

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**TCOM 420: Senior Seminar**

**CIP Code: 090702**

**Prepared By: Sean O'Brien**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
DEPARTMENT OF ENGLISH AND HUMANITIES  
DECEMBER 2020**

A. **TITLE:** Senior Seminar

B. **COURSE NUMBER:** TCOM 420

C. **CREDIT HOURS:**

**Credit Hours: 3**

**Lecture Hours per Week: 3**

**Lab Hours per Week: 0**

**Other per Week: 0**

**Course Length (# of Weeks): 15**

D. **WRITING INTENSIVE COURSE:** No.

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **COURSE DESCRIPTION:**

Students develop technological communications skills in a professional environment. Students work closely in technological communications with an organization, building their portfolio and gaining important community experience. Students also attend a weekly seminar and provide regular updates of their progress.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): Senior status in TCOM program

b. Co-requisite(s): None.

I. **STUDENT LEARNING OUTCOMES:**

| <b><u>Course Student Learning Outcome [SLO]</u></b>   | <b><u>PSLO</u></b>  | <b><u>GER</u></b> | <b><u>ISLO</u></b> |
|---|---|-------------------|--------------------|
| a. <i>Develop</i> a finished portfolio that reflects the best of the student's creative work. | <b>Communication Skills</b>   |                   | 1 [O,W]            |
| b. <i>Design</i> a semester-long capstone research project.                                   | <b>Social Responsibility</b>  |                   | 4 [T]              |
| c. <i>Compose</i> sample professional work.   | <b>Industry, Professional, Discipline Specific Knowledge and Skills</b> |                   | 5                  |

| KEY    | <u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>   |
|--------|---|
| ISLO # | ISLO & Subsets  |
| 1      | <b>Communication Skills</b><br>Oral [O], Written [W]  |
| 2      | <b>Critical Thinking</b><br><i>Critical Analysis [CA] , Inquiry &amp; Analysis [IA] , Problem Solving [PS]</i>                  |
| 3      | <b>Foundational Skills</b><br><i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>                             |
| 4      | <b>Social Responsibility</b><br><i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i> |
| 5      | <b>Industry, Professional, Discipline Specific Knowledge and Skills</b>   |

J. **APPLIED LEARNING COMPONENT:** Yes   X   No       

Senior Project

K. **TEXTS:**

(Representative texts, chosen by instructor)

Johnson-Eilola, Johndan, and Stuart A. Selber. *Central Works in Technical Communication*. New York: Oxford UP, 2004.

L. **REFERENCES**

Feenberg, Andrew, and Andrew Feenberg. *Transforming Technology: A Critical Theory Revisited*. New York, NY: Oxford UP, 2002.

Hasse, Cathrine. *Posthuman Learning: On Educational Cyborgs and Robots*. London: Routledge, 2017.

Hausman, Bernice L. *Changing Sex: Transsexualism, Technology, and the Idea of Gender*. Durham: Duke UP, 1995.

Landow, George P. *Hypertext 2.0: Hypertext - the Convergence of Contemporary Critical Theory and Technology*. Baltimore, Md.: Johns Hopkins U, 1997.

Postman, Neil. *Technopoly: The Surrender of Culture to Technology*. New York: Knopf, 1992.

Selfe, Cynthia L. *Technology and Literacy in the Twenty-first Century: The Importance of Paying Attention*. Carbondale, IL: Southern Illinois UP, 1999.

Tabbi, Joseph. *Postmodern Sublime: Technology and American Writing from Mailer to Cyberpunk*. Ithaca: Cornell UP, 1995.

M. **EQUIPMENT:**

Technology enhanced classroom

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

O. **MEASUREMENT CRITERIA/METHODS**

- Portfolio
- Capstone Project
- Class Writing
- Participation

P. **DETAILED COURSE OUTLINE:**

- I. Introduction
- II. Polishing the Portfolio
- III. Presentation of Professional Qualifications
- IV. Individualized Capstone Project

Q. **LABORATORY OUTLINE:** None