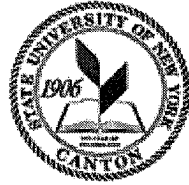


**STATE UNIVERSITY OF NEW YORK**

**COLLEGE OF TECHNOLOGY**

**CANTON, NEW YORK**



**COURSE OUTLINE**

**TCOM 100: Introduction to Technological Communications**

**Prepared By: Sean O'Brien**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
DEPARTMENT OF ENGLISH AND HUMANITIES  
APRIL 2016**

- A. **TITLE:** Introduction to Technological Communication
- B. **COURSE NUMBER:** TCOM 100
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No.
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:**  
 This course offers students a first step into the study and practice of Technological Communications, the craft of getting their ideas across in the Digital Era. Students construct information architecture, writing, editing, user experience design, and instructional planning while gaining a working knowledge of a range of tools available to help them create and share their work. Students also start a portfolio of projects designed to explore the boundaries of communication in the 21st century.
- I. **PRE-REQUISITES/CO-REQUISITES:**
  - a. Pre-requisite(s): none
  - b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will be able to:

| <b><i>Course Objective</i></b>  | <b><i>Institutional SLO</i></b>                  |
|---|--|
| a. <i>Design</i> a portfolio that will serve as a repository of work for the four-year program. | <b>1. Communication<br/>2. Critical Thinking</b> |
| b. <i>Compose</i> a range of examples of technological communications                           | <b>1. Communication</b>                          |
| c. <i>Evaluate</i> each other's writing using workshopping and seminar papers.                  | <b>4. Inter/Intra Personal Skills</b>            |

- K. **TEXTS:**  
 (Representative texts, chosen by instructor)  
 Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *Handbook of Technical Writing*. Boston, MA: Bedford/St. Martins, 2006.

Lannon, John M. and Laura J. Gurak. *Technical Communication*. New York: Pearson, 2016.

Zemach, Dorothy and Chuck Sandy. *English for Scammers*. Lexington: Wayzgoose P, 2014.

**L. REFERENCES:**

(Representative references, chosen by instructor)

Burnett, Rebecca. *Technical Communication*. Belmont, CA: Wadsworth Pub., 1986.

Burnett, Rebecca. *Teaching Technical Communication: Instructor's Resource Manual for Technical Communication*. Belmont, CA: Wadsworth, 1997.

Feenberg, Andrew. *Questioning Technology*. London: Routledge, 1999.

Gurak, Laura J., and John M. Lannon. *A Concise Guide to Technical Communication*. New York: Pearson/Longman, 2007.

Haas, Christina. *Writing Technology: Studies on the Materiality of Literacy*. Mahwah, NJ: L. Erlbaum Associates, 1996.

Pruchnic, Jeff. *Rhetoric and Ethics in the Cybernetic Age: the Transhuman Condition*. London: Routledge, 2013.

Rajan, Nalini. *Digital Culture Unplugged: Probing the Native Cyborg's Multiple Locations*. London: Routledge, 2007.

**M. EQUIPMENT: Technology enhanced classroom**

**N. GRADING METHOD: A-F**

**O. MEASUREMENT CRITERIA/METHODS**

- Class Writings
- Portfolio Projects
- Seminar Paper
- Participation

**P. DETAILED COURSE OUTLINE:**

I. Introduction

A. What is Technical Communication?

B. Projects that inform, persuade, and instruct

III. Technological Communications Software

A. Content creation

B. Social

C. Mobile

IV. Communications Ethics

A. Plagiarism

B. Positive communication

C. Identifying and using accurate information

V. Considering the Audience

A. Developing understanding

B. Making connections

C. Encountering resistance

VI. Research

A. Methods

B. Interpretations

C. The power of summary

VII. Design and Organization

A. The value of visuals

B. Maintaining a professional tone

C. Coherent coordination of the collection

D. Joys and sorrows of editing

VIII. Completing the Portfolio.

Q. **LABORATORY OUTLINE:** None