

Electronic Course Authorization System

WRIT 4999H - VIEW COURSE PROPOSAL

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Approvals Received:

Department
on 18/02/20
by Shannon Klug
(klugx004@umn.edu)

Approvals Pending:

College/Dean > Provost > Honors > Catalog > PeopleSoft Manual Entry

[Effective Status:](#)

Active

[Effective Term:](#)

1209 - Fall 2020

Course:

WRIT 4999H

Institution:

UMNTC - Twin Cities/Rochester

Campus:

UMNTC - Twin Cities

[Career:](#)

UGRD

[College:](#)

TCLA -

[Department:](#)

10994 -

General

Course Title Short:	TWC Honors Capstone
Course Title Long:	Technical Writing and Communication Honors Capstone
Max-Min Credits for Course:	3.0 to 3.0 credit(s)
Catalog Description:	The senior capstone course is a culminating experience for all Technical Writing and Communication majors. This course is designed to facilitate individualized student projects that combine previous knowledge, skills, and experiences developed as a TWC major into a senior project. Specifically, students will design and carry out a project of their own design under the guidance of the instructor. Completing the honors thesis is a year long effort. Students graduating with Latin Honors should enroll in Writ 4999H during the first semester of their senior year. Students may register for 1 credit in WRIT 3993H their second semester. Students not graduating with Latin Honors should register for Writ 4999.
Print in Catalog?:	Yes
CCE Catalog Description:	false
Grading Basis:	A-F
Topics Course:	No
Honors Course:	Yes
Online Course:	No
Freshman Seminar:	No

Is any portion of this course taught outside of the United States?: No

Community Engaged Learning (CEL):

New: None
Old:

Instructor Contact Hours:

3.0 hours per week

Course Typically Offered:

Every Fall & Spring

Component 1:

DIS

Component 2:

<No text provided>

Auto Enroll Course:

No

Graded Component:

DIS

Academic Progress Units:

3.0 credit(s) (Not allowed to bypass limits.)

Financial Aid Progress Units:

3.0 credit(s) (Not allowed to bypass limits.)

Repetition of Course:

Repetition not allowed.

Course Prerequisites for Catalog:

<No Text Provided>

Course Equivalency:

Writ 4995/ Writ 4995H/ Writ 4999

Cross-listings:

Parent course: WRIT 4999, Crosslist: Writ 4999H

Add Consent Requirement:

No required consent

Drop Consent Requirement:

No required consent

Enforced Prerequisites: (course-based or non-course-based):

010112 - Technical Writing and Comm or Scientific and Technical Comm mjr, honors and sr or second semester jr

Editor Comments:

This is an honors clone of Writ 4999

Proposal Changes:

<No text provided>

History Information:

<No text provided>

Faculty Sponsor Name:

Molly Kessler

Faculty Sponsor E-mail Address:

kesslerm@umn.edu

Student Learning Outcomes

Student Learning Outcomes

* Students in this course:

- Can identify, define, and solve problems

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

The primary assignment of this course, the senior capstone, asks that students identify and solve a problem with TC.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students will spend time in class reviewing literature, surveying the field, and talking to TC experts to help identify and define a problem. Then, students will prepare a capstone project that addresses that problem using the skills and tools of TWC.

- Can locate and critically evaluate information

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

During Unit 1, students will identify their senior capstone project and situate it within TC scholarship and research.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students will review and analyze research articles and create a literature review for the second assignment (Proposal).

- Have mastered a body of knowledge and a mode of inquiry

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

During Unit 1, students will review recent research in the field of technical communication (TC), as well as reflect on their coursework in the TWC major.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

The first assignment of the course (Analysis and Reflection paper) provides students with the opportunity to document and demonstrate their mastery of the field of TC.

- Can communicate effectively

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Throughout the course, students will practice effective communication skills during in-class discussions, peer review workshops, and conferences with the instructor.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students will prepare several written artifacts that culminate the genres, skills, and strategies for effective communication garnered during coursework in the TWC major. Students will also practice effective verbal communication during the Expert Interviews assignment.

Liberal Education

Requirement this course fulfills:

<no text provided>

Other requirement this course fulfills:

<no text provided>

**Criteria for
Core Courses:**

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.
- They do not (except in rare and clearly justified cases) have prerequisites beyond

the University's entrance requirements.

- They are offered on a regular schedule.
- They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.

Criteria for Theme Courses:

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- thinking ethically about important challenges facing our society and world;
- reflecting on the shared sense of responsibility required to build and maintain community;
- connecting knowledge and practice;
- fostering a stronger sense of our roles as historical agents.

LE Recertification-Reflection Statement (for LE courses being re-certified only): <No text provided>

Statement of Certification:

This course is certified for a Core (blank) as of
This course is certified for a Theme (blank) as of

Writing Intensive

Propose this course as Writing Intensive curriculum: No

Question 1 (see CWB Requirement 1):

What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.

<No text provided>

Question 2 (see CWB Requirement 2):

What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required

length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.

<No text provided>

Question 3 (see CWB Requirement 3):

How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

<No text provided>

Question 4 (see CWB Requirement 4):

Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

<No text provided>

Question 5 (see CWB Requirement 5):

What types of instruction will students receive on the writing aspect of the assignments?

<No text provided>

Question 6 (see CWB Requirement 6):

How will the assistants be trained and supervised?

<No text provided>

Statement of Certification:

This course is certified for a Theme (blank) as of

Course Syllabus

Course Syllabus:

This is an honors clone of 4999.

Additionally, the honors thesis requires that students identify a topic or problem of interest within Writing Studies, conduct further research about it, and clearly communicate findings from their research. Effective communication in this case involves articulation of a central research question, strong organization, clear articulation of thesis or main idea, incorporation of relevant evidence and support, and appropriate citation of scholarly sources.

Latin honors theses must be read and approved by one to three tenure-track faculty members and may require a public presentation (see University Honors Program requirements for details.) Students are also required to submit their thesis to the University Honors Program and are encouraged to archive it with the University's Digital Conservancy.

Sample Timeline

Junior Year

Discuss thesis options with appropriate faculty
Select a faculty supervisor and additional readers (if required)
Review current literature
Define your thesis topic
Begin (or continue) thesis research

Senior Year, fall

Submit your thesis proposal form no later than two weeks prior to final exams.
Finish thesis research

Establish a comprehensive outline to inform your preliminary draft

Submit a preliminary draft to your faculty supervisor

Senior Year, spring

Please consult your faculty supervisor for discipline-specific guidelines
Submit final draft to supervisor and readers by week five
Submit revised draft to committee by week ten, and arrange public presentation
Submit thesis completion form to the UHP office in 390 Northrop by the last day of final examinations in the semester in which you are graduating
Submit PDF copy of thesis according to submission guidelines

Thesis Evaluation Criteria

The honors thesis must demonstrate that the student:

Has developed excellent writing skills.

Understands the project's relevance to the field of study and/or to society;

Is able to apply theories and methods of research, analysis, or interpretation, or artistic

techniques as appropriate to the field;
 Has cited appropriate sources;
 Is able to critically examine the work of other scholars or artists and relate that work to the thesis;
 Has contributed original research, ideas, knowledge, interpretations, or creative expression at a level appropriate for undergraduate study, such that the thesis goes beyond describing existing work.

Thesis Requirements by Level

Cum Laude and Magna Cum Laude

Requires the signature of at least one tenured or tenure-track faculty member in your major department, or (in certain colleges) the undergraduate dean. Colleges or departments may require additional readers.
 Public thesis presentation is encouraged and may be required by some colleges/departments.

Summa Cum Laude

Requires three signatures:

Tenured/tenure-track faculty member in your major department

Tenured/tenure-track faculty member

Tenured/tenure-track faculty member, clinical track or adjunct faculty member, or an individual with special expertise pertinent to your topic

One of these individuals must be designated as the thesis supervisor and the other two as readers. Colleges or departments may require that one reader be outside the major.

Public thesis presentation required: The form of the public presentation may be determined by the major department; it may entail a presentation at a colloquium or research symposium, a public recital or performance, or a traditional "defense" before the thesis supervisor and readers.

Strategic Objectives & Consultation

Name of Department Chair Approver:

Lee-Ann Kastman Breuch

Strategic Objectives - Curricular Objectives:

How does adding this course improve the overall curricular objectives of the unit?

This is an honors version of Writ 4999.

Strategic Objectives - Core Curriculum:

Does the unit consider this course to be part of its core curriculum?

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Strategic Objectives - Consultation with Other Units:

Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.

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