



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ENG112

Course Title
English Composition II with Speech

Credits
3

Hours:
Lecture/Lab/Other

Co- or Pre-requisite
ENG101 with a minimum grade of C

Implementation
Semester & Year
Spring 2022

3 lecture

Catalog description:

A variation on standard ENG 102, it differs in that it focuses on the interpretation, analysis and creation of a broad spectrum of workplace documents rather than on literature. Construction of a well-supported long research paper and accompanying PowerPoint presentation is central. Speech component is fulfilled through multiple in-class presentations.

General Education Category:
Goal 1: Written and Oral
Communication

Course coordinator:
Jacqueline Vogtman, 609-570-3750, vogtmanj@mccc.edu

Required texts & Other materials:

John M. Lannon and Laura J. Gurak. *Technical Communication, 15th ed.* Pearson, 2020.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course, the student will be able to:

- 1. Apply the composition skills learned in ENG 101 to write competent technical documents using correct format, tone and style associated with each. Supports ILG 1.**
- 2. Research, design, and write a well-organized, logical and informed research paper of 10- 15 typed pages that uses proper MLA citation and carefully selected source material to support a central thesis. Supports ILG 1, 10, 11.**
- 3. Use word processing and presentation software effectively to complete course assignments. Supports ILG 4.**
- 4. Convey information effectively in an oral presentation with accompanying PowerPoint. Supports ILG 1, 4.**
- 5. Use the library, the Internet, and online databases effectively to gather scholarly information. Supports ILG 10.**

6. Describe, analyze, explain and debate ethical issues that arise in the workplace, with focus on the ethical issues related to workplace writing and documents. Supports ILG 1, 9, 11.
7. Understand ethical issues surrounding plagiarism and know how to avoid the pitfalls of incorrectly using research sources. Supports ILG 9, 10.

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Memo Construction [Supports Course SLO # 1]**

Learning Objectives

The student will be able to:

- Read and correctly summarize the basic information contained in a typical workplace memo
- Identify the key elements of a memo
- Understand the uses of memos
- Write an effective memo

Unit II **Job Interviews + Resume and Cover Letter Construction [Supports Course SLOs # 1, 6]**

Learning Objectives

The student will be able to:

- Identify illegal job interview questions, explain why such questions are illegal and/or unethical and know several ways to respond to such questions
- Respond effectively to typical job interview questions
- Read and understand the information contained on a job application, cover letter and resume
- Write an effective cover letter and resume based on their current skills and experiences

Unit III **Document Design [Supports Course SLO #3]**

Learning Objectives

The student will be able to:

- Identify and describe the primary components of successful document design and layout
- Take a poorly designed document, and working with a group, redesign it applying the principals of sound document design and layout
- Explain why the redesigned document is superior and defend choices made in redesigning

Unit IV **Instructions and Workplace Ethics [Supports Course SLO #1, 6]**

Learning Objectives

The student will be able to:

- Understand and explain why instructions carry the highest ethical burdens of any technical document
- Describe the steps in sound ethical decision making as it applies to the workplace
- Debate the possible responses and resolutions needed to resolve ethical dilemmas in the workplace and in technical writing
- Understand the types of and uses for instructions
- Write an effective set of instructions

Unit V Understanding Research Proposals and Outlines [Supports Course SLO 1, 4, 5]

Learning Objectives

The student will be able to:

- Understand the reasons for, and methods of, conducting research both in the library and on-line
- Be able to conduct a search for information using both on-line and hard copy sources
- Be able to write a correctly formatted research proposal and outline
- Present the research proposal as part of an oral report utilizing PowerPoint.

Unit VI Understanding and Avoiding Plagiarism [Supports SLO#7]

Learning Objectives

The student will be able to:

- Understand the ethical issues surrounding plagiarism
- Avoid the pitfalls of plagiarism by using proper documentation

Unit VII Writing the Research Paper [Supports SLO#2]

Learning Objectives

The student will be able to:

- Write a formally documented research paper in MLA style containing a persuasive thesis and material from at least four scholarly sources

Evaluation of student learning:

1. Students will write a series of technical documents, learning both the form and content needed for each
2. Students will write a 10-15 page research paper; a proposal, an outline and two peer reviewed rough drafts must be submitted along with the final draft to fully satisfy the requirement. Research Paper must be at least 30% of grade.
3. Students will deliver an oral presentation with accompanying PowerPoint describing the content, thesis and key sources used in the construction of their research paper
4. Students will take two in-class exams, a midterm and a final, in class, to assess mastery of the key facts and core concepts of the course
5. Students must complete all assignments in order to pass the course