print.

Course Calendar

Week	Topics	Assignments
1	Introduction to course topics; Conventions of blogging; What is new media?	Read: Lister, Chapter 1: "New Media and New Technologies" Due: Introduction blog + response blog
2	Visual culture: representation/imitation/simulation; the virtual/digital/real	Read: Lister, Chapter 2: "New Media & Visual Culture" Due: Response blog
3	Networked media culture; economics; political economy; the digital divide; information economy; intellectual property	Read: Lister, Chapter 3: "Networks, Users and Economics" (3.1-3.15) Due: Response blog
4	Social media and online identities/communities: web 2.0; wikis; user-generated content; crowdsourcing; the commons	Read: Lister, Chapter 3: "Networks, Users and Economics" (3.16-3.24) + Nicotra: "Folksonomy and the Restructuring of writing Space" (available online) Due: Experiment with various social media and networked sites + write reflective blog on experience/findings
5	Cyberspace; the media/networked home; theories of media consumption; the posthuman; cyborgs; video games and media play	Read: Lister, Chapter 4: "New Media in Everyday Life" Due: Response blog

Week	Topics	Assignments
6	Automata; artificial life; biotechnology; cyberculture/cybernetics; nature vs. culture; technology determinism and agency	Read: Lister, Chapter 5: "Cyberculture: Technology, Nature and Culture" Due: Response blog
7	Jenkins' key concepts: media convergence, participatory culture, collective intelligence	Read: Jenkins, Introduction: "Worship at the Altar of Convergence': A New Paradigm for Understanding Media Change" Due: Response blog
8	Midterm project presentations	Due: Midterm project
9	Online/virtual communities: process, ethics, expectations; knowledge-evaluation, reception, and production	Read: Jenkins, Chapter 1: "Spoiling Survivor: Anatomy of a Knowledge Community" Due: Experiment with various social media and networked sites + write reflective blog on experience/findings
10	"Affective Economics": advertisements, consumerism, and marketing in new media contexts	Read: Jenkins, Chapter 2: "Buying into American Idol: How We are Being Sold on Reality TV" Due: Response Blog
11	Transmedia Storytelling: multiple narratives, texts, and media platforms; synergy, collaborative authorship	Read: Jenkins, Chapter 3: "Searching for the Origami Unicorn: The Matrix and Transmedia Storytelling" Due: Response blog
12	Amateur cultural production; participatory audiences; interactivity vs. participation	Read: Jenkins, Chapter 4: "Quentin Tarantino's Star Wars? Grassroots Creativity Meets the Media Industry" Due: Response blog
13	Media literacy: consumption and production of media; fan writing; role-playing; informal learning cultures ("affinity spaces")	Read: Jenkins, Chapter 5: "Why Heather Can Write: Media Literacy and the Harry Potter Wars" Due: Response blog

Week	Topics	Assignments
14	New media, participatory culture, and Politics	Read: Jenkins, Chapter 6: "Photoshop for Democracy: The New Relationship between Politics and Popular Culture" + Conclusion: "Democratizing Television? The Politics of Participation" and Afterword: "Reflection on Politics in the Age of YouTube" Due: Response blog
15	Final project presentations	Due: Final project

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Wysocki, Anne F. Writing New Media: Theory and Applications for Expanding the Teaching of

Composition. Logan: Utah State University Press, 2004. Print.

Zittrain, Jonathan. The Future of the Internet--And How to Stop It. New Haven, CT: Yale

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Prepared by Prof. Robert Leston

Course Name
ENG 2730 Professional Editing and Revising

Credit Hours
4 credits (4 hours)

Co- or Prerequisite
ENG 2700 Introduction to Professional and Technical Writing

Course Description
Students will learn to identify audiences and choose appropriate language, tone, and style in order to write, edit, and revise a variety of communiqués in various workplace scenarios. Revision documents may be internally created or externally appropriated, depending on the instructor's discretion. Instruction in the protocols of revising, editing, proofreading, and associated tasks. An emphasis on the ability to rethink and adapt to ever-present writing exigencies.

Projected Student Enrollment
24 students

Course Goals
Students will be able to:

- Analyze and understand a variety of communication situations, their needs, expectations, and constraints.
- Critique, explain, and practice the efficacy with which a variety of business and technical publications are able to meet their genre expectations.
- Understand revision as beginning with the process of being able to see the same thing differently and refiguring the project, if necessary.
- Execute, practice, and speak competently upon the differences in content, quality, and nuance between inception and finished piece.
- Understand and practice editing and proofreading as more than mechanical operations of correcting mistakes but as tied to the refinement of thought and expression.

Instructional Objectives, Activities, and Assessment

Instructional Objectives: For the successful completion of this course, students should	Instructional Activities	Assessment: Evaluation methods and criteria
Analyze and understand a variety of communication situations, their needs, expecations, and constraints.	Discuss aspects of communicative situations through theory and application. Class-based and group-based discussion and activities.	Post-class written assessments of performance. Evaluation of situational analysis projects based on completeness of understanding, sophistication of expression, and nuance to complexity.
Critique, explain, and practice the efficacy with which a variety of business and technical publications are able to meet their genre expectations.	Present aspects of genre contracts and expectations through lecture, discussion, and analysis of various genre models. Metacognitive writing and speaking assignments	Student presentation of genre analysis. Student critique of genre analysis. Evaluation of the above projects based on the completeness of understanding, sophistication of expression, and nuance to complexity.
Understand revision as beginning with the process of being able to see the same thing differently and refiguring the project, if necessary.	Analyze the multiple aspects of situational and cromprehensive revision processes, including focus, genre, structure, documentation, development, voice, clarity and deletion. Lecture and discussion of the above using appropriate models.	Substantial Revision Project. Evaluation of the above project based on the completeness of understanding, sophistication of expression, and nuance to complexity.
Execute, practice, and speak competently upon the differences in content, quality, and nuance between inception and finished piece.	Analyze the multiple aspects of situational and cromprehensive revision processes, including focus, genre, structure, documentation, development, voice, clarity and deletion. Lecture and discussion of the above using appropriate models.	Substantial Revision Project. Evaluation of the above projects based on the completeness of understanding, sophistication of expression, and nuance to complexity.

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Understand and practice editing and proofreading as more than mechanical operations of correcting mistakes but as intimately tied to the refinement of thought and expression.	Present aspects of editing and proofreading processes as they relate to both clarity and development of throught through lecture, discussion, and analysis of appropriate models. Metacognitive writing and speaking assignments	Collaborative Editing Project. Evaluation of written/oral Product based on completeness of understanding, sophistication of expression, and nuance to complexity.

Teaching and Learning Methods
- Discussions and lectures
- Readings, multimedia, and simulations
- Application of theories
- Individual and collaborative projects
- Student presentations
- Metacognitive writing and speaking assignments

Grading Procedures
- Situational Analyses (2)   20%
- Genre Contracts Presentation   10%
- Genre Analysis Critique   15%
- Substantial Revision Project   25%
  - Drafts
  - Revision Analysis
  - Revised Drafts and Reflection
- Collaborative Editing Project   30%
  - Reader Reports
  - Letters to Writers
  - Copyediting

Participation: Participation includes attendance, in class discussion, short in class and homework assignments, and peer reviewing.

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<u>Attendance and lateness:</u>
You are expected to attend each class meeting. A student may be absent without penalty for <u>ten percent</u> (10%) of the number of scheduled class meetings during the semester. This percentage translates to two allowable absences from class. Two instances of lateness will equal one absence.

Required Texts
Rewriting: How to Do Things with Texts. Joseph Harris (2006)
The Craft of Revision. Donald M. Murray (2012)
Additional materials to read or view assigned for each class (see Course Calendar and
        Bibliography).

Course Calendar

Week	Topics	Assignments
1	Resistance and Revision: Why do we resist rewriting? Berkenkotter, Carol. "Decisions and Revisions: The Planning Strategies of a Publishing Writer."	Written Reader Response
2	How to Get the Writing Done: Tricks of the Trade Albers, Michael J., and John F. Marsella. "An Analysis Of Student Comments In Comprehensive Editing." Harris: "Coming to terms"	Written Reader Response
3	Reading for Revision Jan Schellens, Peter, and Menno De Jong. "Revision Of Public Information Brochures On The Basis Of Reader Feedback." Harris: "Forwarding"	Situational Analyses #1

Week	Topics	Assignments
4	Rewrite with Focus Hadley, Tim. "Patterns Of Revision In Online Writing: A Study Of Wikipedia's Featured Articles."	Written Reader Response
5	Rewrite with Genre A Rhetorical Approach for the Technical Editor Buehler, Mary Fran. "Situational Editing: A Rhetorical Approach For The Technical Editor." Harris: "Countering"	Situational Analyses #2

6	Rewrite with Structure Dupagne, Michel, Diane M. Millette, and Kim Grinfeder. "Effectiveness Of Video Podcast Use As A Revision Tool."	Presentations Metacognitive Reflections
7	Rewrite with Documentation Handbook / Grammar Land, Susan M., Choi Ikseon, and Ge Xun. "Scaffolding Online Discussions To Promote Reflection And Revision Of Understanding."	Presentations Metacognitive Reflections
8	Rewrite to Develop Buehler, Mary Fran. "Situational Editing: A Rhetorical Approach For The Technical Editor." Harris: "Taking and Approach"	Genre Analysis Critique
9	Rewrite for Voice Dayton, David. "Electronic Editing In Technical Communication: A Model Of User-Centered Technology Adoption."	Substantial Revision Project: Phase 1
10	Rewrite with Clarity Dayton, David. "Electronic Editing In Technical Communication: A Survey Of Practices And Attitudes."	Substantial Revision Project: Phase 2
11	The craft of deletion Harris: "Revising"	Substantial Revision Project Final Metacognitive Reflections

Week	Topics	Assignments
12	Technical Instructions Shannon Rouiller, Et Al. "Defining A Quality System: Nine Characteristics Of Quality And The Editing For Quality Process."	Collaborative Editing Project: Phase 1
13	Roundy, Nancy, and Charlotte Thralls. "Modeling The Communication Context: A Procedure For Revision And Evaluation In Business Writing." Harris: Rewriting: How to Do Things with Texts "Coming Revising"	Collaborative Editing Project: Phase 2

14	Dayton, David. "Electronic Editing In Technical Communication: The Compelling Logics Of Local Contexts."	Collaborative Editing Project: Phase 3
15	Hayhoe G. The Future of Technical Writing and Editing. Roundy, Nancy. "A Program For Revision In Business And Technical Writing."	Collaborative Editing Project Due Metacognitive Reflections

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Prepared By Matthew K. Gold

Course Name
ENG 3760: Digital Storytelling

Credit Hours
4 credits (4 hours)

Prerequisite
ENG 2720 Writing With New Media

Course Description
The fundamental aspects of narrative in digital environments. Students will learn to identify common elements of digital stories and analyze how story creators utilize digital tools, platforms, and interfaces to add interactivity to their narratives. Hands-on introductions to a range of freely available digital storytelling tools to create narratives in a variety of interactive formats.

Projected Student Enrollment
24 students

Course Goals
After completing this course, students will be able to:
- Identity the strategies and features that are commonly found in digital narratives
- Explore a range digital tools, platforms, and interfaces to see how they open up specific types of interactive behaviors that can be incorporated into narratives
- Consider the ways in which emergent communication technologies are affecting contemporary ideas and expectations of continuity, interactivity, and context in digital narratives
- Explore the hands-on creation of digital stories using a range of digital media
- Develop an online identity that will be used to narrate their process as a creative/critical practitioner and network with a community of peers to support their growth
- Use multiple interactive platforms to create fiction and non-fiction narratives
- Understand the affordances and limitations of various platforms introduced in class
- Exhibit an understanding of issues of audience and privacy as they relate to networked discourse communities

Instructional Objectives, Activities, and Assessment

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Understand why we create and value stories and how emergent communication technologies are affecting ideas of narrative	Class readings and discussion related to the history and theory of narrative; readings related to new narrative communication strategies in networked environments	Participation in class discussions.

Blog post analyzing a case study of an narrative technique used in a network environment to tell a story. |
| Develop an online identity that will be used to narrate their process as a creative practitioner and network with a community of peers to support their growth | Readings related to online identity.

Discuss issues of privacy and identity related to online interactions. | Midterm and end-of-semester process-related discussions about identities created during course. |
| Use multiple interactive platforms to create fiction and non-fiction narratives | Introduce students to various platforms that can be used to create digital stories

Examine exemplary use cases for each platform

Class-based and group-based discussion and activities.

Ongoing weekly project assignments and in-class presentations | Project evaluation based on assessment rubric to be developed collaboratively with students after viewing exemplary use cases for each platform. |
| Understand the affordances and limitations of various platforms introduced in class | Class-based and group-based discussion and activities. | Grasp of various platforms exhibited by students during class discussion.

Evaluation of projects includes assessment of use of platforms involved. |

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Exhibit an understanding of issues of audience and privacy as they relate to networked discourse communities	Class-based and group-based discussion and activities.	Student projects assessed in part on the degree to which they exhibit an understanding of issues of audience and privacy as they relate to networked discourse communities.
Construct rich, creative, multidimensional digital narratives that provide critical analysis and entertainment for viewers	Class-based and group-based discussion and activities.	Project evaluation based on assessment rubric to be developed collaboratively with students after viewing exemplary use cases for each platform.

Teaching and Learning Methods
- Discussions and lectures
- Readings
- Guided explorations of networked spaces and platforms
- Individual and collaborative projects
- Presentations

Grading Procedures
- Participation: 20%
- Course Blogging: 25%
- Digital Storytelling Assignments: 20%
- Final Project: 20%
- Midterm Exam: 5%
- Final Exam: 10%

Participation
The success of this course depends upon your regular and active participation in class discussions and on the various digital platforms that we will explore. To receive full credit for participation, you must make constructive contributions to our classroom discussions, including providing thorough commentary on the work of your peers. This includes the completion of all reading and project assignments.

Course Blogging
All members of the class will be expected to regularly contribute their process-related reflections on the course projects on their personal blog. The course blog must host all of your digital storytelling assignments (see below).

Digital Storytelling Assignments
Throughout the semester, students will complete a number of digital-storytelling projects using a variety of tools, techniques, and technologies. Students must complete all assignments in a timely fashion and share them on their blogs. Accompanying all assignments will be process-related posts that provide reflections on success and challenges encountered while completing course assignments. Digital storytelling assignments will differ based on the platform or type of narrative being explored during a given week.

Midterm Exam and Final Exams
Students will take midterm and final exams that assess their knowledge of concepts and practices central to digital storytelling.

New York City College of Technology Policy on Academic Integrity:
Academic Integrity: The City Tech statement on academic integrity: "Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion." For the full policy manual on academic integrity, please visit:
http://www.citytech.cuny.edu/aboutus/docs/policies/CT_PolicyManual11_12.pdf

Attendance and lateness:
Attendance is mandatory in this course. Students who miss more than three classes for any reason other than a documented emergency will lose one-third of their final grade for each additional absence. Students who miss more than five classes are likely to fail the course. If you miss class, you must contact your classmates to find out what you've missed. In-class writing assignments cannot be made up. Arriving after roll has been taken will count as a lateness and one-third of an absence. To be counted as present for an online session, you must post your assignment response by 5pm on the day of the class session.

Required Texts
Students will not be required to buy a text for the course, since all assigned material will be found on the internet.

Course Calendar

Week	Topics	Assignments
1	Introduction to Digital Storytelling and Networked Narrative: overview of narrative in networked environments; discussion of exemplary texts that employ novel narrative strategies that depend upon networked interaction for storytelling elements.	In-class: discussion of narrative experiences and networked spaces
2	A Personal CyberInfrastructure: Consider the role of identity/narration in the telling of stories. Stake out a public space for class-based experimentation. Consider ramifications of privacy issues related to identity in networked spaces.	Create an online identity for the class; create accounts on selected platforms; set up domain.
3	Storytelling through images: Examine the role of images in storytelling. Explore uses of signs and iconography to tell stories.	Four icon challenge; messing with the McGuffin.
4	Remix and Reappropriation: consider the role of remix in contemporary narrative techniques. Explore the use of memes in networked environments.	Minimalist movie posters; remixed genres assignment; readings on remix culture
5	Telling Stories with Audio and Sound: explore use of audio in digital environments to create or embellish narrative. Create a podcast that includes audio effects	Podcast assignment
6	Telling Stories with Audio and Sound 2: continued work on audio as narrative device. Include remixed/reappropriated materials in podcase	Audio remix assignment
7	MIDTERM EXAM	MIDTERM EXAM
8	Interface: explore the role of interface in digital storytelling. Consider the use of various platforms and explore the range of effects that their affordances have on the types of stories told through them.	13 Ways of Looking at a Digital Story
9	Telling stories with video: explore the use of video in digital stories. Examine web-based video as a particular form and consider generic differences from other video platforms such as film and TV	Two-minute video assignment

Week	Topics	Assignments
10	Telling stories with video, Part II: continued work on video stories.	Re-edited two-minute video assignment
11	Transmedia storytelling: examine examples of transmedia stories that move across several platforms.	Blog post on a transmedia story
12	Viral Stories and Memes: examine stories that have "gone viral" and those that have become memes. Consider the properties that make stories go viral. Examine examples of memes and discuss the principles of replication, differentiation, and dissemination that underlie their usage.	Write an autopsy of a meme or a viral story.
13	Final Project Preparations	In-class workshops and presentations
14	Final Project Presentations	Final Project Presentations
15	Final Exam; Final Project Presentations	Final exam; Final Project Presentations

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Boyle, James and Jennifer Jenkins. "Tales from the Public Domain: Bound by Law?.".

Strauss, Valerie and Daniel Willingham. "Willingham: The value/problem of showing popular movies of historical events in class." (January 4, 2010).

Cotter, Holland. "Is It Reality or Fantasy? The Boundaries Are Blurred." New York Times (January 7, 2010).

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Prepared by Prof. Robert Leston

Course Name
ENG 3770 Advanced Professional Writing

Credit Hours
4 credits (4 hours)

Prerequisite
ENG 2700 Introduction to Professional and Technical Writing

Course Description
Focusing on both print-based and digital presentations, this course prepares students for participation in contemporary writing fields. Emphasis is on document design and content execution in current publication media and a variety of industries including publishing, education, health care, and other industries. By exploring process, from writing to publication, students become familiar with the demands of writing in the workplace.

Projected Student Enrollment
24 students

Course Goals
Students will be able to:

- Analyze and understand a variety of workplace writing environments, their procedures, policies, and workspaces.
- Establish a repertoire of traditional workplace writing strategies.
- Develop a variety of professional documents that respond to company and client-based needs in a variety of media.
- Analyze and understand the student's own chosen writing industry through the lens of the changing nature of the global economy.

Instructional Objectives, Activities, and Assessment

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Analyze and understand a variety of workplace writing environments, their procedures, policies, and workspaces.	Present aspects of workplace writing environments through readings, lecture, discussion, and analysis. Class-based and group-based discussion and activities.	Post-class written assessments of performance. Evaluation of workplace writing environment projects based on completeness of understanding, sophistication of expression, and nuance to complexity.
Establish a repertoire of traditional workplace writing strategies.	Build upon ENG 2700 to increase understanding and efficacy of a variety of rhetorical frameworks for professional writing, including letters, memos, procedures, progress reports, documentation, infographics and so on through readings, lecture, discussion, modeling, and analysis. Metacognitive writing and speaking assignments	Evaluation of strategy building projects based on the completeness of understanding, sophistication of expression, and nuance to complexity.
Develop a variety of professional documents for both print and internet consumption that respond to company and client-based needs.	Collaborative and individual exercises in developing a set of documents that respond to a simulated market situation. Lecture, discussion, and analysis of the above using appropriate models.	Collaborative simulation Project. Evaluation of the above project based on the completeness of understanding, sophistication of expression, and nuance to complexity.

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria

Analyze and understand the changing environments of the global economy and participate effectively in those environments.	Study and discuss various readings and case studies concerning business environments and the global economy. Collaborative and individual exercises in writing for a changing world. Lecture and discussion of the above using appropriate models.	Global perspectives Project. Evaluation of the above projects based on the completeness of understanding, sophistication of expression, and nuance to complexity.

Teaching and Learning Methods

- Discussions and lectures
- Readings and analyses of models
- Application of theories
- Individual and collaborative projects
- Student presentations
- Metacognitive writing and speaking assignments

Grading Procedures

- Unit 1: Workplace Strategy Building Project   30%
  This unit builds upon ENG 2700 to establish a repertoire of traditional work place writing strategies. This unit consists of exercises building rhetorical frameworks such as letters, procedures and progress reports, using documentation, blogging, textual and image presentations, infographics, and resumes.

- Unit 2: Collaborative Simulation Project   40%
  This project requires working with a team on an extended and sustained project designed to bring a service or product to market. After development of a formal proposal, students will develop supporting documents (formal and informal; internal and external; written, oral, and image-based). The project will be defined by a particular business concept and the particular set of documents chosen will be thematically consistent. Documents will include the following: a manual of graphics and stylistic standards, web sites, weblogs, memoranda, product packaging, sales brochure, meeting agendas, meeting minutes, press releases, info graphics, promotional advertisements, budget proposals, policy manuals, letters, surveys, business plans, manifestos, and other documents related to the concept.

- Global Perspectives Workplace Project   30%
  This project undertakes an investigation into the student's chosen profession through the lens of the changing nature of the global economy. Each student will develop, plan, and execute an exploration and analysis of their chosen profession with an eye towards the profession's role on a global scale. Students will come to understand the profession through texts and textual practices of the profession (procedures, workflows, policies, and the summary and analysis of the features of these actual documents). Students will also come to understand the workspaces of the profession and develop maps, infographics, workflow charts and other visual documents to explain and present the organization and flow of work and procedures across organizations and the industry.

Participation: Participation includes attendance, in class discussion, short in class and homework assignments, and peer reviewing.

New York City College of Technology Policy on Academic Integrity: Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester. This percentage translates to two allowable absences from class. Two instances of lateness will equal one absence.

Required Texts
The Intention Economy: When Customers Take Charge. Doc Searles (2012) The Cluetrain Manifesto: The End of Business as Usual. Levine et.al. (2011) Business Writer's Handbook. Alred, et al. (2011)

Additional materials to read or view assigned for each class (see Course Calendar and Bibliography).

Course Calendar

Week	Topics	Assignments
1	Introduction to course outline and objectives Introduction to Strategy Building Project Alred, letters and memos	Reader Response
2	Customer Captivity The Advertising Bubble 95 Theses (CM) Alred, procedures & progress reports	Reader Response Strategy Building, Phase 1
3	Your Choice of Captor Lopsided Law Alred, using documentation & blogging	Strategy Building, Phase 2
4	Asymmetrical Relations Dysloyalty Alred, textual and image presentations, info graphics	Reader Response

5	Big Data Complications	Strategy Building, Final Due
6	The Networked Marketplace Net pains "Markets and Relationships" Searles (CM) Introduction to Collaborative Simulation Project	Presentations Metacognitive Reflections Reader Response
7	The Live Web Agency	Presentations Metacognitive Reflections Collaborative Simulation Project, Phase 1
8	Free and Open Bits Mean Business "In Defense of Optimism" Weinberger (CM)	Presentations Reader Response

Week	Topics	Assignments
9	Vertical and Horizontal The Comity of the Commons	Presentations Collaborative Simulation Project, Phase 2
10	The Liberated Customer Personal Freedom "Internet Apocalypso" Locke (CM)	Presentations Collaborative Simulation Project, Phase 3
11	Vendor Relationship Management (VRM) Development "Talk is Cheap" Levine (CM)	Substantial Revision Project Final Metacognitive Reflections Collaborative Simulation Project, Final Due
12	The Four-Party System The Law in Our Own Hands Small Data Alred, resumes Introduction to Global Perspectives Workplace Project	Reader Response Global Perspectives Workplace Project, Phase 1

13	"The Hyperlinked Organization" Searles and Weinberger (CM) Emancipation The Dance	Global Perspectives Workplace Project, Phase 2
14	"EZ Answers" Locke and Weinberger (CM) Commons Cause What to Do	Metacognitive Reflections
15	"Cluetrain in the Cubicle" Rangaswami (CM) Almost There	Global Perspectives Workplace Project, Final Due

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Starke-Meyerring, Doreen. Writing in Knowledge Societies. Fort Collins, CO: WAC Clearinghouse, 2011. Print.

Woolever, Kristin R. Writing for the Technical Professions. London: Longman, 2010. Print.

Wu, Pei-Ju. Intercultural Communication in the Workplace: A Literature Review. N.p.: n.p., 1999. Print.

Prepared by Reneta D. Lansiquot

ENG 3775 Advanced Technical Writing

Prerequisite
ENG 2700 Introduction to Professional and Technical Writing

Credit Hours
4 credits (4 hours)

Projected Student Enrollment
24 students

Course Description
With an emphasis on digital media platforms to communicate technical information to a variety of professional audiences, this advanced course focuses on effective technical writing applications in science, technology, engineering, and mathematics. Students analyze a wide range of technical deliverables, practice advanced online research methods, and develop both individual and collaborative writing projects and presentations.

Learning Outcomes
Upon successful completion of the course, students will be able to:
• Communicate clearly in technical writing and in oral presentations
• Use, develop, and evaluate technical documents
• Gather, interpret, evaluate, and apply information from a variety of sources
• Use professional tools for technical communication, inquiry, analysis, and collaboration

Learning Outcomes, Activities, and Assessment

Learning Outcomes: *For the successful completion of this course, students should be able to:*	Instructional Activities	Assessment: *Evaluation methods and criteria*
Communicate clearly in technical writing and in oral presentations	Reviewing and writing technical documents	Recommendation report presentations
Use, develop, and evaluate technical documents	Evaluate user documents Usability testing procedure instructions Memos	Recommendation report
Gather, interpret, evaluate, and apply information from a variety of sources	Reading, viewing, and interacting with assigned material, conducting library research and Web searches	Annotated bibliography Scientific process description Recommendation report
Use professional tools for technical communication, inquiry, analysis, and collaboration	Hands-on demonstration of professional and technical presentation tools. Participate in a group project	Scientific process topic proposal and recommendation report presentations

Teaching and Learning Methods
- Discussions and lectures
- Readings, multimedia, and simulations
- Design-based assignments
- Individual and collaborative projects
- Student presentations
- Online-learning management systems

Grading Procedures
- Memos   20%
- Procedure   10%
- Annotated bibliography   10%
- Scientific process description   20%
- Recommendation report   20%
- Presentations   20%

70

<u>Procedure</u>: Using ordinary materials such as paper, colored pencils, paperclips, tape, etc., make an object. It can be any sort of object, but it must be original (i.e., no paper airplanes, origami, or any other object you can find instructions for elsewhere). You must make this object yourself.

While you are making the object, take notes on how you do it.

1. Transform your notes into a one- or two-page set of instructions that can be easily understood and followed by others. The instructions should only use words; do not include any images in this first draft. Directions to recreate your original object must be at least 10 steps, and should not take more than 30 minutes for another person to do.
2. Take a photograph of your object and come to class with two copies of your instructions, the photograph, and the materials necessary to make the object. You will test the quality of your procedure by watching a classmate use your instructions and material. In turn, you will help test his or her procedure.
3. Use the test results and my template to revise the procedure into a formatted document with a cover page, table of contents, and a section reflecting on what you learned from the testing feedback. Also, include the revised procedure and an illustration of the final object.

<u>Presentation: Scientific process topic proposal</u>
Briefly describe a scientific process and a problem associated with this process. Make sure that you have evidentiary support that defines the nature of the problem. Based on this evidence, what is a possible solution to this problem? Finally, model this process. Each presentation should be three minutes maximum and will be timed. You can use Microsoft PowerPoint but do not read from slides. There will be at least three minutes for questions.

<u>Scientific process description</u>
1. Form groups of about three based on interest in one of the selected scientific process topics. Research this scientific process. Each member of the group should find, evaluate, read and summarize at least three relevant sources and submit an annotated bibliography of the research done. Be sure to post all files in the group discussion area online.
2. Write a two- to three-page, single-spaced report that defines and describes the scientific process, including in-text citations. Collaborate to assemble all group member reports into one coherent document. Assign roles such as editor, proofreader, etc. Use the group discussion area online to document individual contributions and to record group progress.
3. Assemble a reference page from group member annotated bibliographies.
4. Review "How _____ Works" articles on www.howstuffworks.com. Through a close reading of sample articles, take note of the form of an article, the intended audience, the style employed, the level of technical discourse and jargon, user interaction, and the use of images. Convert your process description to a web page that is similar to this format and include images.
5. Each member of the group should include a cover memo that describes the group writing process for this assignment.

Presentation: Scientific process description
Explain how your chosen scientific process works, as well as the problem(s) and possible solution(s) associated with this process. Each member of the group should report his or her experience completing the scientific process description. Provide a three-minute demonstration of how your group intends to model this process. On what illustration will you base your model?

Use applications such as www.prezi.com to outline your ideas or www.easel.ly to create info graphics. Each presentation should be ten minutes maximum and will be timed. Post your presentation online (e.g., slides, images, outline, etc.).

Recommendation report
1. Both with your group mates and on your own, explore Second Life (SL) and teleport to locations related to your scientific topic. Discuss simulating your scientific process with SL residents. What kind of audience are you catering to—technical or non-technical?
2. Create a three-dimensional model of your scientific process in SL and at least one other comparable application such as OSgrid. Develop a guided simulation. In SL, for example, use Linden Scripting Language (LSL) to incorporate interactivity. While you are developing your models with your group, compare aspects of the chosen applications.
3. Write a recommendation report, including the five body elements discussed in class (i.e., introduction, methods, results, conclusions, and recommendations), front and back matter. Your methods section should highlight simulating the scientific process. Also include appropriate graphics such as screen captures taken during the three-dimensional modeling and simulating process.

Presentation: Multimedia recommendation report
Develop a multimedia version of your recommendation report. Be sure to include your three-dimensional models created using different applications, keeping in mind your audience and instructional design principles.

All members of the group should play a role in the presentation of this final report.

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Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester. Two instances of lateness will equal one absence.

Required Reading
Mayer, Richard E., Dyck, Jennifer L., and William Vilberg. "Learning to Program and Learning to Think: What's the Connection?" *Communications of the ACM* 29, no. 7 (1986): 605-610.

Mayer, Richard E., and Roxana Moreno. "Nine Ways to Reduce Cognitive Load in Multimedia Learning." *Educational Psychologist* 38 (2003): 43-52.

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Schmid, Ryan. "Real Text in Virtual Worlds." *Technical Communication* 55, no. 3 (2008): 277-284.

Recommended reading

Markel, Mike. *Practical Strategies for Technical Communication*. New York: Bedford/St. Martin's, 2013.

Course Calendar

Meeting Schedule	Topics	Assignments
1	Characteristics of technical communication Measures of excellence in technical communication Writing memos	Review the characteristics of and measures of excellence in technical communication

Meeting Schedule	Topics	Assignments
2	Memo: Locate a document on the Web that you believe to be an example of technical communication. Describe the aspects of the document that illustrate characteristics of technical communication discussed in class, and then evaluate the effectiveness of the document. Write your response in a memo and submit the document (or representative portion of it) with your memo. Drafting effective instructions	**Procedure draft due**
3	Usability testing procedure instructions Generating ideas about your subject Researching additional information Organizing and outlining your document Making oral presentations	**Procedure due**
4	**Presentation: Scientific process topic proposal** Group assignments Writing an annotated bibliography Evaluating online and print sources Documenting your sources	**Annotated bibliography draft due**
5	Understanding three principles for organizing technical information: analyzing your audience and purpose, using conventional patterns of arrangement, displaying your arrangement prominently. Using basic patterns of organizing information	**Annotated bibliography due**
6	Drafting and revising definitions and descriptions	**Scientific process description draft due**

Meeting Schedule	Topics	Assignments
7	Web programming Analyze "How _____ Works" articles on http://www.howstuffworks.com	Read Richard E. Mayer, Jennifer L. Dyck, and William Vilberg's "Learning to Program and Learning to Think: What's the Connection?"
8	**Presentation: Scientific process description** and group assignments	**Scientific process description due** Read Wade Roush's "Second Earth"; Poornima Padmanabhan's "Exploring Human Factors in Virtual Worlds"; and Ryan Schmid's "Real Text in Virtual Worlds"
9	Summarize and discuss "Learning to Program and Learning to Think: What's the Connection?"; "Second Earth"; "Exploring Human Factors in Virtual Worlds"; and "Real Text in Virtual Worlds" Understanding the role of recommendation reports	Explore Second Life (https://join.secondlife.com) and an OpenSimulator (http://opensimulator.org)
10	Writing recommendation reports Using a problem-solving model for preparing recommendation reports	Read Richard E. Mayer and Roxana Moreno's "Nine Ways to Reduce Cognitive Load in Multimedia Learning"
11	Discuss Richard E. Mayer and Roxana Moreno's "Nine Ways to Reduce Cognitive Load in Multimedia Learning" Instructional design principles Educational design for the Web	**Recommendation report outline due**

Meeting Schedule	Topics	Assignments
12	Collaborative writing OpenSims and Second Life progress and status reports	**Recommendation report draft due**
13	Memo: Write a memo evaluating an educational website. Describe how the site creates visual consistency and hierarchy. Describe how visual consistency is created throughout the site, not just on one page, using the criteria reviewed in class. Mention design motifs such as shape, color, alignment, and layout. Describe aspects of the site that demonstrate characteristics of technical communication and evaluate the effectiveness of the site. Finally, explain how cognitive load can be reduced.	**Recommendation report due** Develop a multimedia version of your recommendation report
14	Multimedia recommendation report Usability testing multimedia recommendation reports	**Multimedia recommendation report due**
15	**Presentation: Multimedia recommendation report**	

Bibliography

Mayer, Richard E., Dyck, Jennifer L., and William Vilberg. "Learning to Program and Learning to Think: What's the Connection?" *Communications of the ACM* 29, no. 7 (1986): 605-610.

Mayer, Richard E., and Roxana Moreno. "Nine Ways to Reduce Cognitive Load in Multimedia Learning." *Educational Psychologist* 38 (2003): 43-52.

Markel, Mike. *Practical Strategies for Technical Communication*. New York: Bedford/St. Martin's, 2013.

Markel, Mike. *Technical Communication*. 10th ed. New York: Bedford/St. Martin's, 2012.

Padmanabhan, Poornima. "Exploring Human Factors in Virtual Worlds." *Technical Communication* 55, no. 3 (2008): 270-276.

Roush, Wade. "Second Earth." *Technology Review* 110, no. 4 (2007): 38-48.

Schmid, Ryan. "Real Text in Virtual Worlds." *Technical Communication* 55, no. 3 (2008): 277-284.

Prepared by Reneta D. Lansiquot

ENG 3780 Planning and Testing User Documents

Co- or Prerequisite
ENG 3775 Advanced Technical Writing

Credit Hours
4 credits (4 hours)

Projected Student Enrollment
24 students

Course Description
This course will cover strategies for planning, conducting, and analyzing a usability test, as well as identifying and solving problems related to document design via research and practice usability testing. Using instructional design principles as part of documentation, teams will perform tests and report results in a usability lab.

Learning Outcomes
To understand the history of instructional design as well as current instructional design principles, including content and user analysis, students will be able to:
- Communicate in diverse settings and groups, using written (both reading and writing), oral (both speaking and listening), and visual means
- Gather, interpret, evaluate, and apply information from a variety of sources to discern the relationships between reviewing, evaluating, and testing
- Work productively within and across disciplines
- Use the tools needed for communication, inquiry, analysis, and productive work

Learning Outcomes, Activities, and Assessment

Learning Outcomes: *For the successful completion of this course, students should be able to:*	Instructional Activities	Assessment: *Evaluation methods and criteria*
Communicate in diverse settings and groups, using written (both reading and writing), oral (both speaking and listening), and visual means	Plan, write and test user documents Collaborate to create a three-dimensional guided simulation	Instructional manual Project proposal presentation Final multimedia manual presentation
Gather, interpret, evaluate, and apply information from a variety of sources	Evaluate user documents Conduct usability tests	Recommendation report Journal assignments
Work productively within and across disciplines	Create a group project Collaborate in design teams to create, structure, and present information online	Mid-term project Usability tests Group assessment rubric
Use the tools needed for communication, inquiry, analysis, and productive work	Hands-on demonstration of professional and technical presentation tools. Participate in a group project	Final multimedia manual presentation Student-created assessment rubric

Teaching and Learning Methods
- Discussions and lectures
- Readings, multimedia, and simulations
- Design-based assignments
- Individual and collaborative projects
- Student presentations
- Online-learning management systems

Grading Procedures
- Journal assignments   10%
- Instructional manual   20%
- Recommendation report   20%
- Usability tests   10%
- Mid-term project   20%
- Final multimedia manual presentations   20%

New York City College of Technology Policy on Academic Integrity: Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester. Two instances of lateness will equal one absence.

Required Reading
Caddick, R., & Cable, S. (2011). *Communicating the user experience*. New York: Wiley, John & Sons.

Greenberg, S., & Carpendale, S. (2011). Sketching user experiences: The workbook. New York: Elseview Science.

Additional materials to read or view assigned for each class (see Course Calendar).

Course Calendar

Week	Topics	Assignments
1	Introduction to course: Types of user documentation and evaluation	Read: Reiser, 2001a, 2001b
2	History of instructional design	Field journal
3	Models of instructional design	Field journal
4	Content and analysis	Field journal
5	A model for understanding formative evaluation	**Instructional manual draft due** Read: Weston, McAlpine,& Bordonaro, 1995

Week	Topics	Assignments
6	Understanding Usability Methods The following is an industry-standard format used by the US Government for methods http://www.usability.gov/methods/methods/index.html User Requirements Methods: contextual interviews, focus groups, individual interviews, persona Building the Information Architecture Design: use cases, parallel design, prototyping Content: writing for the Web Evaluation: heuristic evaluation, usability testing	Usability test
7	**Organization.** How well is the information organized?	Usability test
8	**Content Scope.** How suitable is the scope of the material for the audience and purpose?	**Mid-term project**
9	**Visual Elements.** How effective are the text and graphic elements or graphic treatments in support of the content that they present?	Field journal
10	**Navigation.** How easily can the user find information? How well do the navigation aids support a positive user experience? Table of contents, signposts and cues, interface design, cross-reference, index, search	Field journal
11	**Publication or Delivery Method.** How effectively exploited is the chosen delivery method?	**Recommendation report due**
12	**Accessibility.** How well are differently abled users accommodated? Alternative access Type size, color, and contrast Compliance How well does the design follow requirements of the W3C WCAG 2.0, which are considered the minimum for entities whose requirements are stricter than U.S. requirements? See http://www.w3.org/TR/WCAG20/ Material published for or by the U.S. government: How well does the design follow the requirements in Section 508 of the U.S. Rehabilitation Act? See http://www.section508.gov/	Project proposal presentation

Week	Topics	Assignments
13	**Instructional Design.** Learning Assessment, Learning Objectives, Learning Interactivity, and Instructional Method	Student-created assessment rubric
14	**Essentials of Style.** How appropriate is the writing style for the audience and topics covered? Word Choice (Diction), Clarity and Conciseness, Tone (Attitude of Writer to Audience)	Final review
15	**Final multimedia manual presentation**	

Bibliography

Caddick, R., & Cable, S. (2011). *Communicating the user experience*. New York: Wiley, John & Sons.

Ertmer, P. A., & Neby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, *6*(4), 50-72.

Greenberg, S., & Carpendale, S. (2011). Sketching user experiences: The workbook. New York: Elseview Science.

Methods at a Glance. (n.d.) Retrieved from http://www.usability.gov/methods/methods/index.html

Rehabilitation Act. (n.d.). Retrieved from http://www.section508.gov/

Reiser, R. A. (2001a). A history of instructional design and technology: Part II: A history of instructional design. *49*(2), 57-67.

Reiser, R. A. (2001b). A history of instructional design and technology: Part I: A history of instructional media. *49*(1), 53-64

Web Content Accessibility Guidelines (WCAG) Overview. (2012). Retrieved from http://www.w3.org/WAI/intro/wcag

Weston, C., McAlpine, L.,& Bordonaro, T. (1995). A model for understanding formative evaluation in instructional design. *Educational Technology and Development*, *43*(3), 29-48.

Prepared by Profs. Reneta D. Lansiquot and Maura Smale

ENG 3790 Information Architecture

Prerequisite
ENG 2700 Introduction to Professional and Technical Writing

Credit Hours
4 credits (4 hours)

Projected Student Enrollment
24 students

Course Description
This theory and practice-based course will provide a theoretical overview of the concepts and practices of information architecture: organization, labeling, navigation, search, and metadata. Students will develop practical skills through the study of human-computer interaction.

Learning Outcomes
To gain both theoretical and practical knowledge of the field of design and user experience, including best practices, a repertoire of approaches and ideas that will enable knowledgeable participation in design teams. Students will be able to:
- Understand cognitive and socio-cultural learning theories
- Successfully search for and acquire appropriate information about a topic in a variety of media and formats (e.g., Web, print, audio, and video)
- Apply basic principles of Web usability and accessibility
- Use DITA (Darwin Information Typing Architecture) for designing, writing, managing, and publishing information

Learning Outcomes, Instructional Activities, and Assessment

Learning Outcomes: *For the successful completion of this course, students should be able to:*	Instructional Activities	Assessment: *Evaluation methods and criteria*
Understand and critically evaluate cognitive and socio-cultural learning theories related to human-computer interaction.	Reading/viewing assigned material Learning to write an annotated bibliography that describe and critically evaluate cognitive and socio-cultural learning theories	Annotations Summary checklist rubric Evaluation of sources based on accuracy, authority, objectivity, currency, scope, audience, and appropriateness
Successfully search for and acquire appropriate information about a topic in a variety of media and formats (e.g., Web, print, audio, and video)	Reading, viewing, and interacting with assigned material, conducting library research and Web searches Populating resource database	Databases resources *Written responses to guiding questions:* What content did you learn regarding: Main ideas, interesting applications, innovations, frameworks (theoretical, methodological, etc.), problematic, and applicability to other learning technology contexts *Guiding suggestions for websites:* How does the software, app, or Web site's architecture relate to the coming week's topic: Describe information structure? Clarity of meaning? User experience? Theoretically designed?
Apply basic principles of Web usability and accessibility	Connect learning by designing. Employ form, shape, and navigational toolkits in a range of technologies for learning Creating a group project	Project proposal Presentation Student-created assessment rubric

Learning Outcomes: *For the successful completion of this course, students should be able to:*	Instructional Activities	Assessment: *Evaluation methods and criteria*
Use DITA (Darwin Information Typing Architecture) for designing, writing, managing, and publishing information	Use of technical communications professional tools such as Adobe FrameMaker Collaborate in design teams to create, structure, and present information online	Design team project Final report Group assessment rubric

Teaching and Learning Methods
- Discussions and lectures
- Readings, multimedia, and simulations
- Design-based assignments
- Individual and collaborative tasks
- Student presentations
- Online-learning management systems

Grading Procedures
- Annotations   20%
- Database resources   10%
- Participation   10%
- Design team project   30%
- Final report   30%

Annotations: Each person in your team writes one annotation per week. It is preferable but not essential that you select different articles. Each class member is also responsible for reading all annotations for that week's class before class, and, of course, read all the articles. Some of the "readings" are web sites. If you read and view the Web site content, and annotate it, this will count as a weekly reading. Comments on articles will be equivalent to one double-spaced page. The goal is to build content relating to the weekly topic. When annotating a Web site, you will conduct an analysis or critique. Each person in your team will write one annotation each week and one critique per week. Each class member will read all annotations in one's group posted before class and, of course, read all the articles for that week.

Database resources: Add relevant Web sites, tools from searches, to our database for the weekly topic and other reading. Starting week 4, post three or more links (examples of Web sites, resource materials, other course materials, etc., as long as they are related to the weekly topic and/or the projects). For each one of these weekly links you add, add a brief description of the site and discuss how it addresses the weekly topic.

Participation: Preparation (e.g., up-to-date reading, complete workbook practice assignments) and engagement in class

Design team project: Find a real information architecture project—either solicited or unsolicited—for which to do. Write a proposal to structure this project for the organization that needs it.
1. Process guide. Develop a guide that specifies the duties of all design team members, the tasks to be performed, their sequence, and other such information that explains the process by which the information architecture will be produced.
2. Needs assessment. Conduct an appropriate needs assessment. Interview stakeholders about the advantages and challenges of your design.
3. Usability test plan. Create a plan for how the information architecture will be tested for usability issues.

Final report: Write a design document related to your design team projects that includes analysis (background and problem description, target audience, review of existing projects, media selection), design (user characteristics, content analysis, goals and objects, description of delivery platform), and project description (narrative of project design, review or relevant literature, flowchart of entire project, and information architecture sketches)

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Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester. Two instances of lateness will equal one absence.

Required Text

Adobe Creative Team. (2013). *Adobe FrameMaker 11 classroom in a book*. New York: Pearson Education.

Moyer, D. (2011). *Napkin sketch workbook*. Pittsburgh, PA: ThoughtForm.

Wilson, C. (Ed.). (2010). *User experience re-mastered: A finely tuned guide to creating the best design every time.* Burlington, MA: Elsevier.

Recommended Reading

Morville, P., & Rosenfeld, L. (2006). *Information architecture for the World Wide Web: Designing large-scale web sites* (3rd ed.). New York: O'Reilly Media.

Additional materials to read or view assigned for each class (see Course Calendar).

Course Calendar

Week	Topics	Assignments
1	Introduction to course topics, annotations, and database resources	In-class: Prior knowledge assessment, writing diagnostic
2	Definitions and terms Wikipedia's definition of "Information Architecture": http://en.wikipedia.org/wiki/Information_architecture Overview of "Information Architecture 2.0", or how IA has changed in the Web 2.0 era: http://www.uxmatters.com/mt/archives/2005/11/information-architecture-20.php Beyond the internet, a sampling of cybernetic structures, interactive technology in 3-dimensional architectural environments: http://www.interactivearchitecture.org	Read: Moyer, Chapter 1, "What's So Great About Talking Pictures?" and Chapter 2, "The Building Blocks" Practice: napkin Sketches

Week	Topics	Assignments
3	Design principles and structures Software Architecture: http://www.bredemeyer.com/links.htm Traditional software architecture design principles: http://www.ascilite.org.au/ajet/ajet19/boyle.html Universal design principles in education: http://www.washington.edu/doit/Brochures/Academics/ud_edu.html Web design principles: http://www.digital-web.com/articles/principles_of_design/ OLPC's WIKI-based design document, "key design principles": http://wiki.laptop.org/go/OLPC_Human_Interface_Guidelines/Design_Fundamentals/Key_Design_Principles	Read: Moyer, Chapter 3, "Putting It Together";; Chapter 4 "A Roadmap";; Chapter 5, "Choosing a Structure";; and Chapter 6, "The Shopatron Exercise" Practice: napkin sketches
4	User-centered designs The Elements of User Experience: http://www.jjg.net/elements/pdf/elements.pdf Typical design and development process with team roles: http://iainstitute.org/tools/download/DesignProcess_color.pdf	**Information architecture project proposal** Read: Annotations and database resources
5	Architectural styles and genres -Conducting needs assessment	**Process guide due** Read: Annotations and database resources Tutorial: FrameMaker basics
6	Scenario-based designs	Read: Annotations and database resources

Week	Topics	Assignments
7	Navigation	Read: Annotations and database resources
8	Usability -Human-computer interaction	**Needs assessment due** Read: Annotations and database resources
9	Findability possibilities Unfindable = unused Metadata ("information about information") is a finding aid Basics of how search engines work	Read: Annotations and database resources Dye; Guy and Tonkin; Vander
10	Folksonomy/tagsonomy/taxonomy possibilities Wikipedia, Taxonomy, https://secure.wikimedia.org/wikipedia/en/wiki/Taxonomy Two methods for classifying information. Taxonomy is a hierarchical system created by experts. Folksonomy/tagsonomy is a non-heirarchical, user-created classification. Each has benefits and drawbacks.	**Usability test plan due** Read: Annotations and database resources Liddy; Morville Practice: FrameMaker tags
11	Guided design team project and human-computer interaction -Student-created assessment rubric -Group project student critiques and revising, as appropriate	Team design project draft due Practice: FrameMaker tables
12	**Design team project presentations** Workshopping	**Annotations and database resources due** Practice: FrameMaker reference pages

Week	Topics	Assignments
13	Writing a design document	**Team design project due** Practice: FrameMaker master pages
14	**Design document presentations** Workshopping	Final design document due (electronic copy) FrameMaker template
15	Group critique/evaluations	**Final report due**

Bibliography

Adobe Creative Team. (2013). *Adobe FrameMaker 11 classroom in a book*. New York: Pearson Education.

Dye, J. (2006). Folksonomy: A game of high-tech (and high-stakes) tag. *EContent, 29*(3), 38-43.

Google. (2010). *How search works*. http://www.google.com/howgoogleworks/

Governor, J., Hinchcliffe, D., & Nickull, D. (2009). Web 2.0 architectures. New York: O'Reilly Media.

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Wilson, C. (Ed.). (2010). *User experience re-mastered: A finely tuned guide to creating the best design every time.* Burlington, MA: Elsevier.

Prepared by Prof. Johannah Rodgers

Course Name
ENG4700 Special Topics in Professional and Technical Writing
From Page to Screen: Theories and Technologies of Communication in Digital Environments

Credit Hours
4 credits (4 hours)

Prerequisite
ENG1710 Introduction to Language and Technology
ENG2720 Writing for New Media

Course Description
As an advanced course in theories and practices of communication for new media, the course will explore relationships between communication theories and technologies from social, cultural, historical, and practical perspectives and the implications of these for communication projects in new media environments.

Projected Student Enrollment
24 students

Learning Objectives
- Define communication and the major communication theories within a socio-cultural and historical context
- Analyze a communication situation from various perspectives using the major theories of communication
- Analyze the impact of different technologies of communication on a specific communication situation
- Apply major theories of communication in a project designed for a digital environment

Instructional Objectives, Activities, and Assessment

Instructional Objectives: For the successful completion of this course, students should be able to:	Instructional Activities	Assessment: Evaluation methods and criteria
Students will be able to define communication and the major communication theories within a socio-cultural and historical context	Discussion of class readings and lectures related to defining communication and theories of communication. Introduction of key terms and concepts.	Reading and writing assignments Reading Journal
Students will be able to analyze a communication situation from various perspectives using the major theories of communication	Examine applicability of different theories of communication to specific communication situations Class-based and group-based discussion and activities. Ongoing weekly project assignments and in-class presentations	Midterm exam Reading and writing assignments Reading Journal
Students will be able to understand and analyze the impact of different technologies of communication on a specific communication situation	Discuss history and genealogy of communications technologies based on class readings	Midterm project Reading and writing assignments Reading Journal
Students will be able to apply major theories of communication in a project designed for a digital environment	Class and group-based workshops related to synthesizing readings and information and applying what has been learned to a purpose-based project. Each stage of project development will be modeled and defined.	Final Project and Presentation

Teaching and Learning Methods
- Discussions and lectures
- Reading assignments
- Informal and formal writing assignments
- Reading journal
- Individual and collaborative projects and presentations
- Course Portfolio

Grading Procedures
- Reading and Writing Assignments   30%
- Final Project   20%

- Midterm Project   20%
- Reading Journal   20%
- Participation   10%

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Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester.

Required Texts

Print Texts

Barthes, Roland. Camera Lucida. New York: Hill and Wang, 1983.

Bolter, Jay David. Writing Space. New Brunswick: Lawrence Erlbaum, 2001.

Manovich, Lev. The Language of New Media. Cambridge: MIT, 2001.

Web Texts/Photocopies

Barthes, Roland. Elements of Semiology.
http://www.marxists.org/reference/subject/philosophy/works/fr/barthes.htm

Bolchini, Davide, Daniel Arasa, and Lorenzo Cantoni. "Teaching Websites as Communication: A 'Coffee Shop Approach'." Citeseer. January, 2004. Web.
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Craig, R. T. "Communication Theory as a Field." Communication Theory 9.2 (1999): 119-161.
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Kress, G.R. "Reading Images: Multimodality, Representation and New Media." Presentation at Expert Forum for Knowledge Presentation, 2004.
http://www.knowledgepresentation.org/BuildingTheFuture/Kress2/Kress2.html

Nilsen, Thomas R. "On Defining Communication." The Speech Teacher 6.1 (1957): 10-17.

Saussure, Ferdinand. "The Object of Linguistics." From A Course In General Linguistics.
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Recommended Texts

Barthes, Roland. Image-Music-Text. New York: Hill and Wang, 1978.

Gee, J.P. "Orality and Literacy: From The Savage Mind to Ways With Words." TESOL Quarterly, 20:4, 1986: 719-746.
http://scholar.google.com/scholar_url?hl=en&q=http://www.twu.ca/Library/tqd_2008/VOL_20_4.PDF%23page%3D108&sa=X&scisig=AAGBfm2VAEO3Tn4YF0Ce1Ri4QZCFv4DW0g&oi=scholarr

Kress, G.R. Multimodality: A Social Semiotic Approach to Contemporary Communication. New York: Routledge, 2009.

Kress, Gunther. Reading Images.

McLuhan, Marshall. Understanding Media.

Course Calendar

Week	Topics	Assignments
1	Introduction to course: Defining communication, theory, and technology; exploring interactions amongst the terms	Nilsen: "On Defining Communication" R. T. Craig. "Communication Theory as a Field." Communication Theory 9.2 (1999): 119-161.
2	Major Theories: Rhetorical	Burke: Selections from A Rhetoric of Motives; Barthes: "Rhetoric of the Image"
3	Major Theories: Semiotic	Saussure, "The Object of Linguistics"; Chandler, David. "Semiotics for Beginners"
4	Major Theories: Semiotic	Barthes: Elements of Semiology

Week	Topics	Assignments
5	Major Theories: Cybernetic	Excerpt from Shannon/Weaver
6	Technologies of Communication: Writing Systems	Bolter: Writing Space
7	Technologies of Communication: Writing Systems	Bolter: Writing Space Midterm Exam
8	Technologies of Communication: Multiliteracies	Katzanatis/Cole Midterm Project Due
9	Technologies of Communication: Images	Manovich
10	Technologies of Communication: Images	Manovich
11	Technologies of Communication: Images	Barthes
12	Technologies of Communication: Images	Kress
13	Technologies of Communication: Remediation	Bolter; Kittler, excerpts from "Gramophone, Film,Typewriter"
14	Presentations	Final Projects Due
15	Presentations	Final Exam

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Austin, J.L. How To Do Things With Words. Cambridge: Harvard University Press, 1965.

Bolter, Jay David and Grusin Remediation.
http://mitpress.mit.edu/books/chapters/0262522799intro1.pdf

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Prepared by Prof. Renata Ferdinand

Course Name
ENG 4900 Professional and Technical Writing Internship

Credit Hours
4 credits (4 hours)
120 field hours, 2 class hours

Prerequisites
ENG 3780 Planning and Testing User Documents or ENG 4700 Special Topics in
Professional and Technical Writing
Internship Coordinator Approval

Course Description
Students complete a 120-hour internship. In class meetings provide an opportunity for
presentations and electronic portfolio development to enrich the learning experience.
Students will write weekly status reports. Supervision is by both the faculty and the job
supervisor.

Projected Student Enrollment
24 students

Learning Outcomes
Upon successful completion of this course, students will:
- Apply knowledge, skills, and techniques learned in the classroom to industry conditions
- Develop professional attitudes and approaches
- Evaluate progress and final growth and development in internship in terms of individual goals
- Evaluate progress throughout the semester in weekly summary/evaluation reports to instructor
- Gain formative assessment by the industry supervisor.
- Create an ePortfolio with career profile and work samples
- Identify essential skills and behaviors required for a successful career in Professional and Technical Writing

Instructional Objectives: For the successful completion of this course, students should be able to:	Assessment: Evaluation methods and criteria
Apply knowledge, skills, and techniques learned in the classroom to industry conditions.	Work with a supervisor who will provide weekly performance feedback and take direction at regularly scheduled
Develop professional attitudes and approaches.	Meet the organization's needs for record keeping and attendance at meetings.
Utilize and improve written communications skills.	Use the assigned internship hours to complete assigned tasks.
Evaluate progress and final growth and development in internship in terms of individual goals.	Students will demonstrate proficiency in writing by producing a self-assessment and a final presentation.
Evaluate progress throughout the semester in weekly summary/evaluation reports to instructor.	Develop a professional portfolio that includes status reports and deliverables.
Identify essential skills and behaviors required for a successful career in Professional and Technical Writing.	Develop professional working relationships with the organization's customers or clients.

Teaching and Learning Methods
- Experiential learning at internship site
- Class lectures
- Term assignment: Electronic portfolio

Grading Procedures
- Internship evaluation by supervisor (midterm 20% and final 30%) 50%
- Electronic portfolio 30%
(weekly status reports, deliverables created by student, production flow charts)
- Self-assessment 10%
- Final presentation 10%

New York City College of Technology Policy on Academic Integrity:
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional

workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester. Two instances of lateness will equal one absence.

Internship Attendance:
Attendance at the internship site is mandatory, as is a weekly class meeting. Any undocumented absence from either the internship site or the weekly class meeting will negatively affect student's grade.

Required Text

No text required; Additional materials to read or view assigned for each class.

Course Calendar

Week	Topi	Assignments
1	Overview of internship procedures. Measurable career objectives and related readings.	Weekly progress report. Additional homework assignments to be determined by individual instructors.
2	Guidelines for electronic portfolio.	Weekly progress report.
3	No class meeting.	Weekly progress report.
4	Guidelines for electronic portfolio continued.	Weekly progress report.
5	No class meeting.	Weekly progress report.
6	Classroom presentations.	Weekly progress report.
7	No class meeting.	Weekly progress report.
8	Classroom presentations.	Weekly progress report.

Week	Topics	Assignments
9	No class meeting.	Weekly progress report.
10	Classroom presentations.	Weekly progress report.
11	No class meeting.	Weekly progress report.
12	Classroom presentations.	Weekly progress report.
13	No class meeting.	Electronic portfolio due.
14	Classroom presentations.	Weekly progress report.
15	Final intern supervisor evaluation due. Self-evaluation due.	Revised electronic portfolio due.

Bibliography
To be updated.

Additional internship supervisory forms, time sheets, and other materials available on file.

Prepared by Profs. Reneta D. Lansiquot and Candido Cabo

CST 3559 Technical Documentation

Prerequisite
ENG 3770 Advanced Professional Writing *or* ENG 3775 Advanced Technical Writing

Credit Hours
4 credits (4 hours; 2 Class Hours, 2 Lab Hours)

Projected Student Enrollment
24 students

Course Description
This interdisciplinary course focuses on how to design and manage technical documentation. Students will learn Web programming and how to use industry-standard authoring tools to apply interactive multimedia elements and technical communication features such as tables of contents, indexes, glossaries, graphics, context-sensitive help, and simulations. The goal is to create a full documentation plan, build searchable help content, and publish in multiple formats (i.e., mobile platforms, Web, print, etc.).

Learning Outcomes
Upon successful completion of this course, students will be able to:
- Problem-solve multiple evolving versions of HTML
- Understand and navigate help systems
- Work productively within and across disciplines to create context-sensitive help content with usability enhancements
- Develop and use the tools needed for communication, inquiry, creativity, and analysis

Learning Outcomes, Instructional Activities, and Assessment

Learning Outcomes: *For the successful completion of this course, students should be able to:*	Instructional Activities	Assessment: *Evaluation methods and criteria*
Problem-solve multiple evolving versions of HTML	Revise legacy HTML documents to comply with current standards	Use the W3C Validator to validate Web pages

Mid-term |
| Understand and navigate help systems | Review basic page design in relation to online help: headings, lists, notices, highlighting, tables, graphics, and links

Review several online-help systems for the structure, navigation, and formatting | Project proposal presentation

Mid-term

Student-created assessment rubric (i.e., content, chunking, organization, navigation) |
| Work productively within and across disciplines to create context-sensitive help content with usability enhancements | Design and create online help using unformatted text

Apply common techniques for "single-sourcing" technical documentation (e.g., for print, Web pages, and mobile apps)

Collaborate in design teams to create, structure, and present the same content in different in different formats. | Develop a complete, context-sensitive, searchable help system for a small application.

Group assessment rubric

Usability testing

Final |
| Develop and use the tools needed for communication, inquiry, creativity, and analysis | Group project emphasizing the hands-on application of technical communication tools such as Adobe RoboHelp and Captivate

Participating in a group project | Employ basic indexing skills for use in creating indexes in online-help systems Student-created assessment rubric

eLearning presentation Final |

Teaching and Learning Methods
- Discussions and lectures
- Design-based assignments
- Individual and collaborative projects
- Student presentations
- Online learning management systems
- Multimedia and simulations

Grading Procedures
- Modeling projects   30%
- Mid-term   10%
- Group project   30%
- Participation   10%
- Final   20%

Modeling projects:
1. Reformat plain text to create a Web page to look exactly like model page provided.
2. Reformat plain text to create several online help topics to look exactly like model help topics provided. Format the text for headings, lists, and the like.
3. Use plain text to develop a simple online help system. Incorporate cuing, graphics, and tables.

Group project: Collaborate to create a full documentation plan and build searchable help content for a chosen small application (e.g., shareware available on the Internet). Perform usability testing for this context-sensitive help published in multiple formats. Produce an interactive multimedia version of this technical documentation.

Participation: Preparation (e.g., complete weekly practice assignments, presentations, etc.) and engagement in class.

New York City College of Technology Policy on Academic Integrity: Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Attendance and lateness:
You are expected to attend each class meeting. A student may be absent without penalty for ten percent (10%) of the number of scheduled class meetings during the semester. Two instances of lateness will equal one absence.

Required Materials
Using Adobe RoboHelp 10
http://wwwimages.adobe.com/www.adobe.com/content/dam/Adobe/en/products/robohelp/pdf/ROBOHELP10_USER_GUIDE.PDF

Students are required to have a USB storage device for class projects.

Course Calendar

Week	Topics	Assignments
1	Introduction to course topics, technical documentation, and Web programming	In-class: Prior knowledge assessment, writing diagnostic
2	Background on previous versions of HTML and the current version. Revising simple legacy HTML and validating	Complete http://www.w3schools.com tutorial
3	Creating simple Web page, HTML basics and practice Formatting text, working with fonts, colors, and Web graphics	**Modeling project 1 due**
4	Working with topics	Practice assignment
5	Editing and formatting	**Modeling project 2 due**
6	Styles and style sheets	Practice assignment
7	TOC, indexes, and glossaries	**Modeling project 3 due**
8	**Mid-term** Linking, navigation, and search	Project proposal presentation
9	**Project proposal presentation** Multimedia and special effects	Practice assignment
10	Conditional text	Practice assignment

Week	Topics	Assignments
11	Usability testing Context-sensitive Help	**Group project due**
12	Generating Output	Student-created assessment rubric
13	Review and collaboration	Practice assignment
14	**eLearning presentation**	Final review
15	**Final**	

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Section AIV: New Course

AIV.1. English Department

Course Number: ENG 1710
Title: Introduction to Language and Technology
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Pre- or Corequisite: ENG 1121

Course Description:
Introduction to the relationship between language and technology by reviewing the history of various technologies of the word, including writing, printing, and digital media. The course will explore the history of rhetoric and its relationship to traditional, print-based technologies, as well as new forms and meanings of digital literacy.

Rationale:
This course is critical to our degree program because it introduces students to the differences between literate, preliterate, and digital cultures; investigates the notion that language and technology are neutral tools; introduces and explores how different technologies imply different modes of persuasion; and explores the ethical implications of using different technologies.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 2700
Title: Introduction to Professional and Technical Writing
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Prerequisite: ENG 1121

Course Description:
An introductory course in effective professional and technical writing techniques and concepts. Students use digital media to communicate professional and technical information to a variety of audiences via written and oral presentations. Students also analyze a wide range of documents, study appropriate models, and practice collaborative research, writing, and presentation.

Rationale:
This course is critical to our degree program because it teaches students to how to identify and understand the functions, conventions, and purposes of primary technical and professional writing genres including letters, memos, emails, reports, proposals, technical descriptions, technical definitions, and technical manuals. Students produce professional-caliber technical documents and explore career opportunities in professional and technical communication.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 2720
Title: Writing with New Media
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Prerequisite: ENG 2700

Course Description:
An exploration of the changing nature of composition practices and rhetorical strategies in the digital age. Students are introduced to a variety of digital writing platforms that expand communicative practices beyond print-based media. Taking advantage of the visual and interactive properties of computer-mediated communication, students consider the ways in which composition practices and rhetorical strategies are transformed in digital environments.

Rationale:
The theory and practice of writing for new media is essential knowledge for anyone working in/with multimedia, digital, and/or networked spaces. This course is critical for the proposed baccalaureate program in Professional and Technical Writing because it teaches the ways that particular media require differing composition practices and rhetorical strategies, develops media literacy, experiments with written online presences through various media, and explores the ethical and legal issues surrounding changing publishing, copyright, and intellectual property practices.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 2730
Title: Professional Editing and Revising
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Pre- or Corequisite: ENG 2700

Course Description:
Students will learn to identify audiences and choose appropriate language, tone, and style in order to write, edit, and revise a variety of communiqués in various workplace scenarios. Revision documents may be internally created or externally appropriated, depending on the instructor's discretion. Instruction in the protocols of revising, editing, proofreading, and associated tasks. An emphasis on the ability to rethink and adapt to ever-present writing exigencies.

Rationale:
This course is critical to our degree program because it teaches students to analyze and understand a variety of communication situations, their needs, expectations, and constraints. Students understand revision as beginning with the process of being able to see the same thing differently and refiguring the project, if necessary; and practice editing and proofreading as more than mechanical operations of correcting mistakes but as tied to the refinement of thought and expression.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 3760
Title: Digital Storytelling
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Prerequisite: ENG 2720

Course Description:
The fundamental aspects of narrative in digital environments. Students will learn to identify common elements of digital stories and analyze how story creators utilize digital tools, platforms, and interfaces to add interactivity to their narratives. Hands-on introductions to a range of freely available digital storytelling tools to create narratives in a variety of interactive formats.

Rationale:
Traditional elements of narrative are being reshaped by highly interactive environments that allow readers/users to engage with stories in new ways. This course introduces students to a range of ways of analyzing digital stories and also includes instruction on how to create digital stories using freely available platforms and tools on the web.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 3770
Title: Advanced Professional Writing
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Prerequisite: ENG 2700

Course Description:
Focusing on both print-based and digital presentations, this course prepares students for participation in contemporary writing fields. Emphasis is on document design and content execution in current publication media and a variety of industries including publishing, education, health care, and other industries. By exploring process, from writing to publication, students become familiar with the demands of writing in the workplace.

Rationale:
This course is critical to our degree program because it teaches students to analyze and understand a variety of workplace writing environments, their procedures, policies, and workspaces. Students establish a repertoire of traditional workplace writing strategies; develop a variety of professional documents that respond to company and client-based needs in a variety of media; and analyze and understand the student's own chosen writing industry through the lens of the changing nature of the global economy.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 3775
Title: Advanced Technical Writing
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Prerequisite: ENG 2700

Course Description:
With an emphasis on digital media platforms to communicate technical information to a variety of professional audiences, this advanced course focuses on effective technical writing applications in science, technology, engineering, and mathematics. Students analyze a wide range of technical deliverables, practice advanced online research methods, and develop both individual and collaborative writing projects and presentations.

Rationale:
A theoretical and practical understanding of technical communication is essential knowledge for anyone entering the field of technical writing. This course is critical to our baccalaureate degree program because it teaches students core competencies such how to use, develop, and evaluate technical documents.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 3780
Title: Planning and Testing User Documents
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Pre- or Corequisites: ENG 3775

Course Description:
This course will cover strategies for planning, conducting, and analyzing a usability test, as well as identifying and solving problems related to document design via research and practice usability testing. Using instructional design principles as part of documentation, teams will perform tests and report results in a usability lab.

Rationale:
An applied understanding of planning and testing user documents is essential knowledge for anyone entering the field of technical writing. This course is critical to our baccalaureate degree program because it teaches students core competencies such as current instructional design principles, including content and user analysis.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 3790
Title: Information Architecture
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Prerequisite: ENG 2700

Course Description:
This theory and practice-based course will provide a theoretical overview of the concepts and practices of information architecture: organization, labeling, navigation, search, and metadata. Students will develop practical skills through the study of human-computer interaction.

Rationale:
A thorough grounding in information architecture is essential knowledge for anyone entering the field of technical and professional writing, and this course is thus a core competency for the baccalaureate degree. It encompasses both theoretical and practical knowledge of the field of design and user experience, including best practices, and will provide students with a repertoire of approaches and ideas that will enable knowledgeable participation in design teams.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 4700
Title: Special Topics in Professional and Technical Writing
Hours: 4 Class Hours, 0 Lab Hours
Credits: 4 Credits
Prerequisites: ENG 1710 and ENG 2720

Course Description:
As an advanced course in theories and practices of communication for new media, the course will explore relationships between communication theories and technologies from social, cultural, historical, and practical perspectives and the implications of these for communication projects in new media environments.

Rationale:
The course provides an historical and theoretical framework for understanding the relationships between communication practices and technologies. Students will gain an understanding of the history and development of various media, the relationships between media, and how structural linguistics can be used as a model for discussing not only writing but communication methods across media.

Section AIV: New Course

AIV.1. English Department

Course Number: ENG 4900
Title: Professional and Technical Writing Internship
Class Hours: 2 Class Hours, 120 Field Hours
Credits: 4 Credits
Prerequisite: Internship Coordinator approval and ENG 3780 or ENG 4700

Course Description:
Students complete a 120-hour internship. In class meetings provide an opportunity for presentations and electronic portfolio development to enrich the learning experience. Students will write weekly status reports. Supervision is by both the faculty and the job supervisor.

Rationale:
This course will allow students to gain practical real-world experience in the field of professional and technical writing, thereby strengthening their ability to apply knowledge, skills, and techniques learned in the classroom to industry conditions. It will also help students develop professional attitudes and approaches while utilizing and improving their written communication skills.

Section AIV: New Course

AIV.1. Computer Systems Technology Department

Course Number: CST 3559
Title: Technical Documentation
Hours: 2 Class Hours, 2 Lab Hours
Credits: 4 Credits
Prerequisite: ENG 3770 or ENG 3775

Course Description:
This interdisciplinary course focuses on how to design and manage technical documentation. Students will learn Web programming and how to use industry-standard authoring tools to apply interactive multimedia elements and technical communication features such as tables of contents, indexes, glossaries, graphics, context-sensitive help, and simulations. The goal is to create a full documentation plan, build searchable help content, and publish in multiple formats (i.e., mobile platforms, Web, print, etc.).

Rationale:
A thorough understanding of help systems is essential knowledge for anyone entering the field of technical writing, and this interdisciplinary course is thus a core competency for the baccalaureate degree. The course encompasses both navigation and creation, allowing students to work productively within and across disciplines to create context-sensitive help content with usability enhancements.

LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

Consult with library faculty subject selectors (library.citytech.cuny.edu/about/faculty) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

Course proposer: please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

1	Title of proposal BS degree in Professional and Technical Writing	Department/Program English Department
	Proposed by (include email & phone) Nina Bannett, 718-260-5392 nbannett@citytech.cuny.edu	**Expected date course(s) will be offered** Spring 2014 # of students

2	**Are City Tech library resources sufficient for course assignments? Please elaborate.** Using syllabi of courses scheduled to be taught starting in Spring 2014, the library subject selector will evaluate and expand the library's collection in relevant subjects in an ongoing and systematic manner.

3	**Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks, journals, DVDs, etc.), author, title, publisher, edition, date, and price.** In consultation with the library subject selector, instructors will place required readings and textbooks on reserve and will also offer recommendations for additional supplemental resources for the library's collection, including books, e-books, videos, electronic resources and other media.

4	Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course. **Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.** Yes; see 5 below.

5	**Library Faculty Subject Selector: Anne Leonard** _(signature)_ **Comments and Recommendations** I look forward to continuing to work with English department faculty to develop the library's print and electronic collections in support of the BS in Professional and Technical Writing. Review of syllabi for PTW courses will inform the titles I recommend for acquisition. Working with the library's instruction team, I will continue to offer research and library instruction for PTW courses. In consultation with English department faculty, I will also develop research guides and other resources for PTW courses as needed. **Date January 15, 2013**

Computer Systems Technology Department Meeting
January 25, 2013 11 a.m.
Meeting Minutes

<u>Present</u>: Archibald, Cabo, Duong, Elhadary, Graham, Holley, Hristova, H. Li, X. Li, Moody, Sabbah, Satyanarayana. Simmons, Shahidullah, Shen
<u>Excused</u>: Bellehsen, Braneky, Liu, Malyuta, Milonas, Oudjehane, Pinto, <u>Absent</u>: Rodney
<u>On Leave</u>: Viglina

Meeting was called to order at 11:05 a.m.

1 Minutes of 12/14/12 department meetings were approved with corrections.

2 Chair's report
   a Spring Schedule has been distributed
   b SP13 - Classes begin on Monday, January 28. The last day to add classes is Tuesday, January 29.
   c Course outlines should be in Facdocs
   d CUNYFirst will be implemented in mid spring semester. Everyone should set up their account.
   e Curriculum proposal - comments have been received.
   f ASEE Conference will take place April 26-27, 2013.
      .
3 Committee reports
   a Curriculum Committee (Prof. Cabo)
      i. CST3559 Technical Documentation: The English Department is working on a proposal of Baccalaureate degree in Technical Writing. CST3559 will be part of the degree requirement. The proposed CST3559 outline was reviewed and accepted unanimously.
4 Program review: all committees worked on it during the break. Some results will be presented in the meeting on 02/15/13.
5 Liaison
   a Lab (Prof. Elhadary): It may be possible to implement a virtual desktop environment (VDE). This would give us portability. Volunteers are needed to test the VDE. Anyone interested should contract Prof. Elhadary.
   b College Council (Prof. Elhadary): The college is offering a number of grants for creating honors section for existing classes. CST307 may be a good choice.
6 Good and Welfare:
   a Prof. Satyanarayana got married
   b Prof. Ebbers had an accident. He was taken to the ICU and is currently in a rehab center.
7 Tentative meeting schedule
   a Friday, 02/15/13 10 a.m. b Friday, 03/15/13 10 a.m. c Friday, 04/19/13 10 a.m. d Friday, 05/17/13 10 a.m.
Meeting adjourned 12:10 p.m.

October 15, 2013

Nina Bannett, Ph.D.
Associate Professor and Chair
Department of English

Dear Prof. Bannett,

It is with great pleasure that I write this letter of support for your newly developed Bachelor of Science degree in Professional and Technical Writing. With the current and future advances in science and technology, we need professionals who are able to bridge the gap of understanding between scientists and technologists and the rest of society.

I believe that the following courses, offered by the department of Computer Systems Technology, will give students in the Professional and Technical Writing program a strong background in the concepts and technologies that are important to understand the field of computing:

CST 1100 - Introduction to Computer Systems
CST 1101 - Problem Solving with Computer Programming
CST 1215 - Operating Systems Fundamentals
CST 1204 - Database Fundamentals
CST 2309 - Web Programming 1
CST 2409 - Web Programming 2 or CST2307 - Networking Fundamentals

Please feel free to contact me if you need any information and support in the process of approval and implementation of the Professional and Technical Writing program.

All the best,

Hong Li, Ph.D.
Associate Professor and Chairperson

July 3, 2012

President Russell K. Hotzler
New York City College of Technology
The City University of New York
300 Jay Street,
Brooklyn, NY 11201

Dear President Hotzler:

I write to approve the Letter of Intent to establish a program in Professional and Technical Writing, leading to a Bachelor of Science degree at New York City College of Technology of the City University of New York. The College may proceed to develop a full proposal for this program.

In the current financial climate, when CUNY enrollments are at an all-time high and its resources are limited, decisions on launching new academic programs need to be approached with particular care. Proliferation of new degree offerings should not be allowed to compromise the quality of our existing programs. Colleges must also demonstrate that they have the necessary resources and faculty expertise to maintain a new degree program and must substantiate reasonable grounds for expecting that the program will become self-sufficient within its first five years.

As your faculty members develop the proposal, they may want to pay particular attention to articulating and documenting the availability of entry-level employment. It is strongly advised that you include letters of support from prospective employers for graduates of the proposed program in an appendix of the final proposal. Copies of advertisements from newspapers that are representative of potential job opportunities for graduates should also be included.

The CUNY OAA Faculty Handbook for the Preparation of New Programs (2010 edition), contains the necessary information on CUNY and NYSED procedures as well, as required registration forms. An electronic version of the handbook may be accessed under
http://www.cuny.edu/academics/programs/resources.html.

It should be noted that approval of the LOI does not constitute automatic approval of the full proposal. In addition, other comments, questions, and concerns may arise during the review of the full proposal draft, and these must also be adequately addressed. OAA is obligated to ensure that the final document presented to the Trustees and the NYSED makes the strongest possible case for the program. For all of these reasons, it is essential that your team plan for sufficient review time as specified on the Academic Resources Website.

Until your program is approved by the Board of Trustees and registered with the Department of Education, we ask that you do not apply for grants that require the presence of this program on your

campus, recruit full-time faculty members whose primary responsibilities will be associated with it, or advertise or promote the program in any way.

Submission of final proposals represents the culminating step in the process of program development, and should reflect prior dialogue between the college and the OAA. We appreciate that faculty and administrators invest significant time and effort in preparing new program proposals, and our goal is to ensure that their work is presented in the best possible light.

If your staff have any questions regarding this letter or other questions during the process of preparing the proposal, they may contact Dr. Ekaterina Sukhanova at 212-794-5699/5493 or email her at Ekaterina.Sukhanova@mail.cuny.edu.

Sincerely,

Lexa

Alexandra W. Logue
Executive Vice Chancellor and University Provost

C: Provost Bonne August
   Dr. Ekaterina Sukhanova

English Department Meeting
February 7, 2013

Present: Profs. Alatriste, Bannett (Chair), Barlow, Bear, Belli, But, Devers, Do, Falvey, Feder, Ferdinand, Ferrell, Garcia, Goodison, Guida, Hellman, Huffman, LaPuma, Lansiquot, Leston, Miller, Mushabac, Noonan, Ostrom, Richardson, Rodgers, Rosen, Rudden, Saddik, Scanlan, Shapiro, Westengard, Willams

Absent: Profs. Freeman-Marshack (excused, Travia leave), Gold, Hanley, Harris (excused, sabbatical), Hirsch, Nilles

Meeting called to order 1:08 pm

1. Approval of minutes from Dec 6, 2012

   Unanimously approved with minor changes

2. Chair's Report

   a. spring 2013 enrollment update
      - Eight sections of developmental writing were dropped; no clear reasons given except trend is toward fewer such courses
      - Department discussed phasing out remedial courses mentioned in City Tech catalog; lack of reporting given to City Tech English Department about enrollment in ESL and Developmental Writing from CUNY Central

   b. Curriculum Update-syllabi for proposed new courses in Professional and Technical Writing
      - Specific syllabi display high level of detail
      - Vote to approve the syllabi:
        Unanimously approved (33); no abstentions, no opposed

   c. Status of English department courses and Pathways
      - Pathways is still going forward
        Most English courses approved
      - Unclear how Pathways will affect enrollment in fall 2013 and beyond
      - Need for faculty flexibility and patience as it comes online fall 2013
      - Incoming students in fall 2013 will track on Pathways, but continuing students can choose either Pathways or City Tech's current Gen Ed
      - Prof. Guida discussed the difference between City Tech's Gen Ed proposal and Pathways

   d. CUNYfirst
      - Due to CUNYfirst implementation, departments need to submit next semester's courses early; students will register late in the semester
      - Training for using the new system is not ready yet; Prof. Bannett encourages

faculty to take training when available
- CUNYfirst will replace several systems and will integrate access across CUNY

e. Status of Literary Arts Festival
- Venue change due to Klitgord closure
- Tentative date is April 18th
- Discussion about changing format of LAF; discussion of size and place (Midway)
- Discussion reinforced the importance of the student writing contest portion of LAF
- Discussion of need for many volunteers to help produce LAF; questions, ideas, and offers to
  volunteer should be directed to Prof. Hellman

3. College-wide Assessment, Prof. Devers
- Assessment is happening on two levels: Department's critical course (ENG 092W) and
  General Education skills (in ENG 2000 level literature courses
- Follow-up to 2012 assessment: need for written improvement plan
- Department needs improvement plan based on the Gen Ed assessment
- Prof. Devers closed by calling for department to generate improvement plan (i.e., six ideas to help improve student learning outcomes) by March

4. Curriculum Committee Reports

a. Prof. Rodgers, Credit Writing
- Meeting is next Thursday
- Letter being drafted regarding fourth hour for composition courses

b. Prof. Hellman, Developmental Writing
- Prof. Hellman reported that Development Writing main points were covered earlier (see 2.a.)

c. Prof. Williams, Literature

- Work continues on two new options: Writing and Gender Studies
- Meeting on Feb 21st will be a forum on campus/classroom safety—open to whole department; email invitations forthcoming

d. Prof. Alatriste, ESL
- ESL task force continues: updating textbooks and materials
- Work continues with a speech course through ESL
- Upcoming Event: linguistics round table, March 4th
- Upcoming Event: Question and Answer about ESL, April 7th

e. Prof. But, Developmental Reading

- Work continues on forming reading assessment panel; goal is to have new CUNY exit exam for reading by 2014

Grant proposal submitted and approved for a Reading Across the Curriculum initiative

5. PSC update, Prof. Lansiquot

- President and PSC continue negotiations about 21 hour workload at City Tech

6. Good and Welfare

- Profs. Barlow and Feder are back from sabbatical
- Social committee would like to send card/letter to late Prof. Scanlon's family
- Literary Round Table: April 11th, in Atrium Amphitheater, focused on The *Immortal Life of Henrietta Lacks* by Rebecca Skloot; contact Prof. Devers for details
- Prof. Ferrell is faculty advisor to Student Affairs video production
- Namm cafeteria opens next week
- Klitgord is unavailable due to demolition plans

Meeting Adjourned 2:04

Respectfully submitted,
Sean Scanlan
Substitute English Department Secretary

[INSERT IBM LETTER OF SUPPORT HERE]

Nina Bannett - Internship opportunities for Professional and Technical Writing program students

From:	"Jacobs, Gloria" <GJacobs@gc.cuny.edu>
To:	"nbannett@citytech.cuny.edu" <nbannett@citytech.cuny.edu>
Date:	3/15/2012 3:28 PM
Subject:	Internship opportunities for Professional and Technical Writing program students
CC:	"Sgouros, Angelica" <asgouros@gc.cuny.edu>, "PBrown@citytech.cuny.edu" <PBrown@citytech.cuny.edu>
Attachments:	Picture (Device Independent Bitmap) 1.jpg

Prof. Nina Bannett
English Department Chair
New York City College of Technology - CUNY
nbannett@citytech.cuny.edu

Dear Prof. Bannett,

Pamela Brown has discussed with me the proposed BS in Professional and Technical Writing at the College of Technology. I am writing to let you know that The Feminist Press would be extremely interested in working with interns enrolled in the program once it is up and running. We have opportunities for summer, fall, and spring interns who are self-starters, eager to learn, and committed to our mission of creating books that promote freedom of expression and social justice.

The Feminist Press at the City University of New York is an independent, nonprofit publishing house housed at the CUNY Graduate Center, with a small, dedicated staff. Founded with an activist spirit and a belief in choice and equality, we publish books that tell different stories than what you will find with most mainstream publishers.

Our interns gain solid experience in all aspects of publishing and work closely with the staff in each department: editorial, publicity, marketing, and development. Their responsibilities include reviewing unsolicited submissions, proofreading texts, writing press releases, sending out review copies, submitting books for awards, updating our website and social media accounts, working on internet marketing campaigns, identifying new donors, assisting with fundraising events, book launch parties, general office management, and mailing duties

We seek individuals willing to bring professionalism, dedication, strong multitasking and communication skills, a commitment to equality, and a good attitude to the office. Interns work closely with one another so a willingness to collaborate and share responsibilities is essential. Familiarity with our books is helpful, but is not required. Former Feminist Press interns are now employed at Penguin, Simon & Schuster, Random House, W.W. Norton & Company, *Signs: Journal of Women and Culture*, Women Make Movies, *On the Issues*, and the *Huffington Post*.

I have seen the course requirements for the proposed BS. Students with the skills developed in your program and the personal attributes described above would be strong candidates for our internship program.

Sincerely,

Gloria Jacobs

Executive Director ☒

The Feminist Press at CUNY
The Graduate Center / 365 Fifth Avenue, Suite 5406 / New York, NY 10016
Tel: 212-817-7916 / Fax: 212-817-1593
Feministpress.org | Facebook |Twitter

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Society for
Technical
Communication

February 22, 2012

Dr. Ekaterina Sukhanova
Director, Academic Program Review, Articulation and Transfer
Office of Academic Affairs
City University of New York
535 East 80th Street
New York, NY 10075

Dear Dr Sukhanova,

On Launching the Bachelor of Science Degree in Professional and Technical Writing

It is my honor to commend the efforts of the New York City College of Technology, CUNY English Department team for proposing a Bachelor of Science Degree in Professional and Technical Writing for the English Department of New York City College of Technology, CUNY.

You will produce a much needed crop of young aspiring graduates who can fill Technical Communication, Training, Instructional Design and User Experience starting jobs in our industry.

Introduction
Before I go further, let me introduce myself. My name is Malu C. Schloss and I am currently the President of the Society for Technical Communication New York Metro Chapter (STCNYMetro.org), the local/ regional chapter of the Society for Technical Communication (STC.org).

STC is an International association dedicated to:
    producing information that is more useable and accessible for those who need it, usually through the use of technologies or writing methodologies
    supporting professionals who advance the goals of the companies or organizations that employ them
    providing programs for certification and continuing education and professional development of its members

Late in 2009, the STC succeeded in convincing the Bureau of Labor to differentiate the Technical Communication profession from other types of Writers and Editors. The Occupational Outlook Handbook – Section on Technical Writers/Technical Communicators offers a write-up about the nature of technical communicators and typical work environments they work in.

Other Typical Roles of Technical Communicators are:
    Editors and Indexers
    Instructional Designers, Trainers, eLearning and mLearning Developers
    Content Strategists, Information Architects, Web Designers and
    Developers Globalization & Localization Specialists
    Usability and Human Factors Professionals
    Social Media Specialists, Marketing and Promotions Communicators
    Technical Documentation Managers, Training Directors, ELearning Managers, User Experience
    Directors and Project Managers

From the proposal, I believe that by the end of the baccalaureate program in Professional and Technical Writing, graduates will be able to:

> write technical communication deliverables in relatively easy understandable language, such as how to manuals, job aids, other print or online documentation, and instructional materials prepare visuals, flow charts and occasional multimedia for complex concepts
> achieve proficiency in one or two software skills specific for Technical Communication or training Identify a specialist area, for example, Technical writing, instructional design and, usability, and pursue this passion so that it can translate to meaningful long-term employment.

Many of the current practitioners in our profession started their careers armed with an assortment of degrees like Liberal Arts, Engineering, Business, Chemistry and Sciences. We learned our trades through a series of training programs, certifications and learning the business of companies that employed us by applying our skills. In this sense, students and graduates of your baccalaureate program will be lucky because of the strategy and plan behind their curriculum.

Preparation for Current and Tomorrow's Jobs
Technologies are constantly changing and exploding, and so are skill requirements. We expect your graduates to be better prepared on Day One for the most employable and competitive skills the industry needs.

I encourage you to maintain constant communication and collaboration with organizations like STC New York Metro so that you can keep up with the latest trends and requirements of the industry.

STC New York also has a Mentoring program for students and a yearly local and International Competition where students can participate. These types of activities foster more engagement and real life assessment and skill transfer for students and involve faculty and members. Often, they lead to real jobs.

Again, I commend your efforts and look forward to continued collaboration between our groups. Please do not hesitate to contact me at any time.

Sincerely,

Malu C. Schloss
President, Society for Technical Communication, New York
Metro www.stcnymetro.org
808 Broadway, Suite 601
New York, NY 10003-4842
212.979.1119
malu.schloss@gmail.c
om

routehappy

How was your flight?

March 30, 2012

Dr. Ekaterina Sukhanova
Director, Academic Program Review, Articulation and Transfer, CUNY
535 East 80th Street
New York, NY 10075

Dr. Sukhanova,

I'm writing to express my strong support for the creation of a BS Degree program in Professional & Technical Writing at the New York City College of Technology. I am a successful software entrepreneur in New York City and I strongly feel that my ability to write well and clearly articulate business and technical concepts has been the key component of my professional success.

At industry events, trade shows, and at client presentations, I often mention that my first job at the end of college was as an editorial assistant at a Technical Writing consultancy. This opportunity changed my life in so many positive ways, and it is clear that an academic program to grant undergraduate degrees in this field would help to alleviate an acute shortage of skilled communicators today.

Routehappy is a website that allows flyers to rate and review their travel experience to create syndicated ratings used by airlines and travel sellers. As a small company, we employ individuals who have a range of abilities, including highly refined professional and technical communication skills. Often, it is easier to recruit candidates with specific technical skills, than it is to find employees who can write and communicate with clarity. Our world needs more of these people!

From the description I've read of the proposed Bachelors in Professional and Technical Writing program, I believe graduates from this program would be considered strong candidates for the jobs my company offers.

Sincerely,

Adam Gwosdof
VP Data, and co-founder
Routehappy, Inc.

November 10, 2010

Robin Simmen
Director of
Brooklyn GreenBridge

Charles Hirsch
New York City College of Technology
Department of English
300 Jay Street
Brooklyn, NY 11201

Dear Professor Hirsch,

After reading your proposal for a new degree program in Professional and Technical Writing, I am pleased to say I support this initiative. As Director of GreenBridge, the community environmental horticulture program at Brooklyn Botanic Garden, I understand the need for skilled communicators in all aspects of community work. Programs such as the one you're proposing, which will train students to express scientific and technical information clearly in everyday language, will go a long way toward producing the kind of resourceful, articulate people that Brooklyn needs in every aspect of its workforce and in community development to build healthier, greener neighborhoods in our borough.

For example, my staff at GreenBridge is involved in outreach to many branches of society. In addition to working everyday with local gardeners, teachers, and homeowners, we routinely collaborate with other environmental agencies and with private-sector organizations. We must also clearly and concisely exchange scientific and technical information with the Garden administration and horticulturalists.

Community horticulture organizations depend on workers who can write technical and scientific material to reach a wide audience of stakeholders, funding agencies, and community members. The graduates of your degree program should have the competencies, writing facility, and presentation skills to fill many roles in such community development programs and likewise in other profit and non-profit sectors.

Thank you for the opportunity to review your proposal. Please keep me apprised of your progress.

Sincerely,

1000 Washington Avenue, Brooklyn, NY 11225 • Tel 718-623-7251 • Fax 718-857-2430 • robinsimmen@bbg.org

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GI INTEGRATED COMPUTER SOLUTIONS, INC.

439 East 48th St.
Brooklyn, NY 11203

718-940-8400
p.williams@gi-solutions.com

11/8/2010

Charles Hirsch
Department of English
New York City College of Technology
City University of New York
300 Jay Street
Brooklyn, NY 11201

Dear Professor Hirsch,
I have received your Letter of Intent for the BS degree in Technical/Professional writing.

I would like to support your efforts to make this course a reality with this letter.
Technical writing is a much needed skill set in my business of computer consulting.

We would welcome the opportunity to provide eligible candidates with possible internships.
Please let me know when program candidates are available.

Sincerely,

Paul Williams
President

November 29, 2010

To the New York City College of Technology Committee:

I am writing this letter to offer my support for the New York City College of Technology's Bachelor of Science Degree in Professional and Technical Writing program initiative. As the Technical Writer at TaskStream, I enthusiastically embrace this opportunity to help higher education cultivate and manage technical communication-based instruction.

I have been a technical writer for over twelve years, and I am as passionate about my career as when I wrote my first 200-page user manual. Until now, I have been my own teacher and my own university. Imagine what could have been if I had had this learning opportunity. The evolution of help authoring and its tools has surpassed my expectations; it now lends to reusability of chunks of information as well as Table of Contents intended to meet the needs of one's oganization. The rise of multimedia has changed the way we view communication and offers a creative medium for writers like me to engage our readers and truly get through to them at a level that was unattainable via the use of text-heavy manuals and overwhelming online help systems.

I have reviewed in detail the proposal's program description and course curriculum and it is evident that this project is designed to provide a well-rounded syllabus for students who wish to embark on a career path of learning writing strategies, designing methods of communication in both print and multimedia environments, and mastering the act of information gathering and analysis: essentially, studying the importance of quality documentation. The culmination of this program will equip students with all the necessary skills needed to be great technical writers. The students will find new ways to deliver information and learn methods that are exceptionally thought-out, inventively designed, and strategically organized. Such an educational opportunity is outstanding and extremely exciting!

In conclusion, I fully support the labors of the English Department as they seek to implement a program designed to fortify the world of technical communications. Any program that can empower students to become strong communicators should be fostered into fruition. I believe that this innovative opportunity will provide companies like TaskStream with well-versed prospective professionals who meet the requirements necessary to create a solid product support system.

Our hope is to participate in preliminary programs to demonstrate real-life experience in this promising profession. To help extend the educational impact on Professional and Technical Writing graduates for years to come, it would be our privilege to collaborate on student assignments, internships, or externships. Please communicate the program's launch so that we could contribute to its inevitable success.

Sincerely,

Peggy Saavedra
Technical Writer/Instructional Designer at TaskStream

"Education is not preparation for life; education is life itself."

- *John Dewey*

"If I accept you as you are, I will make you worse; however if I treat you as though you are what you are capable of becoming, I help you become that."

- *Johann Wolfgang von Goethe*

TaskStream
Advancing Educational Excellence

AMS by TaskStream — **ACCOUNTABILITY** MANAGEMENT SYSTEM

LAT by TaskStream — **LEARNING** ACHIEVEMENT TOOLS

Date Posted:
Thu Sep-19-2013

Chapter Job Posting ID:
2013261123933

Agency/Company Type:
Employer (Company)

Agency/Company Name:
Amplify

Posted By:
Jerneeka Sams
jsams@contractor.amplify.com

Position ID/Reference #:
2953

Job Title
Technical Writer

Pay/Salary Info:
$50 per Hour

Experience Level:
3-5 years

Location (City, State):
Brooklyn, NY

Industry:
Education - Teaching (K to 12)

Job Description
The Technical Writer will write end-user documentation that helps educators and parents navigate through and use a complex content management system. In this role, he/she will bring value to project teams by being an advocate for our customers, and work with developers to ensure the highest quality standards are promoted through our software.

This is an onsite temporary position lasting approximately 8 weeks.

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[20] See http://stcnymetro.net/cgi-bin/joblist/jobpostsumm.shtml

*All candidates must provide work samples and complete a writing test.

Responsibilities:

- Use help and online learning development tools to write materials that enhance the user experience
- Format and edit Wiki pages to promote clarity, accuracy, and Amplify style
- Create and edit graphics using screen capture utilities and Adobe Photoshop
- Work with content management systems, generate help topics, and work with developers and quality assurance to ensure proper integration
- Manage each document or help project's lifecycle with efficiency and accuracy, maintaining and updating multiple branches as necessary
- Embed in project teams to develop documentation and build product knowledge across the team
- Attend meetings to discuss project workflow, ensure correct grammar in designs and specifications, and promote consistency through all product communications.

Basic Qualifications:

- Bachelor's degree with concentration in Computer Science, Journalism, Communications, or English
- 3 + years developing end-user documentation
- Proficiency in a content management system
- Proficiency in Microsoft Office and MediaWiki

Educational Requirements:
• Bachelor's degree with concentration in Computer Science, Journalism, Communications, or English

Travel Requirements:

Date Posted:
Tue Aug-27-2013

Chapter Job Posting ID:
2013238171135

Agency/Company Type:
Recruiting Agency

Agency/Company Name:
Career Management Associates, Inc

Posted By:
Mark Yoss
mark.yoss@careermanagementassociates.com

Position ID/Reference #:
TW-325

Job Title
Technical Writer

Pay/Salary Info:
50,000-65,000 per Year

Experience Level:
3-5 years

Location (City, State):
New York, NY

Industry:
Accounting/Financial Services

Job Description
Our client, a NYC software development firm with offices around the world, is seeking an excellent technical writer with 2-5 years experience documenting software products or applications. You must possess excellent written, research and oral communication skills and the ability to multi- task to balance priorities and workloads.

You should have the following experience:
Ability to schedule, track, and report on all aspects of a documentation project in an efficient and professional manner Ability to write for multi-media (print, online, Web) Apply principles of single sourcing content development such as structured writing (modular) and minimalism.

Experience in indexing or metatagging

You should have experience in Windows, Web, MS-Word, Excel, PowerPoint and Adobe. As well as On-line documentation and help, XML and DITA would be a plus. As well as Knowledge of HTML, Web page authorship and FrameMaker.

Experience or knowledge of content management systems

Educational Requirements:
Bachelor's Degree or equivalent

Date Posted:
Wed Feb-13-2013

Chapter Job Posting ID: 201343122152

Agency/Company Type:
STC Member

Agency/Company Name:
Systems Documentation Inc. (SDI)

Posted By:
Larry Kunz
lkunz@sdicorp.com

Contact Name and Information
Frank Tangari
919-354-1118
ftangari@sdicorp.com

Position ID/Reference #:
n/a

Position Website URL:
http://www.sdicorp.com/Resources/Careers/tabid/235/articleType/ArticleView/articleId/1206810
/Medical-Information-DeveloperTechnical-Writer--Princeton-NJ.aspx

Job Title
Medical Information Developer/Technical Writer

Pay/Salary Info:
38 per Hour

Salary/Rate/Comment/Note:
negotiable; based on experience

Experience Level:
3-5 years

Location (City, State):
Princeton, NJ

Industry:
Medical - Surgical/Medical Supply/Distributor

Job Description

Systems Documentation, Inc. (SDI) seeks a medical information developer/technical writer in the Princeton, NJ area. The position will be for the remainder of 2013, and is expected to have renewal possibilities. The documentation is for medical hardware user guides.

Must have:

3+ years experience as a technical writer
Experience as a technical writer for medical devices
Assertive, proactive, willing to make recommendations to client
Able to work effectively with subject-matter experts
Able to work at client location in Princeton, NJ
Experience with remote teams a plus

Prefer:

Structured authoring: e.g., DITA or Structured FrameMaker
XML editor: e.g., oXygen, XMetaL, or Arbortext

The ideal candidate would have extensive XML-based editor experience, and some content management systems, single-sourcing, review tools and processes knowledge would be preferred.

We are looking for an experienced writer who is comfortable working independently and who can effectively manage their own time and tight deadlines.

Educational Requirements:
none

Travel Requirements:
This position will initially require at least 20 hours/week on-site work at the client site in Princeton, NJ, with an eventual option for a combination of on-site and off-site schedule.

Additional Info/Comments:
This position is currently scheduled to start on March 4, 2013. SDI provides all equipment (laptop) and IT support.

Advisory Board Members

Cheryl Ball is Associate Professor of new media studies at Illinois State University, Normal, where she studies and teaches rhetorical activities and genres in digital media and publishing contexts, emphasizing how users learn to analyze and produce them for professional purposes. Since 2006, she has been editor of the online, peer-reviewed, open-access journal _Kairos: A Journal of Rhetoric, Technology, and Pedagogy_, a pioneering journal in the publication of digital media scholarship that is read in 180 countries. Her scholarship and teaching in rhetoric/composition, technical communication, and publishing studies includes articles in _Computers and Composition_, _C&C Online_, _Fibreculture_, _Convergence_, _Programmatic Perspectives_, _Technical Communication Quarterly_, and visual rhetoric and multimodal textbooks including _Visualizing Composition_ (co-edited with Kristin Arola), _Picturing Texts_, _ix tech comm: visual exercises for technical communication_, _ix: visual exercises_, and the instructor's guide for _Picturing Texts_. Her other books include a scholarly multimedia collection _The New Work of Composing_ (co-edited with Debra Journet and Ryan Trauman) and the print-based _RAW: Reading and Writing New Media_ (co-edited with Jim Kalmbach).

Gloria Jacobs is the Executive Director of the Feminist Press at CUNY. Founded in 1970, the Press publishes contemporary works by or about women from around the world, providing major literary works and nonfiction for the general public and academia. A journalist, editor, and author, Gloria was for many years the Executive Editor of _Ms_. magazine. Along with her executive responsibilities, Ms. Jacobs was also the Arts Editor for the magazine, covering the fine arts, literature, film, theater, and dance. She has worked with many major literary authors both at _Ms_. and at the Feminist Press, including Marilyn French, Jessica Hagedorn, bell hooks, Barbara Kingsolver, Toni Morrison, Robin Morgan, Taslima Nasrin, and Arundhati Roy. Gloria is the co-author, with Barbara Ehrenreich and Elizabeth Hess, of _Re-making Love: The Feminization of Sex_ (Doubleday 1986, Anchor 1987), which tracks the convergence of the women's movement and the sexual revolution in the 1970s and '80s. Her articles have appeared in many publications, including _the New York Times, the New York Daily News, The Guardian_ (UK), _Mother Jones, Working Mother,_ and _New York Woman_. Gloria has a Master's degree in International Affairs from Columbia University, with a specialty in African Studies. She lived in Ethiopia for nearly four years in the 1970s, and traveled extensively throughout eastern and southern Africa; Africa remains her other "love" in her working life, along with women's issues. She has been a consultant for the United Nations, where she worked with Ellen Johnson Sirleaf, the current president of Liberia on a report, _Women, War, Peace,_ for the United Nations Development Fund for Women (UNIFEM). She also wrote _Women and HIV/AIDS: Confronting the Crisis_ for the United Nations Population Fund (UNFPA), which looks at the impact of gender discrimination on women's rising HIV infection rates around the world, with a special emphasis on the crisis in Africa. Serving on the Small and Independent Press Committee of the American Association of Publishers, she is the former Chair of the Board of Women's eNews, an internet news service that covers women's issues around the world.

Dr. Sandra Poster is a Professor at the City University of New York, teaching Presentation Skills and Interpersonal Communication courses for over 30 years. Organizationally, she served as Associate Dean of Academic Affairs at the BMCC campus, managing multi-million dollar facilities and projects that served internal and external clients and an extensive staff that support these operations. In addition, she was responsible for promotional and public relations writing, serving as a speech writer and script writer for public events. As an advisor and consultant, Dr. Poster has partnered extensively with major

corporations, government agencies and educational institutions to create and deliver training programs in communication skills. She serves as an executive coach focusing on executive presence, interpersonal communication and presentation skills. Recent projects include work for Avis Rent-A-Car, Deloitte & Touche, Deutsch Bank, Forest Laboratories Pharmaceuticals, Lehman Brothers (now Barclay's Capital), The Mayor's Office of the City of New York, Moody's Investors Services, Novartis Pharmaceuticals, The Police Department of the City of New York, Shiseido Cosmetics, TD Waterhouse and UBS among others. She has served on numerous boards and commissions including the NYC Commission on Public Information and Communication, as Co-chair of the NYU School of Education Alumni Council, and as a member of the New York Area President's Advisory Council, University of Maryland.

Malu C. Schloss is a learning and technical communications consultant and a Relationship Manager for TrainingPros, Inc. Malu has over twenty years' experience in the fields of instructional design, technical communication, project management, performance consulting and eLearning. She specializes in designing custom blended-learning solutions. Malu has worked in lead training management and content development project roles for global, US and Asian companies in Financial Services, Insurance, Academic, Healthcare and Non-Profit sectors including companies like SuccessFactors, Bank of America, US Trust, Citi, JPMorgan Chase, Merrill Lynch, Marsh, Inc., Thomson Reuters/Lipper's, Fordham University, Olsten Kimberly Quality Care. Previously, she was Training/CBT Manager at Dreyfus Corporation and HR Training Director at Rizal Bank (RCBC) in Makati, Philippines, a member of the Yuchengco Global Group. She holds a BS in Psychology from the University of the Philippines. Her graduate work in Social Industrial Psychology is from the Ateneo de Manila University. She also took advanced MS courses in Instructional Technology from New York Institute of Technology. Malu is a Board member of the Society for Technical Communication NY and Regional Chair of the STC New York/Philadelphia TechComm Competition. She is a marketing committee member of the Society for Information Management, New York Metro (SIMNY). Other professional affiliations include: the American Society for Training and Development NY Metro (ASTDNY), the ELearning Guild, NYC User Experience Professionals Association (NYCUXPA) and NY Content Strategy Meetup.

Victor J. Vitanza is a Professor of English and Rhetorics and is the Founding Director of the Ph.D. transdisciplinary program in Rhetorics, Communication, and Information Design at Clemson University. He is also a Professor of Rhetoric and Philosophy, as well as the Jean-François Lyotard Professor, at the European Graduate School, Saas-Fee, Switzerland, in the Media and Communication program. He has two Ph.Ds., with his first in Literature and his habilitation in Media and Communication. His areas of interest are history and theory of rhetorics; historiographies and philologies of rhetorics; contemporary composition theories and pedagogies; rhetorics of composing and reading; rhetorical invention; multimodal writing (new media, digital studies, electracy, serious games, collaborative teaching and research in distance education).

Table 1a: Undergraduate Program Schedule

Indicate **academic calendar** type: _X_ Semester __Quarter __Trimester   __Other (describe)

Term: Fall 1				Check course classification(s)		Term: Fall 3				Check course classification(s)
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	**Course Number & Title**	Cr	LAS	Maj	New	Prerequisite(s)
ENG 1101 English Composition I	3	X			CUNY proficiency in reading and writing	ENG 3760 Digital Storytelling	4		X	X	ENG 2700
COM 1330 Public Speaking	3	X			CUNY proficiency in reading and writing	HIS 3209 History of Technology	3		X		ENG 1101 and any previous history course
HIS 1102 The Foundations of Modern Western Civilization	3	X			CUNY proficiency in reading and writing	SOC 3301 The Emerging Global Society	3	X			ENG 1101 and any Sociology (SOC) course, ECON 1101 or HIS 1102
World Cultures and Global Issues course	3	X				College Option interdisciplinary course	3	X			
US Experience in Its Diversity course	3	X				CST 1100 Introduction to Computer Systems	3		X		
Term credit total:	15					Term credit total:	16				

Term: Spring 1				Check course classification(s)		Term: Spring 3				Check course classification(s)
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	**Course Number & Title**	Cr	LAS	Maj	New	Prerequisite(s)
ENG 1121 English Composition II	3	X			ENG 1101	ENG 3775 Advanced Technical Writing	4		X	X	ENG 2700
ENG 1133 Specialized Communications for Technology Students	3		X		ENG 1101	ENG 3780 Planning and Testing User Documents	4		X	X	Co- or prerequisite ENG 3775
ENG 1710 Introduction to Language and Technology	4		X	X	Co- or prerequisite ENG 1121	ENG 3790 Information Architecture	4		X	X	ENG 2700
LIB 1201 Research and Documentation for the Information Age	3		X			CST 1101 Problem Solving with Computer Programming	3		X		
MAT 1190 or higher Quantitative Reasoning	3	X									
Term credit total:	16					Term credit total:	15				

Term: Fall 2				Check course classification(s)		Term: Fall 4				Check course classification(s)
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	**Course Number & Title**	Cr	LAS	Maj	New	Prerequisite(s)
ENG 2700 Introduction to Professional and Technical Writing	4		X	X	ENG 1121	CST 3559 Technical Documentation	4		X	X	ENG 3770 or ENG 3775
SCI Science I + SCI L Science I Lab	4	X				COM 3401 Business and Professional Communication	3		X		ENG 1121 or higher; or department approval or COM 1330 or higher
Individual and Society course	3	X				CST 1201 Programming Fundamentals	3		X		CST 1100, CST 1101
Scientific World course	3	X				CST 1204 Database Systems Fundamentals	3		X		CST 1100 and CST 1101
						Free elective	**3**-4		X		
Term credit total:	14					Term credit total:	16				

Term: Spring 2				Check course classification(s)		Term: Spring 4				Check course classification(s)
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	**Course Number & Title**	Cr	LAS	Maj	New	Prerequisite(s)

Course	Cr	LAS	Maj	New	Prerequisite(s)	Course	Cr	LAS	Maj	New	Prerequisite(s)
ENG 2720 Writing with New Media	4		X	X	ENG 2700	ENG 4900 Professional and Technical Writing Internship	4		X	X	ENG 3780 or ENG 4700
ENG 2730 Professional Editing and Revising	4		X	X	Co- or prerequisite ENG 2700	CST 2309 Web Programming 1	3		X		CST 1201
SCI Science II + SCI L Science II Lab	4	X			SCI Science I + SCI L Science I Lab	CST 2301 Multimedia and Mobile Device Programming	3		X		CST 1201, CST 1204
Creative Expression course	3	X				Free elective	3-4		X		
Term credit total:	15					Term credit total:	13				

Program Totals:	Credits: 120	Liberal Arts & Sciences: 42	Major: 78	Elective & Other:

Cr: credits **LAS**: liberal arts & sciences **Maj**: major requirement **New**: new course **Prerequisite(s)**: list prerequisite(s) for the noted courses

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Table 2: Full-Time Faculty

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines	Additional Qualifications: related certifications/ licenses; occupational experience; scholarly contributions, etc.
Reneta D. Lansiquot, Associate Professor	ENG 1133 Specialized Communications for Technology Students ENG 2700 Introduction to Professional and Technical Writing ENG 3760 Digital Storytelling ENG 3775 Advanced Technical Writing ENG 3780 Planning and Testing User Documents ENG 3790 Information Architecture CST 3559 Technical Documentation ENG 4700 Special Topics in Professional and Technical Writing	Ph.D., Educational Communication and Technology, New York University M.S., Integrated Digital Media, Polytechnic Institute of New York University B. Tech, Computer Systems Technology, New York City College of Technology A.A.S., Computer Information Systems, New York City College of Technology	Certificate, Teaching English to Speakers of Other Languages (TESOL), Teachers College, Columbia University Certificate, Foreign Languages: French, NYU School of Continuing and Professional Studies Certificate, University of Cambridge
Aaron Barlow, Associate Professor	ENG 1710 Introduction to Language and Technology ENG 2720 Writing with New Media ENG 2730 Professional Editing and Revising ENG 3770 Advanced Professional Writing ENG 4700 Special Topics in Professional and Technical Writing	Ph.D., American Literature, The University of Iowa M.A., American Literature, The University of Iowa	
Jill Belli, Assistant Professor	ENG 1710 Introduction to Language and Technology ENG 2720 Writing with New Media ENG 3760 Digital Storytelling ENG 4700 Special Topics in Professional and Technical Writing	Ph.D., M.Phil., English, The Graduate Center, CUNY B.A., English and Classical Studies, University of Pennsylvania	Certificates, American Studies, Interactive Technology and Pedagogy, The Graduate Center, CUNY
Patrick Corbett, Assistant Professor	ENG 2700 Introduction to Professional and Technical Writing ENG 3770 Advanced Professional Writing ENG 3780 Planning and Testing User Documents ENG 4700 Special Topics in Professional and Technical Writing	Ph.D., English Rhetoric and Composition, University of Louisville M.A., English, Clarion University of Pennsylvania B.A., Economics, Northwestern University	
Renata Ferdinand, Assistant	ENG 2700 Introduction to Professional and	Ph.D., Communication Studies,	

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines	Additional Qualifications: related certifications/ licenses; occupational experience; scholarly contributions, etc.
Professor	Technical Writing	Bowling Green State University M.A., English (Technical and Professional Writing), Bowling Green State University B.A., English (Technical and Professional Writing), Bowling Green State University	
	ENG 3775 Advanced Technical Writing		
	ENG 4700 Special Topics in Professional and Technical Writing		
	ENG 4900 Professional and Technical Writing Internship		
Matthew K. Gold, Associate Professor	ENG 1710 Introduction to Language and Technology	Ph.D., English, The Graduate Center, CUNY M.A., English, University of Virginia B.A., English, Wesleyan University	
	ENG 2720 Writing with New Media		
	ENG 3760 Digital Storytelling		
	ENG 4700 Special Topics in Professional and Technical Writing		
Charles Hirsch, Lecturer	ENG 1133 Specialized Communications for Technology Students	M.S., Syracuse University, Newhouse School of Telecommunications B.A., University of Minnesota	
	ENG 2730 Professional Editing and Revising		
	ENG 3770 Advanced Professional Writing		
	ENG 4900 Professional and Technical Writing Internship		
Robert Leston, Assistant Professor	ENG 1133 Specialized Communications for Technology Students	Ph.D., Rhetoric and Critical Theory, University of Texas, Arlington M.A., University of W. Florida, Literature B.A., Florida State University, Creative Writing and Philosophy	
	ENG 1710 Introduction to Language and Technology		
	ENG 2700 Introduction to Professional and Technical Writing		
	ENG 2720 Writing with New Media		
	ENG 2730 Professional Editing and Revising		
	ENG 3770 Advanced Professional Writing		
	ENG 4700 Special Topics in Professional and Technical Writing		
Johannah Rodgers, Assistant Professor	ENG 1710 Introduction to Language and Technology	Ph.D., English/Rhetoric and Composition, The Graduate Center, CUNY M.F.A., Fiction, The City College	
	ENG 2720 Writing with New Media		
	ENG 2730 Professional Editing and Revising		

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines	Additional Qualifications: related certifications/ licenses; occupational experience; scholarly contributions, etc.
	ENG 4700 Special Topics in Professional and Technical Writing	of New York B.A., Comparative Literature, Stanford University	
Maura A. Smale, Associate Professor	ENG 3790 Information Architecture	MLIS, Pratt Institute M.A., Ph.D., New York University B.A., University of Chicago	
	LIB 1201 Research and Documentation for the Information Age		

The Five-Year Revenue Projections for Program
SENIOR COLLEGE WORKSHEET

	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.					
Number of Majors (Enter # of EXISTING FULL TIME In State Students)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$5,430	$5,539	$5,649	$5,762	$5,878
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	$0	$0	$0	$0	$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$14,550	$14,841	$15,138	$15,441	$15,749
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0
TOTAL EXISTING FULL TIME TUITION REVENUE	$0	$0	$0	$0	$0

	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART-TIME In State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$230	$235	$239	$244	$249
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Instate Tuition & Fees	$0	$0	$0	$0	$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$485	$495	$505	$515	$525
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0

	Year One	Year Two	Year Three	Year Four	Year Five
TOTAL EXISTING PART TIME REVENUE	$0	$0	$0	$0	$0
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)	$0	$0	$0	$0	$0

	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.					
Number of Majors (Enter # of NEW FULL TIME In State Students)	20	56	105	164	231
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$5,430	$5,539	$5,649	$5,762	$5,878
Total Tuition	$108,600	$310,162	$593,184	$945,027	$1,357,727
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	$108,600	$310,162	$593,184	$945,027	$1,357,727
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$14,550	$14,841	$15,138	$15,441	$15,749
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0

	Year One	Year Two	Year Three	Year Four	Year Five
TOTAL NEW FULL TIME TUITION REVENUE	$108,600	$310,162	$593,184	$945,027	$1,357,727
	Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME In State Students)	0	10	28	52	81
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$230	$235	$239	$244	$249
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Instate Tuition & Fees	$0	$0	$0	$0	$0
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$485	$495	$505	$515	$525

	Year One	Year Two	Year Three	Year Four	Year Five
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0
TOTAL NEW PART TIME REVENUE	$0	$0	$0	$0	$0
TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	$108,600	$310,162	$593,184	$945,027	$1,357,727
	Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
State Revenue from EXISTING sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	$0	$0	$0	$0	$0
State Revenue from NEW sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11	$0	$0	$0	$0	$0
FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS					

|	Year One	Year Two	Year Three	Year Four	Year Five
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)		0	0	0	0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)		0	0	0	0

THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT FORM

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College
Department: Speech, Communication & Theatre Arts
Program: Communication Studies
Degree: Associate in Arts (A.A.)

Receiving College: New York City College of Technology
Department: English
Program: Professional and Technical Writing
Degree: Bachelor of Science (B.S.)
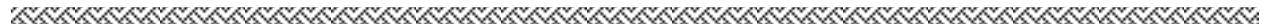
B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- The A.A. degree and a minimum GPA of 2.00
- Grade of C or better in a credit-bearing mathematics course worth three or more credits*
- Grade of C or better in freshman composition, its equivalent, or a higher-level English course*

*(Effective 10/1/08, per University policy)

Students who wish to transfer but do not meet all of the above requirements or are unable to enroll within two years after graduation will receive admission consideration under our standard transfer credit policies.

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the B.S. degree in Professional and Technical Writing: 120

COMMUNICATIONS STUDIES A.A. DEGREE

Common Core	
Required Common Core	
English Composition	6
Mathematical & Quantitative Reasoning	3
Life & Physical Sciences	3
Total Required Common Core	12
Flexible Core	
Creative Expression	6
World Culture & Global Issues	3
U.S. Experience in Its Diversity	3
Individual & Society	3
Scientific World	3
Total Flexible Core	18
Total Common Core	30
Curriculum Requirements	
SPE 240 – Interpersonal Communication	3
SPE 245 – The Mass Media	3
MES 152 – Intro to Media Applications	3
COM 250 – Conflict Resolution	3
COM 255 – Intercultural Communication	3
ENG 3xx – Choose from ENG 303, ENG 304, ENG 311, ENG 314, ENG 321 or ENG 322	3
Choose 2 courses from: BUS 150, BUS 200, CIS 100, THE 141, MAR 100	6
Choose 1 course from: COM 260, SPE 103, or SPE 220	3
Internship (CED 201 & 3XX) or a Social Science course	3
Total Curriculum Credits	30
Total Program Credits	60

D. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

Courses students will be required to take at New York City College of Technology after completing the A.A. in Communication Studies:

Professional and Technical Writing Program-Specific Degree Requirements and Electives	
Curriculum Requirements	
ENG 1133 – Specialized Communications for Technology Students	3
ENG 1710 – Introduction to Language and Technology	4
ENG 2700 – Introduction to Professional and Technical Writing	4
ENG 2720 – Writing with New Media	4
ENG 2730 – Professional Editing and Revising	4
ENG 3760 – Digital Storytelling	4
ENG 3790 – Information Architecture	4
LIB 1201 – Research and Documentation for the Information Age	3
COM 3401 – Business and Professional Communication	3
HIS 3209 – History of Technology	3
ENG 4900 – Professional and Technical Writing Internship	4
Total Curriculum Credits	40
Additional Required Credits (12 credits)[21]	
ENG 3770 – Advanced Professional Writing	4
ENG 3775 – Advanced Technical Writing	4
ENG 3780 – Planning and Testing User Documents	4
CST 3559 – Technical Documentation	4
ENG 4700 – Special Topics in Professional and Technical Writing	4
Additional Required Credits	12
Free Elective Credits (including surplus gen ed credits above 42)	8
Total Program Credits	60

Specialization   Met as BMCC A.A. Degree *Curriculum Requirements*
To provide depth in a content area, students must complete a minimum of 18 credits in a single professional, scientific, or technical discipline. Upon individual evaluation, students may be able to meet this requirement by using credits earned, for example, in an associate's degree program.

Total degree credits to be taken at New York City College of Technology   60

Total Credits for Degree: 120
Total program-specific required and elective courses: 78
Common Core: 42

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[21] Students must complete 12 upper-level credits in the major.

E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

Procedures for reviewing, updating, modifying or terminating agreement:

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by faculty from each institution's respective departments or programs, selected by their Chairpersons and program directors.

2. Procedures for evaluating agreement (i.e., tracking the number of students who transfer under the articulation agreement and their success):

Each year New York City College of Technology (City Tech) will provide Borough of Manhattan Community College (BMCC) the following information: a) the number of BMCC graduates who applied to the program; b) the number of BMCC students who were accepted into the program; c) and the number of BMCC students who enrolled; d) the aggregate GPA of these enrolled students at City Tech.

3. Sending and receiving college procedures for publicizing agreement (e.g., college catalogs, transfer advisers, websites, etc.):

- This articulation agreement will be publicized on the Borough of Manhattan Community College's website, and New York City College of Technology website.
- Transfer advisors at BMCC will promote this agreement with eligible students.

Effective Date: Fall 2014

Borough of Manhattan Community College (CUNY)

_____   _____
Robert Messina   Date
Acting Provost
Borough of Manhattan Community College

_____   _____
Hollis Glaser   Date
Chairperson – Speech, Communication & Theatre Arts
Borough of Manhattan Community College

New York City College of Technology (CUNY)

_____   _____
Bonne August   Date
Provost and Vice President for Academic Affairs
New York City College of Technology

_____   _____
Nina Bannett   Date
Chairperson – English
New York City College of Technology