

About the Course

The English Composition 1301 course is designed to familiarize students with foundational concepts that will translate to any professional setting. The participant experience includes an introduction to technical writing and additional tools to guide them to a successful final equipment presentation.

- APA 7 Format
- Memorandums
- Critical Thinking Concepts
- PowerPoint Presentations Techniques
- Email Etiquette
- User manuals

Course Description

English Composition 1301 is a 6-week course designed to strengthen the students' understanding of technical writing in the Biomedical field. The course introduces the fundamentals of academic writing and the composition process, including drafting, revising, and editing coursework and observing the appropriate grammatical, mechanical, and stylistic conventions. Also, the course topics will focus on visual analysis, oral presentation, and communicating through the composition process, while implementing the mechanics of writing utilizing a wide range of technical sources.

Prerequisites: This course is offered as a core component of all the College of Biomedical Equipment Technology Associate Degrees and Certificate Programs. See the CBET Student Handbook.

Learning Objectives

- LO1. Understand the definition, purpose, and key characteristics of technical writing.
- LO2. Understand audience analysis and synergize information to create a comprehensible user manual
- LO3. Understand the relevance of patient-centered care and how to apply interpersonal skills to the professional setting.
- LO4. Recognize basic rules of email communication and understand foundational concepts of proposal writing.
- LO5. Analyze critical thinking strategies and apply concepts to produce final PowerPoint presentation.
- LO6. Synthesize and integrate material from previous modules to develop and present PowerPoint slides.

Time-on-Task.

Time on task is the total learning time spent by a student in this course, including instructional time and time spent studying and completing course assignments and other activities (e.g., reading, research, writing, individual and group projects.) These activities are:

- Attending the weekly webinars
- Reading course presentations/ "lectures"
- Reviewing course notes
- Reading assignment references, books, or other course materials
- Participation in online discussions
- Conducting research
- Writing papers or other assignments
- Completing other assignments (e.g., projects)

The entire course Time-on-Task is 121 hours.

Instructor



Crystal Watson serves as the primary instructor for English Composition 1301. In addition to English, she is also the instructor for Safety and Compliance 1302. Crystal is currently serving in the United States Air Force as a Senior Enlisted Leader in the Air Force District of Washington. Throughout the course, Crystal can be contacted directly through CANVAS messaging or via e-mail at cwatson@cbet.edu, during office hours, Monday through Friday, 0800-1700 CST.

Instructional Methods and Activities

The student online learning environment is structured to mirror the course syllabus and includes all the information students require to successfully navigate the course. The online learning environment referred to as CANVAS, provides a means for students to engage, communicate, and learn. CBET instructors will actively engage students in CANVAS via discussion board forums and other activities designed to cultivate student engagement and participation.

Online Classes (Daily). Students are expected to engage in CANVAS. Courses includes weekly assignments, quizzes, tests, and other requirements prescribed by the instructor. Students are responsible for completing weekly assignments in a timely manner as prescribed by the instructor(s). It is important to remember that in addition to the resulting grades, completion of weekly assignments is also used to measure student engagement, attendance, and participation

Weekly Live Webinars. Mandatory instructor led webinars will be conducted at least once per week (60 Minutes). Additionally, students may request one-on-one counseling or tutoring sessions based on the instructor's availability. Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review.

Online Discussion Forum (daily/weekly). CANVAS includes a discussion board with weekly prompts and instructions for completing daily/weekly assignments. Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students are required to engage with peers by responding to no fewer than two student responses per week. Student participation and attendance in CANVAS is reported to the Director of Education on a weekly basis and the information is used, in part, to measure attendance and participation in the course.

Late/Make-up work. All assignments must be completed on time and as instructed to receive full credit. Make-up work shall:

1. Be supervised by an instructor approved for the subject being made up.
2. Require the student to demonstrate the same knowledge or competence expected of a student who attended the scheduled class session.
3. No more than 5% of the missed work can be made up. All work must be completed and submitted within seven (7) calendar days of its original due date. All coursework must be submitted no later than six (6) calendar days after the course ends.

Week 1/Module 1 Introduction to Technical Writing

Learning Objective 1. Understand the definition, purpose, and key characteristics of technical writing.	
TLO 1	Identify key characteristics of technical writing.
TLO 2	Comprehend and evaluate the three essential forms of technical writing.
TLO 3	Recognize the essential steps in the writing process and correlate strategies to planning, researching, and developing professional documents.
TLO 4	Through self-reflection, draft an introduction memorandum that details the purpose and goals for pursuing a BMET degree

Module 1 Overview. The first course module is an introduction into technical writing. This module will provide the foundation of the course and identify key elements required to gain a clear understanding of technical writing. Also, students will become familiar with constructing professional memorandums.

Discussion Questions.

Discussion Question (DQ) 1 – *Introduce yourself to the class by providing the following information: . [Minimum 200-word response for full credit]*

Discussion Question (DQ) 2 – *Answer the following questions: What is technical writing? How is technical writing different from academic writing? How is technical writing different from fictional writing? How important are pictures in technical writing?*

Webinar Session (60 Minutes). The Module 1 webinar will include a course overview and instructions to improve the student's ability to access materials and resources. Students will be asked to introduce themselves and will be expected to actively participate throughout the session. Because this class is oriented towards career readiness and includes live interviews, students are asked to ensure that their cameras are on and that they are in a professional setting. Instructional focus will be the purpose of technical writing and drafting a memorandum.

Assignments.

Assignment 1. Draft an introduction memorandum, and provide basic information about yourself. Your target audience for this memorandum is your new co-workers at the medical office.

Assignment 2. Recap weekly webinar by answering the following questions: *What did you learn from the webinar about technical writing? What type of technical writing are you most familiar with? What did you find most beneficial about the document?*

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 2/Module 2 The User Manual and Audience Analysis

Learning Objective 2. Understand audience analysis and synergize information to create a comprehensible user manual.	
TLO 1	Understand the importance of the audience for all oral and written communication.
TLO 2	Enhance knowledge and proficiency in APA formatting.
TLO 3	With a combination of organizational and technical writing skills, develop a user manual for a household or office product.
TLO 4	Evaluate an user manual and provide suggestions and/or recommendations for document improvement.

Module 2 Overview. During week 2 students will research and read articles on audience analysis and user manuals. Students will participate in webinar discussion outlining this week's learning objectives. There will a strong emphasis on APA formatting. APA 7 format is important to ensure proper document formatting from the title page to the references.

Discussion Questions.

Discussion Question (DQ) 1 – *In regards to your own communication skills, do you believe you are a better verbal or written communicator? In your experiences with writing, how often have you taken the time to consider your audience? If not, do you think it would have improved your writing? If so, how?*

Webinar Session (60 Minutes). The week 2 webinar will be focused on audience analysis and adaptation. APA 7 format will be introduced with course expectations for each written assignment. Also, instructions on how to create an user manual will be provided to include 13 basic steps.

Assignments.

Assignment 1. Develop a comprehensible user manual. Provide clear and concise instructions with illustrations.

Assignment 2. Recap weekly webinar by answering the following questions: *What are some changes writer's make prior to document publication? What APA format are we using in this course? Why is a title page important? Which of 5 steps is most important in creating a user manual?*

Assignment 3. Evaluate PAPR instructions and answer quiz questions.

Assignment 4. Write a 500 word count paper related to audience analysis.

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 3/Module 3 Interpersonal Skills

Learning Objective 3. Understand the relevance of patient-centered care and how to apply interpersonal skills to the professional setting.	
TLO 1	Comprehend the definition, models, and methods of implementation of patient-centered care.
TLO 2	Discover the advantages of developing interpersonal skills as it relates to professional settings.
TLO 3	Evaluate own interpersonal skills and apply concepts to assignments.
TLO 4	Apply technical writing to draft a subsequent informational memorandum.

Module 3 Overview. During module 3 students will conduct research and participate in a webinar discussion highlighting interpersonal communication and how it affects the workplace. The readings are intended to educate students on the importance effective communication and patient-centered care. Students will also identify barriers to patient-centered care and provide recommendations for improvement.

Discussion Questions.

Discussion Question (DQ) 1 – *What did you learn about your own interpersonal skills? Did anything surprise you? If so, what specifically?*

Webinar Session (60 Minutes). The module 3 webinar will emphasize the importance of interpersonal skills, active versus passive listening, group learning, and workplace personalities. Also, there will be a more in-depth review of APA 7 formatting. Additionally, students will become familiar with planning, prepping, and delivering a good oral presentation.

Assignments.

Assignment 1. Apply lessons learned and feedback to draft the second memorandum. Write a informational memorandum regarding the unserviceable equipment in the department.

Assignment 2. Recap weekly webinar by answering the following questions: *1) What is the importance of in-text citations? 2) Provide examples of interpersonal skills. Why are interpersonal skills important in the workplace? 3) Which emotional intelligence characteristic do you identify with the most? Why?*

Assignment 3. Using the Patient-Centered Care (PCC) article, answer questions regarding PCC benefits, contributing factors, and barriers.

Assignment 4. Using the Importance of Interpersonal Communication article, answer questions regarding the benefits of strong interpersonal skills, the opportunities they provide in the workplace, and overall importance.

Time-on-Task. The Time-on-Task for this module is 20 hours.

Week 4/Module 4 Proposals and Email Etiquette

Learning Objective 4. Recognize basic rules of email communication and understand foundational concepts of proposal writing.	
TLO 1	Critically think through problems to explore ideas for potential proposals.
TLO 2	Distinguish between fact and opinion.
TLO 3	Recognize bias in reading and in yourself.
TLO 4	Apply email etiquette knowledge to professional email to department director.

Module 4 Overview. During module 4 students will conduct research and participate in a webinar discussion highlighting email etiquette and different types of proposals. Students will engage in research intended to educate them on the basic rules of email communication, how to properly respond to an email, the difference between internal, external, sales, and grant proposals, and researching proposals to obtain budget and timeline for project.

Discussion Questions.

Discussion Question (DQ) 1 – What does Jeff list as four common characteristics for poorly written work emails? What did those poor emails lead to? How could they have been prevented? Discuss the 8 email etiquette tips.

Webinar Session (60 Minutes). The module 4 webinar will include a broad discussion of proposal writing, email etiquette, and PowerPoint presentations. Additionally, students will engage will be provided an opportunity to discuss their draft report to ensure they are aligned with the expectations set forth in the assignment instructions.

Assignments.

Assignment 1. Using lessons learned from the “8 Email Etiquette” video, draft a follow-up professional email in correspondence to the previous email sent last week regarding the unserviceable equipment.

Assignment 2. Write a summary on proposals, difference in facts and opinions, proposal strategies, and the benefits of peer review.

Assignment 3. Review professional report criteria and initiate draft to include references.

Assignment 4. Review final PowerPoint instructions and initiate draft with details of new scales for the designated department.

Assignment 5. Recap weekly webinar by answering the following questions: *What are the common types of business proposals? What type of business proposal are you most familiar with? Provide an example. What are the basic rules of email etiquette? In your experience, what has been the most common issue with emails versus verbal communication?*

Time-on-Task. The Time-on-Task for this module is 22 hours.

Week 5/Module 5 Critical Thinking and PowerPoint Presentations

Learning Objective 5. Analyze critical thinking strategies and apply concepts to produce final PowerPoint presentation.	
TLO 1	Improve critical thinking through application of developed concepts.
TLO 2	Enhance communication by understanding the difference between effective and ineffective communication.
TLO 4	Apply graphic, visual, and illustrations to PowerPoint presentation.

Module 5 Overview. During module 5 students will read Reasoning Strategies Improving Critical Thinking. Students will be encouraged to assess their knowledge on critical thinking as this will be a future concept applied to professional settings. Students will engage in a discussion regarding effective and ineffective communication where they will be allowed to review, assess, and analyze previously used written instructions. Lastly, student will read about PowerPoints and receive additional recommendations in the webinar to successfully complete their final project.

Discussion Questions.

Discussion Question (DQ) 1 – *What were the instructions helping the audience do or create? Were the instructions easy to use? Why or why not? Identify good and bad parts of the instructions? How did the set of instructions look? What kinds of language did the document use?*

Webinar Session (60 Minutes). During Week-5 students engage in discussions emphasizing the importance of effective and closed-loop communication. The webinar will highlight effective vs ineffective communication and provide information on how to bridge the gap to existing barriers. Additionally, students will learn more in-depth information on PowerPoint presentations to include how to add graphics, designs, voice, etc.

Assignments.

Assignment 1. Write a summary on critical thinking to include the six reasoning strategies, signal words, and consideration for your audience.

Assignment 2. Recap weekly webinar by summarizing the details presented by instructor. Ensure to review link with exemplary student presentation example.

Time-on-Task. The Time-on-Task for this module is 22 hours.

Week 6/Module 6 Success

Learning Objective 6. Synthesize and integrate material from previous modules to develop and present PowerPoint slides.	
TLO 1	Realize the definition of success and what it means personally and professionally.
TLO 2	Apply presentation techniques in a live PowerPoint presentation.

Module 6 Overview. During module 6 students will present their final equipment presentations. Students will be prepared to showcase what they have learned throughout the course as it applies to APA formatting, effective communication, and verbal presentations. The discussion questions, homework assignments will be geared towards the idea of success.

Discussion Questions.

Discussion Question (DQ) 1 – *Consider the successful people in your life, celebrities, and Richard T. John’s 8 secrets of success. What surprised or enlightened you about Richard T. John’s definition of success? Were these traits relatable? Did you agree with his insight? Could you relate?*

Webinar Session (60 Minutes). During Week-5 students will present their final equipment presentation to the instructor and classmates.

Assignments.

Assignment 1. Submit final equipment slide presentation. Presentation should be between 5 and 10 minutes with no more than 10 slides.

Assignment 2. Submit final professionalization report. Ensure to capture all information related to future professional career.

Assignment 3. Write a summary on success, what it means to you, and reflect on learning and accomplishments in the course?

Time-on-Task. The Time-on-Task for this module is 21 hours.

Note: Please remember to complete the end of course survey prior to the end of the last day of class.

Course Grade Distribution

Participation (Webinars and Discussions)	33%
Weekly assignments:	33%
Final Project:	34%

Discussion Board Grading Criteria

Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students are required to engage with peers by responding to no fewer than two peer-to-peer responses per week. The following rubric is used as a guide by instructors to evaluate and grade student responses to discussion questions and peer-to-peer engagement:

	Beginning 0-25 Points	Developing 25-50 Points	Accomplished 50-75 Points	Exemplary 75 to 100 Points
Weekly Discussion Question Responses (Minimum of two 200-word responses per week).	Contributes fewer than the required 2 Discussion Question (DQ) responses.	Contributes 2 Discussion Question (DQ) responses but one or both fail to meet minimum word-count requirements for the DQ.	Contributes by providing 2 Discussion Question (DQ) responses and meets the minimum word count requirements for the DQ.	Exceeds required DQ word count requirements and/or provides an exemplary response to a DQ.
Weekly Engagement with peers (Minimum of two 200-word responses to peers each week).	Contributes fewer than the required peer-to-peer responses in the discussion forum.	Contributes 2 peer-to-peer responses in the discussion forum but fails to meet minimum word-count requirements and lacks substance.	Contributes by providing 2 peer-to-peer responses and meets the minimum word count requirement for the peer-to-peer response	Exceeds required peer-to-peer response requirements by meeting the minimum word count requirement and providing substantive responses to peers.
Quality and Content of DQ responses and peer-to-peer responses in the Discussion Forum.	Postings in the discussion forum are not relevant to the assigned topic, are inaccurate, or misrepresented.	Postings in the discussion forum address peripheral topics, are generally accurate, but may contain factual omissions and/or errors.	Postings are generally substantive; however, responses rely too heavily on opinion than fact. Postings meet word count requirements but lack scholarly tone or appropriate references.	Discussion Question and Peer-to-Peer postings consistently contribute to the discussion, contain substantive comments backed by relevant references and encourage open dialogue and additional discussion in the class.

Weekly Live Webinars

Mandatory instructor led webinars will be conducted at least once per week (60 Minutes). Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review. Instructors will assign weekly assignments associated with the live webinars.

Homework Assignments

Students will be assigned homework on a weekly basis. Homework may consist of a wide variety of deliverables. Homework may include a wide array of requirements, ranging from written assignments,

research projects, PowerPoint presentations, and a host of other activities. In all cases, instructors will endeavor to ensure that students possess a clear understanding of the requirements and expectations.

Capstone Project/Final Exam

Each course will contain a capstone project or final exam. Capstone and final exams are worth no more than 30% of the student's overall grade in the course.

Grading System for the College of Biomedical Equipment Technology

A	90-100	4.0	F	59 & Below	0.0
B	80-89	3.0	W	Withdrawal	N/A
C	70-79	2.0	I	Incomplete	N/A
D	60-69	1.0	T	Transfer	N/A

To receive an incomplete "I", the student must petition the instructor for an extension to complete the required coursework. The student must be able to pass the course with the completed work and garner a grade of 70 or better. Incomplete grades that are not completed within 7 business days after the beginning of the next session will be converted to the existing grade earned in the course and will affect the student's GPA accordingly. CBET reserves the right to extend the time needed to fulfill the incomplete.

An "I" does not count towards the Grade Point Average (GPA) until a grade is assigned. A "W" is given when a student is dropped from the roster during the course and does not replace the previous grade(s). Grades of "W" and "F" are recorded in the academic transcript and reflected in the GPA. When a course is repeated after failure or withdrawal, the later grade will replace the first grade in calculating the CGPA. The clock hours of the course repetition are counted toward the maximum timeframe. CBET shall record a grade of "incomplete" for a student who withdraws but is not entitled to a refund if the student requests the grade at the time the student withdraws, and the student withdraws for an appropriate reason unrelated to the student's academic status.

A student must repeat a course in which a grade of "F" was received. A student can repeat each course once, however, once they reach 1.5 times the length of time required for graduation, they will be dropped from the program. If a student fails any course a second time, he/she will be dropped from the program. A failed course will be rescheduled for the earliest possible module at the discretion of the Director of Education. Students will be charged to retake the course.

Additional Resources and Points of Contact

Students requiring additional administrative support are encouraged to contact the Colleges Student Advocate, Mrs. Terri Gomez, at 210.233.1102 or via e-mail at tgomez@cbet.edu

For a complete list of administrative policies and regulations refer to the CBET Catalog at <https://cbet.edu/course-catalog>

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS and COURSE OUTLINE