Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: ____________________________________________________________

2. Date submitted: ________________________________________________________

3. Date approved: _____________ Date revised __5/6/24________

4. Department/discipline: ______English______________________________________

5. Department(s) endorsement(s): ____________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: ______ ENGL 1120: Writing for Professionals __________________
   Abbreviated course title for Transcripts (25 characters or less): ________________

7. Course Designator: ______ ENGL ______ 8. Course Level: ______ 1120 ______

9. Number of Credits: Lecture ______3______ Lab_______

10. Control Number (on site) ______30______ Control Number (online) ______25______

11. Catalog/Course description:
   This course teaches the fundamentals of writing and communicating professionally, especially in our digital age. Students will learn how to write clear, concise, and persuasive workplace documents with special attention paid to the audience, tone, style, and purpose of any given message. Students will practice drafting, writing, and editing a variety of assignments, including emails, letters, blogs, newsletters, webpages, résumés, formal business letters, proposals, short reports, and presentations. This course fulfills the second semester English requirement.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
   Prerequisite(s): ENGL 1101: College Composition
   Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

14. Course Content (Provide an outline of major topics covered in course)
   1. Features of Workplace Writing
      a. The Global Marketplace
      b. Keys to Effective Writing (audience, purpose, style, tone)
      c. Ethical Writing
   2. The Writing Process at Work (planning, research, drafting, revising, editing)
   3. Collaborative Writing and Meeting in the Workplace
      a. Computer-Supported Collaboration (groupware, email, tracking software)
      b. Meeting in person and online
   4. E-Communications (email, blogs, IMs, social media)
5. Writing and Formatting Letters Worldwide  
   a. Parts of a letter  
   b. Writing to international audiences  
6. Job Search Writing (resumes, cover letters, interviews)  
7. Research and Documentation (MLA/APA)  
8. Using and Designing Visuals in Professional Writing  
9. Other Workplace Documents (instructions, proposals, and short reports)  

15. Learning Goals, Outcomes, and Assessment  
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:  
A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)  
B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)  
C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)  
D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)  

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate use of software programs such as Microsoft Office Suite and other latest technology for workplace writing, including collaborative projects.</td>
<td>A, B</td>
<td></td>
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<tr>
<td>Demonstrate proper documentation of sources using the professional standard for their specific field (MLA or APA).</td>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>Construct logical and persuasive professional writing by paying close attention to audience, message, style, and tone.</td>
<td>B, C, D</td>
<td></td>
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<tr>
<td>Demonstrate an understanding of the writing process (invention, organization, drafting, revision, editing, and/or final presentation).</td>
<td>B, C</td>
<td></td>
</tr>
<tr>
<td>Compose a variety of clear and concise business</td>
<td>B</td>
<td>5</td>
</tr>
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</table>
correspondence (memos, letters, emails, proposals, presentations, résumés, and/or reports).

| Communicate effectively and respectfully using culturally sensitive language and appropriate formats, including to international audiences. | B, D | 6, 7 |

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – Knowing knowledge:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

2. **GWAYAKWAADIZIWIN – Living a balanced way:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – Strong hearted:** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. **AANGWAAMIZIWIN – Diligence and caution:** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – Honesty and integrity:** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. **ZAAGI' IDIWIN – Loving and Caring:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

7. **ZHAWENINDIWIN – Compassion:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

   See [www.mntransfer.org](http://www.mntransfer.org)

   Goal Area(s): 1

   **MnTC Goal Area 1: Communication**

   **Goal:** To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.
Students will be able to:

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

3/19/19