COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: RWS 3359 Technical Writing: CEL Designation Application (Community-based User Experience Research Project)
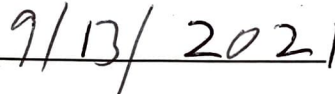
College: Liberal Arts **Department:** English

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.

_____   ___9/13/2021___

Signature   **Date**

COMMUNITY ENGAGEMENT & LEADERSHIP REVIEW COMMITTEE CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the CEL review committee.

_____   _____

Signature   **Date**

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

_____   _____

Signature   **Date**

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

_____   _____

Signature   **Date**

Community Engagement & Leadership (CEL) Certificate Program
"CEL" Course Application Form

*All fields below are required and please be sure also attach your proposed syllabus to this form (see also the "Faculty Syllabus Design Guide" for additional guidance).

Request for approval for the following course:
Faculty Member: Soyeon Lee
Course Prefix/Abbreviation and CRN Number: RWS 3359 CRN 14440
Course Title: Technical Writing
Undergraduate or Graduate Level: Undergraduate
Department: English

Rational for including the course as a "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program:

The students enrolled in this course will promote human/user-centered communication of a community organization by researching the usability of the websites/applications/e-newsletters of the organization and returning their recommendation reports as research outcomes to the organization. While working with the local community organization to help them to meet the needs of their users, students in this course will effectively achieve learning objectives and course goals, such as rhetorical proficiency, social proficiency, and critical system thinking in a real-world setting (see the attached syllabus). Ultimately, students engaged in this partnership between the RWS 3359 course and the local community organization will return their research outcomes to the community partner under a reciprocal partnership and help the community partner implement user-centered design and social justice-based technical writing.

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program must fulfill the following requirements. Please describe how the proposed course meets each requirement and attach a copy of the syllabus for the course.

1. **The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.**
   The community engagement component in this RWS 3359 course will be one of the major assignments, titled "Community-based User Experience Research Report," and the ensuing presentation, which make up 35 percent and 5 percent of the total grade respectively. The community engagement component will also include low-stakes activities such as memos, progress reports, reflections, and self/peer evaluations, and the aforementioned components will ultimately serve as the required minimum 20 hours for the CEL components. These assignments will be graded components, which will make up more than 40% in the total grade.

2. **What percentage of time will the above engagement hours and deliverables comprise for this course?**
   The engagement hours will be more than 20 hours that will include students' group meetings and teamwork throughout the project period for ideating and prototyping processes, recruiting users and analysis data sets, and preparing for their report, oral presentation, and slide deck. The deliverables comprise more than 40% of the course outcomes.

3. **What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?**
   The service hours and deliverables comprise approximately 40% including major assignment grades, low-stakes brief writing activities grades, and presentation grades in its entirety.

4. **How will these elements be assessed?**
   There will be a rubric based on user-centered design, collaboration skills, content editing, and presentation proficiency (e.g., targeting a community organization as their client and main audience). For the highest score, their research reports should contain a substantive proposal, more than a 10-12 page report, based on evidence collected through user experience research studies, usability testing, group collaboration, and prototyping. Students' self/peer evaluation based on their prompt-guided reflections will also assess their collaboration performance and social skills.

5. **What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances?**
   Students who have difficulties in joining this community engagement project will have the alternative engagement plan provided by the instructor. A rhetorical analysis for a website and research proposal can be devised as an alternative for those who are unable to be involved in group projects and/or community-based writing projects due to extenuating circumstances.

6. **How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?**
   Major Project 3 and the ensuing Presentation described in the Assignment Description section in the syllabus are student team projects in which they serve the community partner by investigating the usability of the organization's website/applications/newsletter interfaces and producing a recommendation report for enhancing their communication/writing design. At the end of their project, they will return their project report (a 10-12 page group report) as deliverables to the community partner and present their slide deck (8-10 slides) for a 6-8 minute oral presentation as an executive summary of their report through videoconferences and/or digital repositories. Their service hours and deliverables contribute to the course's Learning Objectives, particularly, Learning Objective 5 and 6, obtaining community-based research skills and knowledge and collaboration skills and promoting social justice and social responsibility in technical writing by integrating human-centered or user centered design and proposing actionable writing solutions.

7. **Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?**
   There are some potential community organization clients that are in the process of developing partnerships with this course through the Center for Community Engagement and through the instructor's professional network. The potential organizations the instructor is currently contacting are mostly programs that provide community services for health and environmental justice and plan to redesign their websites or applications or e-newsletters for improving their communication with clients.

8. **How many faculty members within your departments are able and willing to teach this course in this format?**
   This course has no plan to be taught by members in the department other than the applicant instructor. However, this course can offer an example of the community-based technical writing for future technical and workplace writing courses.

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RWS 3359: Technical Writing CRN 14440

Course Meetings: Tuesday and Thursday 1:30 pm - 2:50 pm, UGLC 232

Instructor Information
Instructor: Dr. Soyeon Lee
E-Mail: slee15@utep.edu (expect a response within 24-48 hours M-F)
Course Dates: August 23 to December 2
Office Hours: Tuesdays and Thursdays 3:00 - 4:30 p.m. Hudspeth Hall 309
Schedule an appointment: https://calendly.com/slee15
Zoom link: https://utep-edu.zoom.us/j/8309009811

COVID-19 Precautions
Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Course Description & Learning Objectives
This course introduces you to the principles and methods of technical writing based on problem-based learning and provides you with the skills to improve your ability to communicate through a variety of technical documents and media. Technical writing is constantly evolving across different contexts and media and is found within not only specific fields that deal with technical information but also fields ranging from technology to science and business to government.

You will examine and analyze diverse genres in writing and rhetorical principles and produce a wide range of technical documents in professional settings, which keep pace with rapidly changing rhetorical situations in and out of the academy. In this course, you will be guided to situate the course assignments to your own life experiences, professional careers, disciplines, real-world community settings[1], and engage technical writing with social, cultural, and political factors. Successful completion of this course will improve your ability to:

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[1] This course is pending to obtain the Community Engagement and Leadership (CEL) designation. The designation is subject to the approval of the College of Liberal Arts.

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1. Analyze the rhetorical situation and define the users and/or audience
2. Compose content appropriate for the users, genre, and media
3. Adopt technological and visual rhetorical skills (e.g., document design, graphic computer documentation, and electronic editing) in the composing process
4. Revise and edit written work for accuracy and coherence through collaboration writing, peer review workshops, and interactions with written and oral instructor/community client feedback.
5. Adopt community-based research skills and knowledge and collaboration skills (*CEL)
6. Promote social justice and social responsibility in technical writing by integrating human-centered or user centered design and proposing actionable writing solutions (*CEL)

*The CEL designation of this course (pending approval) indicates "Community Engagement & Leadership" and is a certificate program in the College of Liberal Arts that aims to build transforming learning through partnerships and activities with/for/about community groups. Your community engagement will be generally community-based technical writing practices through team work, implemented in one of the major writing assignments, presentations, low-stakes activities such as progress reports, memos, reflections, and self/peer evaluations, and those components will ultimately serve as the minimum 20 hours for the CEL components. All communication with your community organization client will be online through UTEP Zoom and will be arranged by the instructor.

Course Goals
In this course, you will explore technical communication with human-centered design and aim to achieve several conceptual skills to implement human-centered design principles in technical communication. Those conceptual skills include rhetorical proficiency, abstraction, social proficiency, experimentation, and critical system thinking (Henschel & Meloncon, 2014).

Out of these five conceptual skills, this survey course will focus on three main skills:

- Rhetorical proficiency
- Social proficiency
- Critical system thinking

Rhetorical proficiency enables you to write documentations with rhetorically sensitive audience awareness. Social proficiency will direct you to learn how to collaborate in writing across different stakeholders including community partners and users in diverse communicative settings. Lastly, critical system thinking will aim at understanding the connections between seemingly different parts and processes and cultivate ethical responsibility to integrate reflections on ideological and power relations in structures, designing actionable solutions, and delivering communication outcomes in an effective way.

These three goals will be based on ethical and reciprocal partnerships between the course and the community partners. The purpose of the partnership with community organizations and community-oriented research projects is to enhance teaching and learning experiences by integrating real-world communicative situations and to have students obtain leadership and social skills by cultivating collaboration skills in team projects and networking with others in the community partner.

Required Materials
This RWS 3359 course will use an open education resources textbook, *Open Technical Communication*, by Jonathan Arnett et al. This textbook is accessible online at https://alg.manifoldapp.org/projects/open-tc

This RWS 3359 course will use Blackboard as the primary class management interface. If you need help working with Blackboard, please contact UTEP Technology Support at https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

Throughout the course, you will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students.

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Academic Resources
UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

Course Communication
UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

I will have office hours for your questions and comments about the course. My office hours will be held on my office on Tuesdays and Thursdays 3:00 - 4:30 p.m. or through Zoom. If you'd like to meet me virtually, please use the link to my calendar at https://calendly.com/slee15 and sign up for a time slot. In case you meet me virtually for office hours, you will need to have access to a computer/laptop, a video webcam, and a microphone. You are required to turn on your video if you use Zoom for conferencing. Please email me if you'd like to make an appointment for some other times.

Assignment Descriptions
Employment Project: You will write multiple versions of resumes and cover letters for different audiences and purposes and experiment with applying for jobs.

Instructions Writing and Usability Testing: You will write instructions and test out your product based on usability testing materials.

*Community-based User Experience (UX) Research Report (*CEL)*: You will produce a UX research report to your client, a particular community organization, how they can promote technical writing and communication with their target audience. Based on a rhetorical understanding of the organization's communication goals and users, you will contribute to enhancing the user experience with their applications/websites or other interfaces.

*Community-based User Experience Research Presentation (*CEL)*: You are to present your research report through a 6-8 minute oral presentation with a slide deck.

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Assignment	Description	Group or Individual	Points (% of Grade)
Introduction & Module 1 Employment Project	Rhetorical Analysis of Job Ads Cover Letter and Resume Rough Draft and Professional Website Peer Review Final Draft Reflection Discussion Question (DQ) Reponses	Individual	20 pts
Module 2 Instructions Writing and Usability Testing	Target Audience Analysis Memo Rough Instructions Draft Usability Testing Final Draft: Instruction Manual Self/Peer Evaluation Discussion Question (DQ) Reponses	Group	30 pts
Module 3: Community-based User Experience Research Report (*CEL)	Progress Memo & Audience Analysis Usability Testing Plan Usability Testing Finding Memo Final Draft: UX Research Report and Human-Centered Design Prototype Self/Peer Evaluation Discussion Question (DQ) Reponses	Group	35 pts
Community-based User Experience Research Presentation (*CEL)	UX Research Report for Client Visual Aid/Slide deck	Group	5 pts
Professionalism	Attendance, Ethics, and Class Discussion Participation	Individual	10 pts
			100 pts (=100%)

100-90=A   89-80=B   79 -70=C   69 - 60=D   59 and below=F

For your assignment submission, you must adhere to the following submission guidelines to receive a proper grade for your assignments each week.

- Assignments are due either on Monday by 11:59 pm or Wednesday by 11:59 pm. They are to be submitted by no later than 11:59 PM.
- You must use either Microsoft Word file formats for all of your assignments.
- The naming convention of your assignment files should be as follows: [Last Name]_Course Project Assignment Title.docx
- Assignments for this course are assessed according to rubrics. You can find these rubrics by clicking on the appropriate assignment link on Blackboard.

Languages
In your work for this course, you are encouraged to use languages other than English and have the right to use any languages at your decision based on your target audience and rhetorical decision in multilingual and global communication environments. Also, you are welcome to use sources in languages other than English. The only requirement is that you should consider offering a translation for your audiences. To provide a translation or not is your stylistic decision based on your audience analysis, and I respect your decision. But at least, you need to reflect on the languages you use in your work and provide either a translation or a rationale in case you omit a translation in English.

Assessment Procedures
For assignments, I will use the following grading procedures:

- You will receive point-based grades. You can earn a total of 100 points in this course.
- Each module has several Discussion Question (DQ) posts, and you are required to respond to those discussion questions. Often, they are reading responses or brief writings. Each discussion post is graded as a total of 1 point. It will be graded as 1 (excellent), 0.9 (above average), 0.8 (sufficient), 0.7 (insufficient), or 0 (not completed, absent, or late).
- Professionalism points (total 10 points) will be graded as attendance (5 points), ethics (2 points), and class discussion participation in person and online (3 points). If you do not meet the requirement of ethics and class discussion participation, you will not receive points. For attendance, please see the course policies.
- Each group work will end with your self/peer evaluation. Your evaluation will be used in distributing group points to individual members. Although your group gets the grades for a group project, your individual grades will reflect the result of other members' peer evaluation results.
- If you do not complete one of the three major assignments/modules, you will not get a passing grade from this course.

Course Policies
Please refer to the following policies for this course.

Late assignments*:* I do not accept any late submissions for brief assignments, discussion questions, and rough drafts, so if you miss your due date and time, you cannot earn the points. To make success in this, it is important to set up your study habit following the regular assignment deadlines: Monday and Wednesday 11:59 pm

For final major projects, you will refer to the late assignment policy below:

- 1 day late = one-point deduction
- 2 days late = two-point deduction
- 3+ days late = final paper grade is a ZERO

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Make-up work for time missed from the course activities will be allowed if you have a university excused absence. If you miss a deadline for major assignments due to an emergency or illness, or if you have a university-approved excuse ahead of time, you must notify me as soon as possible. If you have an emergency, you need to contact me and make any necessary arrangements immediately (within 24 hours). If you miss a major project deadline beyond three days and do not have a university-acceptable excuse or do not make arrangement within 24 hours, you will receive a "0" on the assignment. Keep in mind that a make-up assignment may be of a different format than the original assignment.

Attendance: It is your responsibility to manage your time in the classroom and to participate appropriately in order to be successful in this course. Two late arrivals will count as one absence. Two absences will not affect your attendance points. Three absences will result in one-point deduction. Four absences will result in two-point deduction. Five absences and beyond will result in zero point in your attendance grades.

If you feel sick, please prioritize your health and let me know as soon as possible. Please provide any written evidence (such as a screenshot, an email, a letter, and a doctor's notice). Given this pandemic situation, which is evolving, I will be ready to discuss alternative plans when you feel unwell due to COVID-19 or other life circumstances.

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences.

Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email. Or I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Course Schedule
A current version of the syllabus and course schedule will always be available on Blackboard. Any modifications to the syllabus or to the course schedule, which is subject to change, will be announced in writing and in class meetings. Please refer to a separate copy of the Course Schedule document posted on Blackboard.

General Course and University Policies
Please refer to the following university policies.

Attendance, Participation, & Professionalism
I expect you to come ready to ask questions and discuss ideas. Our class sessions rely on your participation and engagement including arriving on time and staying for the full class, coming

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prepared (complete reading and assignments before class; bring reading materials and your notes for discussion), and participate actively in discussion and class activities.

If you need to miss class, let me know via email or in person ahead of time via email. In case you miss class, I ask you to be still responsible for the work or presentation materials due that day. University policy allows two kinds of absences: university-recognized activities and observances of Religious Holy Day. Please refer to UTEP's Attendance & Grading policies.

Respect the views of others. Maintain and promote a civil environment for learning. If your behavior seems distracting/harmful toward others, I will ask you to leave. Submit your work on time (as indicated on the course schedule). Late work will be penalized. I reserve the right to not provide a grade to late work for brief writings and major assignments submitted beyond 3 days after the deadline. Communicate your progress with me. If you have questions regarding any lesson, let me know. If you are unable to meet due dates, work with me to set up plans.

Students who have difficulties in joining this community engagement project will have an alternative engagement plan. Those who are inevitably unable to be involved in group projects and/or community-based writing projects due to extenuating circumstances will consult me as early as possible.

Academic Integrity Statement & Professionalism
As a scholar and member of intellectual communities, you will abide by the standards of academic honesty and responsibility. According to the Office of Student Conduct and Conflict Resolution at UTEP, academic integrity is a "commitment to fundamental values: honesty, trust, fairness, respect, and responsibility." To achieve the learning goal by exchanging ideas and making scholarly conversations, all UTEP members have the responsibility to respect these values and execute ethical behaviors and independent thought that are essential.

Any violations of academic integrity and honesty will be reported in a written form and referred to the Office of Student Conduct and Conflict Resolution. All work submitted must be original. Students who plagiarize or self-plagiarize (i.e., students who submit works that were submitted to other courses) or who fabricate (deliberate create false information on a reference page) or who collude (lend work to another person to submit as their own) will receive a zero grade for the assignment and for the professionalism grade, and if academic integrity is further breached in other assignments, students automatically get an F grade and may not be able to continue the coursework and/or UTEP coursework. Please refer to the UTEP Academic Integrity webpages and Handbook of Operating Procedures

Resources for Discrimination, Harassment, and Sexual Violence
UTEP is committed to providing an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. If I become aware that an incident of sexual misconduct has occurred, as an instructor I am required by law to report it to UTEP Title IX Coordinators. Faculty and staff at

UTEP are committed to connecting you to resources on campus. Some of these available sources are the following:

- Counseling and Psychological Services: https://www.utep.edu/student-affairs/counsel/
- On Call Crisis services: Please refer to our Crisis & Emergency page to learn what is considered a mental health crisis.
- Our Miners Talk: Crisis Line will also remain in operation for after-hours services. After hours, please call 915.747.5302.

ADA Statement

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact the Center for Accommodations and Support Services (CASS) at http://sa.utep.edu/cass/ or call the CASS at 915-747-5148 or email them at cass@utep.edu