CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: B.A. in Technical Writing and User Experience

College: Liberal Arts   Department: English

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.

_____   _____

Signature   Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

_____   _____

Signature   Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

_____   _____

Signature   Date

To:

From: Lucia Dura, PhD, Assistant Professor and Program Director of Rhetoric and Writing Studies

Re: Proposal for BA Degree in Technical Writing and User Experience

September 17, 2018

The Rhetoric and Writing Studies program has been thriving at UTEP with its current offerings:
- PhD in Rhetoric and Composition
- MA in Rhetoric and Writing Studies
- Graduate Certificate in Technical and Professional Writing
- Minor in Rhetoric and Writing Studies
- First Year Composition Program

The attached proposal for a BA degree in Technical Writing and User Experience (TWUX) is a natural plan that enables us to "round out" our offerings by expanding the current minor (with the addition of only 4 new courses in the major) and by creating a bridge to the MA program.

The BA in TWUX aims to anticipate and respond to the demographic, technological, and socio-economic changes facing the students of our region who are positioned to make both a local and a global impact in a variety of industries. More specifically, the degree will prepare students for careers with intensive writing and collaboration demands.

The proposed degree will fill an important need at UTEP while at the same time leveraging student and programmatic assets. The degree is compatible with a variety of minors from literature and communication to computer science and engineering. Further, the field of technical writing is supported by the Society of Technical Communication, which offers certification and networking opportunities for the continuous professional development of graduates.

Thank you for your consideration. Please contact me if you have any questions.

The University of Texas at El Paso

College of Liberal Arts
Department of English

Program:

B.A. in Technical Writing and User Experience

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New Program Request Form for Bachelor's Degrees

Administrative Information

1. Institution: University of Texas at El Paso

2. Program Name: Bachelor of Arts in Technical Writing and User Experience

3. Proposed CIP Code: 23.1303

4. Number of Required Semester Credit Hours (SCHs) (*If the number of SCHs exceeds 120 for a Bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs*): 120.

5. Brief Program Description – Describe the program and the educational objectives:

The Bachelor of Arts in Technical Writing and User Experience will prepare students to communicate effectively and ethically in today's technologically and culturally diverse environments. Students with this degree will be able to navigate complex writing situations and to design technical information and digital experiences for multiple audiences and purposes.

More specifically, this versatile and practical degree draws on disciplinary knowledge from Rhetoric and Writing Studies (RWS) to prepare students for careers in technical writing, user experience research, professional writing, content strategy, information design and development, and web authoring. The degree will also prepare students for other careers with intensive writing demands. Graduates will be qualified to take positions in industry, government, education, and the military, as well as in a variety of non-profit settings. The

degree may further prepare students for graduate work in rhetoric and writing, technical writing, the teaching of writing, law, and other areas.

This degree will draw on students' linguistic and cultural assets through a sustained emphasis in communication in diverse community and workplace settings. Students will be able earn a certificate in Bilingual Professional Writing as a part of the coursework for the degree. In addition, interested students will be able to pair the major with a minor in an area that is a common focus in Technical Writing and User Experience, such as health, environmental science, computer science, or graphic design. The BA will also serve as a "bridge" to the MA, aiding recruitment efforts at the graduate level.

When approved, UTEP will become the third university in Texas with a Bachelor's degree in this area, along with Baylor and Texas Tech. Other universities in Texas, including UT-San Antonio, UT-Rio Grande Valley, and UT-Arlington offer concentrations or certificates in the field. Nationally, UTEP will be one of only a few Hispanic Serving Institutions offering this kind of Bachelor's degree. As detailed in the Job Market Need section of this proposal, the job market is very good for students with the degree, with the Department of Labor predicting an 11% growth in employment in this area over the next decade. Because many UTEP students are bilingual and bicultural, they will be especially prepared for the increasingly globalized employment landscape.

This proposed 36-hour major is a natural progression for the Rhetoric and Writing Studies program, which already offers a minor and in Fall 2018 will launch an undergraduate bilingual professional writing certificate. This degree will complement the opportunities that the program already offers students at the graduate level (a certificate and master's and doctoral degrees).

The educational outcomes are the following:

Students will be able to

- Discuss the role of rhetoric, ethics, and collaboration in the activities and responsibilities of communicators in a variety of cultural and linguistic contexts.
- Analyze and respond to rhetorical contexts that differ according to participants, activities, and power dynamics.
- Develop a repertoire of research strategies that can be used in both academic and industry settings and that is participatory and self-reflexive.
- Design effective texts and interfaces (such as reports, websites, and apps) that foreground users in the process of making information accessible across differences in culture, language, and ability.
- Utilize appropriate professional software and tools effectively.
- Expand the ways they collaborate with others and gain experience managing manage multi-stage projects.
- Communicate effectively in various genres based on audience, purpose, and constraints.
- Articulate a well-grounded understanding of key controversies related to rhetoric, language, culture, and technology.
- Design and build an effective professional portfolio.

6. <u>Administrative Unit</u> – Identify where the program would fit within the organizational structure of the university.
The Department of English in the College of Liberal Arts.

<u>Proposed Implementation Date</u> – Report the date that students would enter the program (MM/DD/YY): 01/15/20 or 8/15/20.

8. <u>Contact Person</u> – Provide contact information for the person who can answer specific questions about the program:

   Name: Dr. Lucía Durá

   Title: Director of Rhetoric and Writing Studies; Associate Professor

   E-mail: ldura@utep.edu

   Phone: 915-747-9119

Program Information

I. Need

A. <u>Job Market Need</u> – Provide short- and long-term evidence of the need for graduates in the job market.

General Overview
This degree in Technical Writing and User Experience responds to the need to bridge the divide between the humanities and technology by offering students "soft" skills (such as the ability to think critically, communicate effectively, move among different cultures, and work well in teams) combined with "hard skills" (the ability to know how to do things) that will prepare them for the current and future 21st century employment landscape. Technical writers and user experience researchers focus on making complex information understandable or usable. In collaboration with others (e.g., engineers, programmers, community and business leaders), they produce a variety of text-based and digital interfaces, such as technical reports, user guides, software, websites, platforms, websites, applications, and they are concerned with design and architecture as much as they are with alphabetic language. By necessity they focus on the experiences and contexts of the people who interact with digital technologies in their everyday lives. These users, for example, might be engineers consulting environmental regulations, students uploading a course assignment in Blackboard, or people learning more about their families on a genealogical website. Technical Writing and User Experience are intrinsically related because technical writers and user-experience researchers must be able to research, design, and test user-based experiences in the process of creating texts or interfaces. The premise behind Technical Writing and User Experience is that humans' needs and practices should shape how texts and technologies are built and developed.

One urgent need in the field of Technical Writing and User Experience is for bilingual or multilingual employees who can create documents, websites, and apps that can be understood by people from different language and cultural backgrounds. An employee who is bilingual can help to increase a company's profits by using social media to promote a product to a particular group of consumers or designing software such as a language-learning program. Bilingual technical writers and user-experience researchers can also perform important public services. For instance, they might work with advocacy groups

who are producing documents for recent immigrants with limited knowledge of English that explain immigration proceedings. They might work in local government agencies to determine voters' understanding of bilingual ballots and how users navigate them. Or they might be employed in the non-profit health care field to create bilingual pamphlets and text messages for patients that explain the hazards of not taking medication as prescribed.

Job Market Need

Students with this degree will be prepared for positions that call for technical writers and/or user-experience researchers. Because there is some overlap in terminology and focus in this area, they will also be prepared for positions as that call for user-experience writers, professional writers, information designers and developers, web content developers, authors, copywriters, and editors. The degree will also prepare students for other careers with intensive writing demands.

The employment landscape for technical writers is very good. According to the U.S. Department of Labor Occupational Outlook Handbook, the job market for technical writers is "better than average," with an anticipated 11% increase in positions from 2016-2026. The 2017 median pay was $70,930, and the typical entry-level education was a Bachelor's degree.[1] The 10% of people earning the lowest salaries (many probably entry-level) had a median annual salary of $42,410. But entry-level salaries can vary considerably. The Society for Technical Communication's salary database lists salaries in Austin, Texas for people with less than two years' experience as averaging $62,000.[2]

Positions for technical writers are numerous. A search on indeed.com[3] in July 2018 for "technical writing" jobs yielded 7,700 openings at a range of different sites, including universities, the military, government agencies, non-profits, pharmaceutical companies, and high-tech industries. Some of these openings were at well-known companies; Amazon, Google, and Microsoft each had several openings for technical writers.

Many positions for technical writers are located in Texas. According to the Occupational Outlook Handbook, Texas is ranked the second highest state for employing technical writers[4], with most positions located in Austin, Dallas, or Houston. Though there are a smaller number of positions in the El Paso region, opportunities do exist. Technical writers have been employed in the El Paso region in government agencies, colleges and school districts, businesses, Fort Bliss, and in maquiladoras in Ciudad Juárez. In southern New Mexico, technical writers work at New Mexico State University, White Sands Missile Range, and NASA. Some technical writers now work off-site, which will give graduates who want to stay in this region other opportunities.   Recent advances in economic development in the El Paso region, such as Microsoft's selection of El Paso as one of its locations for its TechSpark initiative, have the potential to increase local job opportunities.

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[1] https://www.bls.gov/ooh/media-and-communication/technical-writers.htm
[2] https://www.stc.org/salary-database/
[3] We are using Indeed.com as the search engine for this section for the sake of consistency and because it is considered a more comprehensive site than others.
[4] https://www.bls.gov/oes/current/oes273042.htm#st

Students who graduate with this degree will also have opportunities to apply for positions as user experience writers, researchers, or designers. A search on indeed.com in July 2018 for " user experience writer" yielded 560 openings in the U.S. requiring various levels of experience, including entry level. Well-known companies had openings in this area, including Uber, Dropbox, Netflix, Wayfair, Apple, Google, Amazon, and REI. When the search terms were broadened to "user experience writers or designers," 16, 320 job openings appeared. The makerspace Fab Lab El Paso[5] is example of one of El Paso's technological enterprises that draws on User Experience expertise. According to 2016 survey of 1,228 UX writers or designers conducted by the UX Professional Association, the median salary for a UX professional was $98,000.[6]

Graduates of this program will also be qualified to apply for positions as professional writers. Professional writing, a label that is sometimes used interchangeably with technical writing, is a broad term that includes all business or workplace writing, such as internal memos, policies, and personnel evaluations. In July 2018, indeed.com listed 7,686 positions for professional writers in the U.S., with four listed from the El Paso area.

UTEP is an especially auspicious place for a degree in Technical Writing and User Experience because so many of our students are bilingual and already seamlessly move between languages as they interact with social media platforms, apps, and websites. Their bilingual expertise will not only provide them with more job opportunities, it will also help to advance the needs and desires of users from diverse backgrounds. Also, students who major in Technical Writing and User Experience can simultaneously complete the requirements for UTEP's certificate in Bilingual Professional Writing; because this certificate requires several translation courses, they will be able to compete for positions that include translating as a job requirement.

B . Student Demand – Provide short- and long-term evidence of demand for the program.

The B.A. in Technical Writing and User Experience offers students new professional and academic opportunities that UTEP lacks on the undergraduate level. Currently the Rhetoric and Writing Studies program offers a graduate certificate in Technical and Professional Writing that has had robust enrollments. Our M.A. in Rhetoric and Writing Studies and PhD degree in Rhetoric and Composition have both successfully attracted and graduated students for a number of years. We currently have 38 students in the minor in Rhetoric and Writing Studies. We are confident that this degree will attract and retain students because of its focus on current communication technologies and the solid job market in this area.

Student Survey. We conducted survey research with first-year students that strongly suggests that once UTEP students are aware of the opportunity to major in Technical Writing and User Experience, a number of them will take advantage of it. In Spring and Summer 2018, we distributed this surveys in First-Year Composition, the required writing courses for entering students. The survey described the degree focus and provided

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[5] http://fablabelpaso.org

[6] https://uxpa.org/system/files/public/UXPASalarySurvey2016_final.pdf

examples of the types of jobs available. We received 155 usable responses. Out of these, 88 students (~57%) indicated that they were either somewhat interested or interested in majoring in this area. Further, 46 students provided their e-mails in order to be contacted when the major is approved. Based on this survey and because of the recruitment efforts we describe below, we estimate that around 25 students will enroll in the major once it begins.

Long-Term Recruitment. We will continue to survey students in our First-Year Composition courses (RWS 1301 and 1302) about their interest in this degree and contact students who request more information. This will help us to begin to build relationships with potential students so that we can spread the word about the new professional opportunities offered by this degree. Several of the assignments in RWS 1301 and 1302 are miniature versions of requirements in the new degree program, so students will already have some sense of important concepts in the curriculum, such as audience awareness and clear communication.

We will also maintain a close collaboration with the Academic Advising Center, the Student Success Center in the College of Liberal Arts, and the University Career Center in order to inform students at all stages of their undergraduate careers about this degree and the job opportunities will can provide.

During the 2018-2019 academic year, Dr. Laura Gonzales of the Rhetoric and Writing Studies program, along with colleagues from two other Hispanic –Serving Institutions across the US, will conduct focus groups with undergraduate students regarding the degree program as a part of an external grant from the Council for Programs in Technical and Scientific Communication, or CPTSC (https://cptsc.org) that is intended to help the development of undergraduate degrees in this field in Hispanic Serving Institutions. Students in these focus groups will learn about the degree, and we will contact those that express interest with more information.

Information about this degree will become a part of the publicity efforts that the Rhetoric and Writing Studies (RWS) program and the English Department regularly engage in. The RWS program maintains an active presence on social media, as does the English Department, and we also participate in UTEP recruitment efforts such as Orange and Blue Day. A flyer will be created about the degree that can be distributed to potential students. We will also create pages about the degree on the English Department website, which will include testimonials from students as well as job information.

C. <u>Enrollment Projections</u> – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (*Include majors only and consider attrition and graduation.*)

YEAR	1	2	3	4	5
Headcount	25	50	80	110	140
FTSE	20	40	64	88	112

This estimate is guided by enrollment trends in the two other degrees in the English Dept; about 80% of students in these degrees enroll full-time.

II.   Quality

A.   <u>Degree Requirements</u> – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum *(bachelor's degree only)*	42	
Liberal Arts General Education Requirements	24	
Required Courses	15	
Prescribed Electives	15	
Free Electives	6	
Minor	18	
TOTAL	120	

B.   <u>Curriculum</u> – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

36 hours total.

Prefix and Number	Required Courses	SCH
*RWS 3305	Introduction to Technical Writing and User Experience	3
*RWS 3354	Methods for Inquiry and Design	3
*RWS 3367	Foundations of User Experience	3
*RWS 4320	Web Authoring	3
RWS 4300	Capstone: Digital Portfolio	3
	TOTAL	15

Prefix and Number	Prescribed Electives (Select one from the following)	SCH
RWS 3359	Technical Writing	3
RWS 3355	Workplace Writing	3
	TOTAL	3

Prefix and Number	Prescribed Electives (Select four from the following)	SCH
RWS 3345	Editing	3
RWS 3355	Workplace Writing	3
RWS 3359	Technical Writing	3
RWS 3358	Special Topics in Writing	3
RWS 3357	Issues in Ethics and Technology	3
RWS 3365	Advanced Composition—Rhetorical Theory	3
RWS 3366	Advanced Composition-Argument	3
	TOTAL	12

Prefix and Number	Free Electives (Any two upper-division courses from the following)	SCH
ENGL	Any upper-division ENGL course (recommended: ENGL 3300, 4314, 3349, 3355)	3
ENGL	Any upper-division ENGL course in the Literature Program	3
ENGL	Any upper-division ENGL course in the English Education Program	3
RWS	Any upper-division RWS course	3
TRAN 3359	Introduction to Translation	3
TRAN 4380	Legal Translation	3
TRAN 4381	Translation in Business	3

TRAN 4385	Translation in Health Care	3	
COMM 2310	Basic Multimedia Writing	3	
COMM 2373	Intermediate Multimedia Writing	3	
COMM 3320	Writing for Public Relations and Corporate Communication	3	
COMM 4352	Contemporary Rhetoric	3	
	TOTAL	6	

Explanation:

The curriculum for this degree has been designed according to best practices in the field as determined by our professional organizations and by research on the characteristics and effectiveness of similar degree programs based on studies of employers, faculty, and students. (There is no formal accreditation body for Technical Writing and User Experience or for the umbrella field of Rhetoric and Writing Studies.)

The two professional organizations in this area that focus on academic programs are the Association of Technical Teachers of Writing, or ATTW (http://attw.org), and the Council for Programs in Technical, Scientific, and Professional Communication, or CPTSC (https://cptsc.org). Based on the principles from these professional organizations and from research on program effectiveness,[7] we have developed a curriculum that has both breadth and depth, and will give students the communication, thinking, and problem-solving skills that they will need in the technology-driven employment landscape.

Four of the required courses (RWS 3305, 3354, 3367, 4320) will have a deep focus on Technical Writing and User Experience, providing students with major concepts and concerns in the field, strategies for research, and expertise in content design. Issues related to language and culture are embedded throughout this curriculum. In the fifth required course (RWS 4300), the capstone experience, students will demonstrate mastery of these outcomes in a digital portfolio that will include self-reflection and that will be appropriate for the employment search or for applications for graduate school.

These required courses will offer students practice in HTML, CSS, and Adobe CS, some of the most frequently required software in job ads.[8] Other software, such as Dreamweaver or Photoshop, might also be used. Students will be encouraged to attend UTEP's workshops in these and other relevant software applications.

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[7] For example, see Lisa Meloncon and Sally Henshal, "Current State of U.S. Undergraduate Degree Programs in Technical and Professional Communication," *Technical Communication*, 60, no. 1 (2013): 45-64.

[8] Claire Lauer and Eva Brumberger, "Technical Communication as User Experience in a Broadening Industry Landscape," *Technical Communication* 63, no. 3 (2016): 248-264.

Students will not need any previous experience with these applications before entering the program.

The menu of prescribed electives (RWS 3345, 3355, 3357, 3359, 3365, 3366) will help to strengthen students' critical thinking skills, give them more opportunities to analyze complex texts, allow them to practice a range of rhetorical strategies, and consider complex social issues related to rhetoric and technology. Because students in other majors across campus regularly enroll in these courses, students in this degree will learn about broader rhetorical contexts by working with students with different perspectives and goals. Bilingual sections of two of these courses, RWS 3355 (Workplace Writing) and RWS 3359 (Technical Writing), are regularly offered for students who wish to strengthen their bilingual communication skills or who are earning the bilingual Professional Writing certificate.

Finally, students will be able to select any two upper-division courses from within the English Department, including courses in Literature and English Education, so that they can broaden their knowledge of both text-based and multimodal texts. Alternatively, they can select two courses in Translation from Languages and Linguistics if they are earning the Bilingual Professional Writing Certificate along with the degree.

Student learning outcomes, and the courses in which they will be developed are the following.

Students will be able to

1. Discuss the role of rhetoric, ethics, and collaboration in the activities and responsibilities of communicators in a variety of cultural and linguistic contexts. (RWS 3305, 3367, 4320, 3355, 3359, 3358, 3365, 3366)
2. Analyze and respond to rhetorical contexts that differ according to participants, activities, and power dynamics. (RWS 3305, 3354, 3367, 4320, 3355, 3358, 3365, 3366)
3. Develop a repertoire of research strategies that can be used in both academic and industry settings and that is participatory and self-reflexive. (RWS 3305, 3354, 3367, 4320, 3355, 3359)
4. Design effective texts and interfaces (such as reports, websites, and apps) that foreground users in the process of making information accessible across differences in culture, language, and ability. (RWS 3367, 4320, 3355, 3359, 3345).
5. Utilize appropriate professional software and tools effectively. (RWS 3367, 4320, 4300).
6. Expand the ways they collaborate with others and gain experience managing manage multi-stage projects. (RWS 3367, 4320, 3355, 3359, 3365, 3366)
7. Communicate effectively in various genres based on audience, purpose, and constraints. (RWS 3345, 3355, 3359, 3365, 3366)

8. Articulate a well-grounded understanding of key controversies related to rhetoric, language, culture, and technology.
   (RWS 3305, 3358, 3365, 3366)
9. Design and build an effective professional portfolio. (RWS 4300)

Community Engagement. Threaded throughout this curriculum are opportunities for students to work with our local community on projects related to literacies, language, health, education, and the environment. The core faculty for this degree deeply engage with the El Paso borderlands in both their teaching and research, and they consistently involve UTEP students in their efforts. While accessible to all UTEP students, these initiatives build on UTEP students' bilingual and bicultural strengths and help to prepare them for employment opportunities. Here are some examples:

- Three of our core faculty (Drs. Lucía Durá, Laura Gonzales, and Victor del Hierro) co-direct in collaboration with the El Paso Housing Authority the Escuelita After School Program; the curriculum in this program fosters health, technology, and language learning with local youth and mothers. Students in this B.A. degree can develop their expertise in user experience by creating and researching projects and services for program participants as a requirement in a core class.
- Drs. Laura Gonzales and Lucía Durá co-direct the Multilingual User Experience Research Center. Housed in the English Department, this center is a partnership among community organizations, academic researchers, students, and technology industry professionals to design multilingual digital tools and technologies, in particular in the borderlands region. Students in the B.A. degree in Technical Writing and User Experience can become integral participants in this site by working with local companies and start-ups in conducting research and building apps and websites, projects that are in several core classes. For example, through "Multlingual Technology Design in Communication Healthcare Contexts," an externally funded project, Drs. Dura and Gonzales are able to work with three students on three different health/information literacy projects
- Dr. Dura has extensive experience working with community partnerships involving vulnerable populations in the health, education, and social sectors within El Paso and in other geographical areas. Throughout her career she has involved students in her research and practice so that they can learn an asset-based and user-centered approach to professional communication. Students in the proposed degree program will gain practice in communicating technical information in an accessible, audience-center way, a learning objective in several core classes and in the prescribed electives.
- Dr. Jennifer Clifton's research in arguing across differences has been located in various sites, including U.S. high schools, indigenous communities, and the local desert environment. Under her guidance, students in the B. A. degree in Technical Writing and User Experience will be able to conduct self-reflexive, participant-focused action research that will prepare them for the kind of user-

experience research found in industry and non-profit settings. This research can become an integral part of RWS 3302, Methods for Inquiry and Design.
- Dr. Isabel Baca founded and directs the Community Writing Partners program, in which students work on projects for over twenty-five non-profit organizations in varying fields such as immigration, literacy, advocacy, and health in the local El Paso area. Students in this proposed B.A. degree will have opportunities to write and edit text-based and multimodal projects as a part of this program, activities central to several of the prescribed elective courses.

Bilingual Professional Writing Certificate. Students in the B.A. in Technical Writing and User Experience will be able to earn, along with the B.A., the Bilingual Professional Writing certificate. Developed by Dr. Isabel Baca and supported by a $100,000 grant from the National Endowment for the Humanities that she has received, students will take bilingual professional and technical writing classes in this degree program (RWS 3355 and RWS 3359) and translation courses in the Department of Languages and Linguistics to earn this certificate. All of these courses count toward the B.A. Students who have a certificate in Bilingual Professional Writing in addition to a B.A. in Technical Writing and User Experience will be highly competitive on the job market due to their expertise in Spanish/English professional and technical writing and their knowledge of the ethical and strategic nature of translation and communication in professional contexts.

Minors. Interested students will be able to pair the major with a minor in an area that is a common focus of Technical Writing and User Experience, such as public health, environmental science, computer science, or graphic design. This kind of pairing can increase their opportunities when they graduate. Alternatively, students who wish to focus more on Humanities-oriented areas can minor in areas such as Literature, History, or Philosophy, a strategy that can be equally beneficial.

Society for Technical Communication (STC) Student Chapter. The Rhetoric and Writing Studies program maintains an active student chapter of the largest professional organization in the field, the Society for Technical Communication (STC). Among other activities, STC maintains and updates professional and ethical standards for technical communication. This organization offers weekly webinars and opportunities for professional development, including certifications in areas such as medical rhetoric, that will help students develop awareness of ethical issues in the field and develop expertise in desirable specialties.

UTEP Edge. This proposed degree is in sync with the UTEP Edge's philosophy of focusing on students' assets in order to enhance their university experiences and increase their retention and graduation rates. In particular, this degree draws on students' bilingualism and 21st century communication practices in preparing them for success. High-impact practices identified by the Edge, including student research, community engagement, and a capstone experience, are integral parts of the curriculum.

Program Delivery. The courses in this proposed degree will be offered in a combination of face-to-face, hybrid, and totally online environments in order to accommodate students' schedules and increase time-to-degree. Faculty in the Rhetoric and Writing Studies program regularly teach in these different modes.

Request for An Additional Tenure-Track Faculty Line to Develop Internship Opportunities. In collaboration with the University Career Center's internship program, we are developing opportunities for paid internships for students to gain on-the-job experience as technical writers and user experience researchers. As of Summer 2018, two credit unions in El Paso have expressed interest in hiring students in this capacity. Because on-the-job preparation is so important, we would like to significantly expand internship opportunities in industry, government, and local businesses; currently, however, we lack the faculty to develop an extensive internship program. Thus, with the approval of this degree program we are requesting a tenure-track faculty hire with expertise in developing internships in Technical Writing and User Experience. A secondary expertise in science writing would help us expand our coursework in this important area.

C. Faculty – Use these tables to provide information about <u>Core</u> and <u>Support</u> faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
*Lucía Durá, Associate Professor	PhD in Rhetoric and Composition, UTEP	RWS 3305, 3354, 3359, 3358, 4300	20%
Isabel Baca, Associate Professor	PhD in Rhetoric and Professional Communication, New Mexico State University	RWS 3355, 3345, 3358, 3365, 3366	50%
Jennifer Clifton, Assistant Professor	PhD in English Education, Arizona State University	RWS 3305, 3354, 4300, 3358, 3359, 3365, 3366	50%
Laura Gonzales, Assistant Professor	PhD in Rhetoric and Writing, Michigan St. University	RWS 3305, 3354, 3367, 3358, 4302, 4300	50%
Victor del Hierro, Assistant Professor	PhD in Rhetoric and Writing, Michigan St. University	RWS 3305, 3354, 3367, 3358, 4320, 4300	50%
New Faculty in Year 2		RWS 3305, 3354, 3367, 3358, 4320, 4300	50%

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Maggy Smith, Professor	PhD in Communication and Rhetoric, Rensselaer Polytechnic Institute	RWS 3355, 3359, 3358, 3365, 3366	35%
Kate Mangelsdorf, Professor	PhD in Rhetoric, Composition, and the Teaching of English, University of Arizona	RWS 3365, 3366, 3345, 3357	30%
Beth Brunk-Chavez, Professor	PhD in English, University of Texas at Arlington	RWS 3365, 3366	10%
Terry Quezada, Assistant Professor of Practice	PhD in Rhetoric and Composition, UTEP	RWS 3345, 3355, 3359, 3358, 3365, 3366	40%
Levi Martin, Senior Lecturer	PhD in Rhetoric and Composition, UTEP	RWS 3355, 3359,3358, 3365, 3366	40%
Judith Fourzan, Senior Lecturer	PhD in Rhetoric and Composition, UTEP	RWS 3355, 3365, 3366	30%
Isela Maier, Lecturer	MA in Rhetoric and Writing Studies, UTEP	RWS 3355, 3359	30%
Esther Al-Tabaa, Lecturer	MA in Rhetoric and Writing Studies, UTEP	RWS 3355, 3359	30%

D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Per College of Liberal Arts requirements, students must declare their major in the College of Liberal Arts once they have earned between 44 and 60 credit hours, and they must be in good academic standing. To take in any of the courses in this degree students must have earned at least a C in their First-Year Composition classes. We assume that the demographics of the students in this degree program will be similar to the demographics of UTEP students in general, which in 2017-2018 was 80% Hispanic.[9]

The English Department regularly recruits students through several efforts. We participate in Orange and Blue Day, which helps to promote our degrees with high school seniors. The department has a flyer advertising all of its degree programs, and we anticipate including this new degree in the flyer as well as creating a flyer of our own. Both the Rhetoric and Writing Studies program and the English Department maintain an active presence on social media, which will be another way to recruit students. We will also create pages about the degree on the English Department website, which will include testimonials from students as well as job information.

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[9] http://cierp2.utep.edu/aag/aag2017-2018.pdf

The English Department has a dedicated undergraduate advisor who communicates regularly with students regarding their course selections and progress toward degree.

D. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

Prepared by Joy Urbina, Creative Writing and English Librarian, and Kathy Poorman Assistant Library Director, Technical Services

The table below indicates the allocations for the Library collection over FY2013/14 to FY2017/18 in the area relating to English and Creative Writing. Library holdings by Library of Congress (LC) classification (call number) are in Appendix 1.

	FY2013/14	FY2014/15	FY2015/16	FY2016/17	FY2017/18
English	5988.10	2375.58	9282.13	24642.06	18533.61
Creative Writing	.00	.00	.00	90.72	515.00
Total	5988.10	2375.58	9282.13	24732.78	19048.61

In order to receive books as they come on the market, the library has an approval-purchasing plan that provides new publications every week. In addition the faculty submits requests for needed materials for teaching and research projects.
The book allocation budget often fluctuates from year to year due to rising inflation versus the budget. The majority of our scientific journals are available in electronic format due to the large publisher databases purchased that offer full text journal coverage. The number of journals is increasing as a small amount of the publisher databases give access to all the titles the libraries sharing the cost of the database own. In most cases this will be the libraries in the University of Texas System.

1. **Describe library holdings specifically relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards? Describe planned actions that would maintain strengths and/or remedy weaknesses.**

Library holdings are sufficient to initiate the proposed program. Volume holdings and expenditures supporting the proposed BA in Technical Writing are described in Appendix 1. Regarding monographs, the Library collection includes relevant material in the areas the courses address. The collection includes standard reference works that are up-to-date. It is strong in many areas of English and Creative Writing (through their respective funds). The Library has made every effort to purchase new materials in these areas and is committed to support this collection through the purchase of books in print and electronic. Although monographic materials in Main collection are reviewed periodically, it will need to

be thoroughly analyzed and updated to reflect current curriculum and research needs.

Databases and Full-Text E-Journal Packages
Academic Search Complete
ACLS Humanities E-Book (HEB)
American Doctoral Dissertations
Book Review Digest Plus – H.W. Wilson (EBSCO)
British Periodicals (ProQuest)
Business Communication Quarterly
Business Source Complete
Cambridge Histories Online
Cambridge Journals
Chicago Manual of Style Online
Communications & Mass Media Complete
De Gruyter Online
Digital Commons @ UTEP
Digitalia Hispanica
Duke University Press Journals Online
Early English Books Online
Eighteenth Century Collections Online
Essay and General Literature Index – H.W. Wilson
Gale Literary Databases: Contemporary Authors, Contemporary Literary Criticism Select, Dictionary of Literary Biography
Gale Opposing Viewpoints in Context
Gale's Literary Index
HathiTrust Digital Library
Humanities Full Text – H.W. Wilson
Journal of Business and Technical Communication
Journal of Business Communication
Journal of Usability Studies
JSTOR
Literary Reference Center
MLA International Bibliography
ScienceDirect
Technical Communication
Technical Communication Quarterly
Web of Science

2. Describe cooperative library arrangements.

Interlibrary Loan (ILL) service is available to all students and faculty anytime resources are not available in the Library. ILL provides photocopies of journal articles unavailable locally and also access to books. The Library's membership in OCLC provides access to over 25,000 libraries around the world, providing convenient access to resources

needed by faculty and students. ILL is provided at no charge to UTEP students, faculty and staff.

The University Library's membership in the Amigos Library Services consortium of over 750 member libraries in the Southwest allows for access to shared online resources and services. The New Mexico State University (NMSU) libraries extend borrowing privileges to UTEP students and the NMSU campus is only a 40 minute drive from UTEP. Faculty and students at UTEP also have borrowing privileges at any participating library in Texas through the TexShare Library Card Program, sponsored by the TexShare Library Consortium and administered by the Texas State Library and Archives Commission (TSLAC).

The University Library also has a reciprocal arrangement for Interlibrary Loan with eleven libraries in Mexico. These include major research libraries in central Mexico such as the Colegio de México, the Universidad Iberoamericana, the Universidad de las Américas in Puebla, and the Instituto José Mora. On the border, UTEP also has a cooperative relationship with the Universidad Autónoma de Ciudad Juárez. UTEP benefits from considerable goodwill from these Mexican institutions, since, for many years, the Interlibrary Loan Department at UTEP has served as the contact point for interlibrary loan activities with this group of Mexican libraries.

UTEP is a participating member of The University of Texas System consortium and benefits from shared access to centrally-purchased, institution-specific subscriptions to online resources within the UT System Digital Library (UTSDL). The UTSDL complements the strengths of our traditional collections, expands existing services and programs, and at the same time creates entirely new options for access to scholarly information for the UT System community, including distance learners. The UTSDL works collaboratively with all UT System component libraries, the UT System Office of Telecommunications Services, the UTSDL Council of Directors and related organizations to carry out these activities.

3. **Provide library director's assessment of library resources necessary for the proposed program.**

The UTEP Library collection is sufficient to support a Bachelor of Art degree in Technical Writing and User Experience. Monographic, serial holdings and subscriptions cover all areas to be taught. Input will be requested from faculty and in the related subject areas regarding what additional printed and electronic journals would lend support to the proposed program. Funds should be allocated to renew annually the subscriptions to journals in this field.

In order to keep up with rising costs of existing subscriptions and continued purchases of monographs, it is recommended that $10,000.00 be allocated to the Library, increasing by 7-10% annually.

New databases can be added if additional funds are provided. Faculty may request new materials through the Library's English and Creative Writing Librarian or the Serials and Electronic Resources Librarian.

F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Currently facilities and equipment are adequate for this program. The courses in this curriculum that depend on computer and software availability for students are held in the computer classrooms in the Undergraduate Learning Center. UTEP regularly offers software workshops that will be helpful for students. The English Department has provided an office with some equipment for the Multilingual User Experience Research Center in which student assistants (primarily grant funded) can work. The English Department has also provided an office for the Bilingual Professional Writing Certificate. As the degree program grows, more space and facilities might be necessary.

G.   Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

N/A

H.   Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

Program faculty will engage in an annual program review that will focus primarily on three areas: student mastery of program outcomes, student satisfaction, and student success after graduation (employment or graduate school). The evaluation process will include the following:

Program outcomes: 1) Once a year program faculty will evaluate the e-portfolios that students produce in the capstone course to determine if at least 80% of the students have successfully mastered the program outcomes. 2) Once a year program faculty will engage in a process of curriculum mapping which will help to ensure that program outcomes are introduced and developed in the curriculum.

Student satisfaction: A survey will be administered twice to students: immediately upon their graduation as an exit survey, and a year after graduation. Both surveys will ask students to describe the program strengths and weakness. The second survey will help to ascertain how well the program prepared students for employment or graduate school.

Student success: Approximately 18 months after graduation, alumni will be contacted about their employment or educational status. At least 80% of alumni will be employed in a field relevant to the degree or be enrolled in graduate school.

The information gleaned from this annual program review will be used by the program director and faculty in regular program retreats that focus on curriculum development and program effectiveness.

III.   Costs and Funding[10]

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel[1] New tenure-track asst. prof. for year 2	$35,000	Reallocated Funds	$0
Facilities and Equipment	$0	Anticipated New Formula Funding[3]	$922,608
Library, Supplies, and Materials	10,000	Special Item Funding	$0
Other[2]	$0	Other[4]	$0
Total Costs	**$150,000**	**Total Funding**	**$922,608**

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program). ***The annual salary for this new faculty member beginning in year 2 of the program will be about $70,000. We anticipate 50% of this person's time will be dedicated to the new B.A. in Technical Writing and User Experience; so a prorated salary at 50% would be $35,000.***

2. Specify other costs here (e.g., administrative costs, travel). ***At the moment, we do not anticipate out-of-the ordinary expenses for the program faculty. Faculty travel and program administrative costs will be managed as part of the current Department and RWS Program processes.***

3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

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[10] Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.

Signature Page

1. <u>Adequacy of Funding and Notification of Other Institutions</u> – The chief executive officer shall sign the following statements:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

   _____ _____

   Chief Executive Officer   Date

2. <u>Board of Regents or Designee Approval</u> – A member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I approve the program.

   _____ _____

   Board of Regents (Designee)   Date of Approval

Appendix 1.1.

Library's Holdings
Supporting BA in Technical Writing
Number of items listed in UTEP Library catalog (July. 2018)

LC Range	Subject	Monographs	Serials	Total
HF5717-5734.5	Business Communication	621	18	639
PE1-1127	English Language	1,313	104	1,417
PE1128-1130	English as a Second Language	665	44	709
PE1131-9999	English Language	3,293	32	3,325
PN1-58	Literature, general	1,644	225	1,869
PN73-1529	Literary history; poetry	7,385	278	7,663
PN3311-4000	Prose, oratory, letters	1,296	45	1,341
PR1-611	English literature:history & Criticism	3,642	155	3,797
PR740-1240	English literature: prose	2,298	55	2,353
PR1240-9680	English literature by period	32,513	202	32,715
PS1-325	American literature, general	3,086	123	3,209
PS360-3626	American literature	45,987	382	46,369
T11-13	Technical Communication	251	15	266
Total		**103,994**	**1,678**	**105,672**

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Appendix 1.2.

**Current UTEP E-Journal Subscriptions Relevant to the
BA in Technical Writing**

E-Journal Title	Coverage Dates
15 credibility street	2000 to present
3L, language, linguistics, literature	2006 to present
452°F	2009 to present
91st meridian	2002 to present
AAA, Arbeiten aus Anglistik und Amerikanistik	01/01/1976 to 01/31/2016
ABEI journal	06/01/1999 to present
Able muse	1999 to present
ABRIL	2008 to present
Abstract Of Some Special Foreign Occurences	1825 to 1878
Acta Iassyensia comparationis	2005 to present
Acta literaria	01/01/2000 to present
Acta neophilologica	2010 to present
Ada	2012 to present
Advances in the history of rhetoric	01/01/1998 to present
AE : the Canadian science fiction review	2010 to present
Aethlon	10/01/1983 to present
African yearbook of rhetoric	09/01/2010 to present
After Work	1874 to 1887
Agni	01/01/1988 to 01/31/2015
Agone	09/01/1990 to 10/22/2012
Alea	2003 to present
Alfa	06/01/2007 to present
Alif	04/01/1981 to present
al-Karmal	2011 to 2012
Amarillo bay	1999 to present
Amass	01/01/2002 to present
Ambit	1965 to 2002
American humor	04/01/1974 to 10/31/1983
American letters & commentary	01/01/2003 to 09/30/2013
American literary history	04/01/1989 to present
American literary realism	10/01/1999 to present
American literary realism, 1870-1910	10/01/1967 to 04/30/1999
American Literary Review	Spring 2014 to present
American literary scholarship	1998 to present
American literature	03/01/1929 to present
American Literature Society of Japan	2003 to 2016
American speech	10/01/1925 to present
American studies international	10/01/1975 to 06/30/2004

American transcendental quarterly	01/01/1970 to 12/31/1982; 01/01/1985 to 12/31/1986
American, British and Canadian studies	2012 to present
Anglica	2012 to present
Anglistica aion	2007 to present
Anglophonia	2011 to present
Angol Filologiai tanulmanyok	01/01/1936 to 01/31/1990
Annales Encyclopediques	1817 to 1818
ANQ	01/01/1997 to present
Anthurium	Fall 2003 to present
Antipodes	03/01/1987 to 12/31/2014
Anuario de letras	01/01/2006 to present
Appalachian heritage	01/01/1974 to 10/31/2000; 03/01/2008 to 1 year ago
Applied research on English language	2012 to present
Appositions	05/01/2008 to present
Approdo Letterario	1952 to 1977
Arc poetry magazine	01/01/2010 to 12/31/2012
Arcadia	01/01/1966 to 01/31/2000
Ariel	1970 to present
Arras	1988 to 2017
Arthurian interpretations	10/01/1986 to 04/30/1990
Arthuriana	03/01/1994 to present
As you were	2014 to present
Ascent	2009 to present
Asian EFL journal	2002 to present
Asian Englishes	06/01/1998 to present
Asian ESP journal	2005 to present
Assessing writing	1994 to present
Athenian news : or, Dunton's oracle	1710 to 1710
Atlanta review	03/01/2007 to present
Atlantis	07/01/1979 to present
ATQ	03/01/1987 to 08/31/2008
Aurora Wolf Magazine : A Literary Journal of Science Fiction and Fantasy	Free open access
Australasian journal of Victorian studies	12/01/2007 to present
Australasian Victorian Studies	2008 to 2013
Australian humanities review	04/01/1996 to present
Australian Journal of Victorian Studies	2008 to 2010
Australian literary studies	05/01/1990 to 1 year ago
Australian playwrights	07/01/2011 to present
Authorship	2011 to present
Axon	2012 to present

Babel	1996 to present
Badebec	2011 to present
Bamboo ridge	09/01/2008 to present
Barnboken	2010 to present
Basic writing	Spring 1975 to present
Bearing witness	2014 to present
Bearing Witness: Joyce Carol Oates Studies	2014 to present
Beehive	05/01/1998 to Winter 2002
Belles lettres	03/01/1994 to 01/31/1996
Bents Monthly Literary Advertiser	1829 to 1860
Between	2011 to present
Bibliotheque Universelle des Sciences, Belles-Lettres et Arts	1816 to 1842
Big bridge	1997 to present
Big Picture Magazine	02/01/2010 to present
BITeS : Biblioteca italiana Testi e Studi	2013 to present
Blake	1967 to present
Blood orange review	04/01/2006 to present
Blue mesa review	2016 to present
Blue streak	2014 to 2018
Books & culture	09/01/2000 to 11/30/2016
Borrowers and lenders	Spring 2005 to present
Boulevard	06/01/2016 to present
Boundary 2	10/01/1972 to present
Bouquet	1795 to 1795
Brazilian English language teaching journal	2010 to present
Brief chronicles	2009 to present
British and American studies	2005 to present
Brno studies in English	1959 to present
Bronte Society transactions	06/01/1997 to 10/31/2001
Bronte studies	03/01/2002 to present
Bukker Tillibul	2004 to present
Bulletin	02/01/1951 to 09/30/1958
Bungaku To Kyoiku	1958 to present
Business and professional communication quarterly	2014 to present
Business communication quarterly	03/01/1995 to 12/31/2013
Business communications review	07/01/1993 to 12/31/2007
Business Communicator	05/01/2000 to 03/31/2007
Busy body	1759 to 1759
C21 literature	2016 to present
Cadernos de traducao	1996 to present
Cahiers elisabethains	04/01/1999 to present
Cahiers de narratologie	2001 to present
Cahiers victoriens & edauardiens	2011 to present

Calabash	2000 to 2008
Caliban	2014 to present
Cambridge journal of postcolonial literary inquiry	03/01/2014 to present
Camp de l'arpa	1972 to 1982
Canadian fiction	1998 to 01/31/2000
Canadian fiction magazine	01/01/1997 to 1997
Canadian journal for studies in discourse and writing	2011 to present
Canadian literature	1959 to present
Canadian review of comparative literature	1974 to 2011; 2014 to present
Ca parle	10/01/1985 to 10/31/1985
Cardiff Corvey	1997 to 2005
Carleton miscellany	1960 to 1985
Carve magazine	2007 to present
Casa de las Americas	01/10/2006 to present
Cather studies	01/01/1990 to present
CEA critic	03/01/2013 to present
Cerise Press	2009 to present
Cha	11/01/2007 to present
Changing English	03/01/1997 to present
Children's literature	1972 to present
Children's Literature Association quarterly	1979 to present
Children's literature review	1976 to 2018
Children's magazine	1789 to 1789
Chimo	1995 to 2013
ChLA newsletter	1976 to 1979
Christianity and literature	09/01/1995 to present
Cicada	07/01/2004 to 11/30/2017
Cincinnati romance review	1982 to present
Circulator : a Magazine of Literature, Science & Art	1866 to 1877
Cirque	2009 to present
City writers review	2002 to 2005
Classical and medieval literature criticism	1988 to 2018
CLCWeb	1999 to present
Clcweb: Comparative Literature & Culture: a Wwweb Journal	03/01/2005 to 09/30/2011
Coconut poetry magazine	v. 1 to v.19 2014
Coda: poets & writers newsletter	1973 to 1986
Coldnoon	01/01/2015 to present
College composition and communication	03/01/1950 to present
College English	10/01/1939 to present
College literature	01/01/1974 to present
Collezione d'Opuscoli Scientifici e Letterari ed Estratti d'Opere Interessanti	v. 1 to v. 22

Comitatus	1970 to 2001
Commonwealth	01/01/1974 to 12/31/1974; 01/01/1976 to 12/31/1977; 01/01/1979 to 12/31/1979; 01/01/1981 to 12/31/1981; 01/01/1983 to 04/30/2001
Communication world	01/01/1994 to present
Communication, politics & culture	2012 to present
Communicative business	12/01/2009 to 07/31/2010
Comparative literature	01/01/1949 to present
Comparative literature studies	01/01/1963 to present
Composition forum	Fall 2005 to present
Composition studies	04/01/1992 to present
Concentric: Literary and Cultural Studies	2001 to 18 months ago
Configurations	12/01/1993 to present
Confrontation	04/01/1968 to present
Connotations	1991 to present
Conradiana	03/01/1999 to present
Contemporary American voices	01/01/2007 to present
Contemporary literary criticism	1973 to 2018
Contemporary literature	01/01/1968 to present
Contemporary women's writing	12/01/2007 to present
COnTEXTES	2006 to present
Corporate Writer & Editor	01/28/2006 to 12/10/2008
Crazy horse	03/01/2009 to 1 year ago
Creative forum	01/01/2007 to 01/31/2008
Critique	01/01/1956 to present
Current English Studies	1962 to 2008
Daath voyage	2016 to present
Decomp	2006 to present
Deutsche Vierteljahrsschrift fur Literaturwissenschaft und Geistesgeschichte	01/01/1923 to 12/31/1944; 01/01/1949 to 01/31/2000
Dialogo das letras	2012 to present
Diacritics	10/01/1971 to present
Dialogues: An Interdisciplinary Journal of English Language Teaching and Research	2017 to present
Dickens quarterly	03/01/1970 to 12/31/1987; 01/01/1989 to 12/31/1997; 01/01/1999 to 12/31/2000; 03/01/2006 to 03/31/2015
Diesis	03/01/2011 to present
Digital Defoe	2009 to present
Directory of Poets & Writers	Free open access

Document design	02/01/2003 to 10/31/2003
Dreiser studies	05/01/1997 to 12/31/2005
É Romani Glinda (Den romska spegeln)	2004 to present
EAPSU Online: A Journal of Critical and Creative Work	Fall 2004 to present
Early American literature	1968 to 1 year ago
Early American literature newsletter	01/01/1966 to 04/30/1968
Early modern literary studies.	1995 to present
Eaton Journal of Archival Research in Science Fiction	04/10/2013 to present
Ecopoetics	2001 to 2005
Ecozon@	2010 to present
Edda	2017 to present
Edith Wharton newsletter	04/01/1984 to 10/31/1989
Edith Wharton review	1984 to 10/31/2014
Eighteenth-century fiction	10/01/1988 to present
El cuento en red	2000 to present
Electronic poetry review	2001 to present
Electronics and Communications	2013 to present
ELH	04/01/1934 to present
Elimae	1996 to present
ELOPE	2004 to present
ELT forum	2012 to present
ELT journal	01/01/1996 to present
En attendant Nadeau	2016 to present
English	1996 to present
English education	Fall 1969 to present
English education journal	2011 to present
English fiction in transition, 1880-1920	1957 to 1962
English for specific purposes	1986 to present
English in Africa	03/01/1974 to present
English journal	01/01/1912 to present
English language and linguistics	1999 to present
English language notes	2018 to present
English language teaching	06/01/2008 to present
English literary renaissance	01/01/1971 to 10/31/2012
English literature in transition, 1880-1920	01/01/1983 to present
English profile journal	09/01/2010 to present
English studies	01/01/1997 to present
English studies in Africa	03/01/1958 to present
English studies in Canada	03/01/2003 to present
English teaching forum	2001 to present
English teaching forum	1993 to present
English today	2001 to present
EnterText	2001 to 2011

Enthymema	2009 to present
Epistemocritique	2007 to present
Eratio	2003 to present
Erato	07/01/1986 to 10/31/1988
Escritura e imagen	01/01/2005 to present
ESQ	2003 to 2003; 2005; 2007 to present
Essays and studies	01/01/2001 to present
Essays in criticism	01/01/1996 to present
Essays in English Romanticism	2008 to 2015
Essays in literature	03/01/1988 to 09/30/1996
Essays on Canadian writing	03/01/1977 to 09/30/2009
Etudes anglaises	01/01/1937 to 12/31/1940; 01/01/1952 to 10/31/2000
Etudes britanniques contemporaines	2010 to present
Etudes episteme	2002 to present
Etudes lawrenciennes	2010 to present
Etudes ricoeuriennes	2010 to present
European journal of English studies	04/01/1997 to present
European journal of humour research	2013 to present
European romantic review	01/01/1997 to present
Evelyn Waugh newsletter and studies	03/01/2009 to 03/31/2011
Evelyn Waugh newsletter and studies	09/01/2011 to present
Event	02/01/2004 to present
ExELL	2014 to present
Exemplaria	01/01/1997 to present
Experimental Practices	02/01/2016 to present
Explorations	2013 to present
Extrapolation	12/01/1959 to 12/31/2000; 03/22/2002 to 09/22/2013
Farrago's wainscot	01/01/2007 to 10/01/2009
Faulkner studies	04/01/1952 to 12/31/1954
Federal News Service Transcripts	01/01/2010 to present
Feed Your Monster	Free open access
Femspec	03/01/2004 to present
First draft	04/28/2007 to present
First opinions, second reactions	2008 to present
Five dials	2008 to present
Five points	09/01/2007 to present
Flyway	2004 to present
Flyway	2010 to present
Folio	2009 to present

Footwork magazine	01/01/2002 to present
For the Sake of the Trust : Baker Street Irregulars Trust Newsletter	2005 to present
Forma	2009 to present
Foundation	01/01/1973 to 10/31/2000
Fourth genre	03/01/1999 to present
Free Verse	2001 to present
Freshman English news	03/01/1972 to 10/31/1991
From Glasgow to Saturn	2007 to present
Fuego de Aztlan	(1808-1980): 03/01/1976 to 12/01/1978
Fugue	1990 to present
Galleon	1920 to present
General Review of British and Foreign Literature	1806 to 1806
Genre	2000 to present
George Eliot-George Henry Lewes studies	09/01/1992 to 10/31/2014
George Herbert journal	09/01/1977 to present
Glossator	2009 to present
Gothic studies	05/01/2006 to 05/31/2014
Grafemas	2004 to present
Gramma	2005 to present
Grand Magazine Of Magazines Or Universal Register	1758 to 1760
Great river review	11/01/2003 to present
Green letters	01/01/2000 to present
Green Prophet	05/01/2014 to present
Guanabara : revista mensal artistica, scientifica e litteraria	1850
GutCult	2005 to present
Half drunk muse	1999 to present
Hanebuchein	2001 to present
Hanging loose	06/01/2004 to 06/30/2011
Harvard book review	01/01/1989 to 01/31/1991
Harvard management communication letter	05/01/1999 to 04/30/2006
Harvard review	04/01/1992 to present
Hemingway notes	04/01/1971 to 12/31/1974; 01/01/1979 to 1981
Heraclitus ridens	01/01/1703 to 12/31/1704
High desert journal	2005 to present
HIKAKU BUNGAKU Journal of Comparative Literature	1958 to 2013
HiSET Journal: Journal on Historical Studies of English Teaching in Japan	1986 to 2008
Holdens Dollar Magazine of Criticisms, Biographies, Sketches, Essays, Tales, Reviews, Poetry, etc., etc. (1848-1850)	1848 to 1850
How	2014 to present
Hungarian journal of English and American studies	01/01/1995 to 04/30/2013

Hungarian studies in English	01/01/1991 to 01/31/1992
Hunt's London journal	1844 to 1844
Hutt	2003 to present
Hypermedia Joyce studies	1995 to present
I & L, Ideologies & literature	1977 to 1988
IAFOR Journal of Literature & Librarianship	2012 to present
ICAME journal	1994 to present
Impossibilia	2011 to present
Indigo gris	2000 to present
Indonesian EFL journal	2015 to present
Infinity's Kitchen	2009 to present
Interdisciplinary literary studies	10/01/1999 to 09/30/2014
Interdisciplinary studies in literature and environment	1996 to present
Interfaces	2015 to present
Interlitteraria	2012 to present
International journal of comparative literature & translation studies	2013 to present
International journal of English studies	2001 to present
International journal of Scottish literature	2006 to present
International journal of the classical tradition	01/01/1994 to present
Internet TESL Journal	1995 to present
Interpoezia	2005 to present
Interpretations	01/01/1968 to 10/31/1985
InterText	1991 to 2004
Intertexts	03/01/1999 to present
Iowa State journal of business and technical communication	01/01/1987 to 09/30/1988
Iranian journal of research in English language teaching	2013 to present
Irish Journal of Gothic and Horror Studies	2006 to present
Irish pages	04/01/2002 to present
Irish university review	10/01/1970 to 10/31/2012
Issues in writing	10/01/1988 to 12/31/1994; 01/01/1996 to 04/30/2005; 04/15/2001 to 09/30/2012
Istanbul literary review	2005 to present
J journal	04/01/2008 to present
J19	10/01/2015 to present
JAC	01/01/1995 to 01/31/2013
Jacket	10/01/1997 to present
Jacket2	2011 to present
JALT journal	1979 to present
James Baldwin review	2015 to present
James Dickey review	09/01/2011 to present
James Joyce broadsheet	01/01/1980 to 10/31/2014

James Joyce online notes	2011 to present
James Joyce quarterly	10/01/1963 to present
JANGADA	2013 to present
Jeunesse	01/01/2009 to 1 year ago
Joseph Conrad today	10/01/1975 to 12/31/1986; 01/01/1988 to 12/31/1996; 01/01/1998 to 10/31/2005
Journal and review	01/01/1846 to 10/31/1846
Journal of advanced composition	04/01/1980 to 10/31/1994
Journal of AsiaTEFL	2004 to present
Journal of beat studies	01/01/2012 to present
Journal of Beckett studies	09/01/2006 to 09/30/2007; 09/01/2008 to 1 year ago
Journal of belles lettres	1819 to 1820
Journal of British and Irish innovative poetry	2015 to present
Journal of business and technical communication	01/01/1989 to 10/31/1998; 01/01/1999 to present
Journal of Caribbean literatures	04/01/1997 to present
Journal of children's literature	04/15/2002 to present
Journal of comparative literature & aesthetics	01/01/2000 to present
Journal of contemporary rhetoric	07/01/2011 to present
Journal of Creative Writing Studies	2016 to present
Journal of ecocriticism	2009 to present
Journal of English education and linguistics studies	2014 to present
Journal of English for academic purposes	2002 to present
Journal of English linguistics	03/01/1967 to 12/31/1998; 03/01/1999 to present
Journal of English studies	1999 to present
Journal of evolutionary psychology	08/01/2001 to 10/31/2006
Journal of Florida studies	2011 to present
Journal of literary studies	06/01/1997 to present
Journal of literature and science	2008 to present
Journal of modern literature	01/01/1970 to present
Journal of narrative theory	01/01/1999 to present
Journal of New Jersey poets	01/01/2009 to present
Journal of New Zealand literature	01/01/1983 to 6 months ago
Journal of popular romance studies	08/01/2010 to present
Journal of postcolonial writing	05/01/2005 to present
Journal of response to writing	2015 to present
Journal of second language writing	01/01/1992 to present
Journal of teaching writing	Spring 1982 to 2 years ago
Journal of technical writing and communication	01/01/1999 to present
Journal of Texas women writers	2009 to present

Journal of the Association for the Study of Australian Literature	2002 to present
Journal of the Chubu English Language Education Society	2012 to present
Journal of the fantastic in the arts	01/01/1988 to present
Journal of the LUCAS graduate conference	2013 to present
Journal of the Wooden O Symposium	01/01/2005 to present
Journal of theatre and drama	01/01/2001 to present
Journal of Tolkien research	2015 to present
Journal of Tolkien Research	01/01/2014 to present
Journal of West Indian literature	10/01/1986 to 11/30/2014
Jouvert	1997 to 2003
Joyce studies annual	06/01/2000 to present
Jurnal Poetika	2015 to present
Ka mate ka ora	2008 to 2008
Kansas English	2017 to present
Keats-Shelley journal	01/01/1952 to present
KELES Journal	2016 to present
Kingdoms Intelligencer	1860 to 1865
Kola	03/01/1999 to present
KulturPoetik	01/01/2001 to 01/31/2016
La petite zine	2000 to present
Ladies' Magazine of Literature, Fashion and Fine Arts (1844-1844)	1844 to 1844
Ladies' Museum (1825-1825)	1825 to 1825
Lady's Magazine, and Repository of Entertaining Knowledge (1792-1793)	1792 to 1793
Lambda book report	01/01/1994 to 03/31/2009; 01/01/1995 to 04/30/2009; 2010 to present
L'Analisi linguistica e letteraria	2007 to present
Landscapes : the journal of the International Centre for Landscape and Language	2001 to present
Language circle	2009 to present
Language magazine	11/01/2003 to present
Language matters	01/01/1997 to present
LATCH	2008 to present
Lectora	1995 to present
Leeds studies in English	1967 to 2014
Leeds studies in English and kindred languages	01/01/1932 to 12/31/1935; 1952
Legacy	04/01/1984 to present
Les Cahiers de la nouvelle	1997 to 2 years ago
Les dossiers du Grihl	2007 to present
Letras	07/01/2005 to 2 years ago
Leviathan	03/01/1999 to present

Lexis: Poetica, Retorica e Communicazione nella Tradizione Classica	1988 to 2015
LiLi, Zeitschrift fur Literaturwissenschaft und Linguistik	01/01/1971 to 12/31/2000
LinguaCulture	2014 to present
Lingue e letterature d'Oriente e d'Occidente	2012 to present
Lippincott's magazine	1881 to 1885
Literacy in Composition Studies	2013 to present
Literary Focus (1827-1828)	1827 to 1828
Literary Gazette and American Athenaeum (1826-1827)	1826 to 1827
Literary Geminae, a Monthly Magazine in English and French (1839-1840)	1839 to 1840
Literary imagination	1999 to present
Literary journalism	2007 to present
Literary journalism studies	09/01/2011 to present
Literary London	03/01/2003 to present
Literary Magazine (1835-1835)	1835 to 1835
Literary magazine and British review	1788 to 1794
Literary Miscellany, Containing Elegant Selections of the Most Admired Fugitive Pieces, and Extracts from Works of the Greatest Merit, with Originals. Prose and Poetry (1795-1795)	1795 to 1795
Literary research	2006 to present
Literary Union; a Journal of Progress, in Literature and Education, Religion and Politics, Science and Agriculture (1849-1850)	1849 to 1850
Literator	1980 to present
Literatura e autoritarismo	2003 to present
Literatura em debate	2007 to present
Literature and medicine	1982 to present
Literature and theology	03/01/1987 to present
Literature compass	2004 to present
Literature Criticism from 1400-1800	1984 to 2018
Literature in performance	11/01/1980 to 11/02/1988
Literature, interpretation, theory	01/01/1997 to present
LiTheS	2008 to present
Littera aperta	2013 to present
Litterature	02/01/1971 to 12/31/2014
Lloyd's magazine	1879 to 1879
Locus novus. A synthesis of text and image	2003 to present
Lodestar quarterly	Spring 2002 to Fall 2006
London Bent Literary Advertiser	1855 to 1859
London Bouquet Or Blossoms Of Fancy	1795 to 1795
London Connoisseur	1754 to 1756

London magazine	02/01/1954 to 1982; 01/01/1982 to 12/31/1995; 01/01/1997 to 12/31/2001
London Royal Magazine	1754 to 2012
London Saint James Magazine	1762 to 1891
London Terrefilius	1707 to 1707
Los. Contemporary poesy & art	2002 to present
Lucubrations of Isaac Bickerstaff, esq	1709 to 1711
Lumen et virtus	2010 to present
LVNG	2000 to 2004
Manoa	10/01/1989 to present
MaComere	1998 to 2009
Magma poetry	1996 to present
Magnificat	2014 to present
Marginalia	2004 to present
Mark Twain circular	01/01/2002 to present
Mark Twain journal	10/01/1936 to 12/31/1945; 01/01/1947 to 10/31/2000; 07/01/1954 to 10/31/2015; 03/01/2009 to present
Mark Twain quarterly	01/01/1936 to 01/31/1953
Mastodon dentist	2004 to present
MATLIT	2013 to present
McBride's magazine	09/01/1915 to 04/30/1916
McClure's (1927-1928)	10/01/1927 to 06/30/1928
McClure's magazine	1893 to 01/31/1926
Medieval and Early Modern English Studies	2003 to present
Medieval English Studies	2000 to 2002
Medieval forum	09/01/2002 to 12/31/2004
MELUS	09/01/1974 to present
Melville Society extracts	1978 to 07/31/2005
Mercuius Civicus	1643 to 1900
Mercurius Bellicus	1643 to 1648
Meridian Critic	06/01/2011 to present
Meta	1966 to 2010
Metaphor and symbol	03/01/1997 to present
Metaphor and symbolic activity	03/01/1986 to 12/31/1996
Midwestern miscellany	1979 to 5 years ago
Milton quarterly	1997 to present
Milton review	05/04/1998 to 05/26/1998
Minnesota English journal	2005 to present
Miscelanea	2010 to present
Mise en abyme	2014 to present

Mississippi review	01/01/1972 to 07/31/2016
MLA newsletter	2001 to 3 months ago
Modern fiction studies	02/01/1955 to present
Modern poetry in translation	2001 to 2004
Monkey bicycle	2004 to present
Monkey See	02/28/2017 to present
Monthly literary miscellany	1851 to 1853
Monthly magazine	1797 to 1821
Monthly Magazine of Belles - Lettres and the Arts Lady's Book (1833-1834)	1833 to 1834
Moravian Journal of Literature & Film	03/01/2013 to present
Moreana	03/01/1968 to 12/31/1969; 01/01/1978 to 1 year ago
Mosaic	03/01/2011 to present
Mots pluriels	1996 to 2003
Multicultural Shakespeare	2011 to present
My favorite bullet	1998 to present
My own mag	1963 to 1966
Mythlore	09/01/2002 to present
Narrative	01/01/1993 to present
Narrativity	2001 to present
Neohelicon	01/01/1973 to present
Neo-Victorian studies	2008 to present
New coin	06/01/2002 to present
New delta review	2011 to present
New England Reading Association journal	01/01/1996 to present
New England review	1978 to 1982
New England review	1990 to present
New England review and Bread Loaf quarterly	1982 to 1990
New literary history	10/01/1969 to present
Newsletter	05/01/1973 to 05/31/1978
Newsletter	12/01/1968 to 10/31/1975
Newsletter (National Conference on Literature and Religion)	01/01/1983 to 10/31/1986
Newsletter of the Victorian Studies Association of Western Canada	10/01/1972 to 10/31/1988
Nexus	01/01/2010 to present
Nineteenth century prose	12/01/1988 to 5 years ago
Nineteenth-century contexts	01/01/1997 to present
Nineteenth-century fiction	06/01/1949 to 03/31/1986
Nineteenth-Century gender studies	2005 to present
Nineteenth-century literature	1986 to present
Nineteenth-century literature criticism	1981 to 2018
No tell motel	08/01/2004 to present

Nordic Irish studies	01/01/2002 to 01/31/2016
Nordic journal of childLit aesthetics	2010 to present
Nordic journal of English studies	03/01/2010 to present
Nordlit	1997 to present
Nordlit: Tidsskrift i litteratur og kultur	2008 to present
North wind	1982 to present
Notes on contemporary literature	01/01/2006 to 01/31/2014
Notre Dame English journal	12/01/1965 to 07/31/1983
Notre Dame review	06/01/2011 to present
Nottingham mediaeval studies	01/01/1957 to 01/31/2000
Nouvelle revue synergies Canada	2013 to present
Novel	10/01/1967 to present
NUML journal of critical inquiry	06/01/2011 to present
NYS TESOL journal	2014 to present
O. Henry Collection	1870 to 2009
Oasis	1972 to 1976
Obsidian	03/01/2007 to 03/22/2013; 03/22/2015 to 09/22/2015
Obsidian II	03/01/1992 to 03/31/1998
Obsidian III	03/01/1999 to 09/30/2002
Oceanide	01/01/2010 to present
Octopus magazine	2003 to present
Old English newsletter	1977 to 2009
Olho d'agua	2009 to present
Olifant	1973 to 2012
Olla podrida	1787 to 1788
Ometeca	01/01/2006 to present
Op. Cit.: Revista de Estudos Anglo-Americanos / A Journal of Anglo-American Studies	2012 to present
Open Words: Access and English Studies	Fall 2006 to present
Oracle	2009 to 2009
Orbis litterarum	1997 to present
Orbis tertius	1996 to present
Orbit	2012 to present
Orbit	2016 to present
Ordeal; a Critical Journal of Politicks and Literature (1809-1809)	1809 to 1809
Oregon literary review	2006 to Fall 2009
Papers	11/01/2004 to 12/31/2008
Papers on language & literature	01/01/1965 to present
Paragraph	03/01/1983 to 1 year ago
Parlour Companion (1817-1819)	1817 to 1819
Parole rubate	2010 to present
Pater newsletter	1979 to 2012

Pedagogy	2001 to present
Pennsylvania literary journal	06/01/2009 to present
Persuasions	1979 to present
Persuasions	1999 to present
Philadelphia Repertory. Devoted to Literature and Useful Intelligence (1810-1812)	1810 to 1812
Philadelphia Stories	2004 to present
Philip Roth studies	Spring 2005 to present
Philosophy and literature	09/01/1976 to present
Phoebe: a journal of literature and art	2007 to present
Plath profiles	2008 to present
Poe studies	2001 to present
Poems that go	2000 to 2004
Poet lore	1889 to 12/31/1902; 01/01/1904 to 12/31/1930; 01/01/1933 to 12/31/1948; 01/01/1950 to 12/31/1953; 01/01/1962 to 12/31/1995
Poetical Magazine	1809 to 1810
Poetics	1971 to present
Poetics today	10/01/1979 to present
Poetry	1912 to present
Poetry criticism	1991 to 2018
Poetry nation	1973 to 07/31/2000
Poetrybay	2000 to present
Poets & writers	1987 to present
Poezibao	11/01/2004 to present
Poiein	2002 to present
Polari journal	2010 to present
Polyanthos (1805-1814)	1805 to 12/31/1807; 01/01/1812 to 1814
Portals	2003 to present
Portland Magazine (1805-1805)	1805 to 1805
Postmodern culture	09/01/1990 to present
PRACTICAL ENGLISH STUDIES	1991 to 2009
Precursors & aftermaths	01/01/2000 to 01/31/2004
Presentations	11/01/1997 to 12/31/2005
Preternature	01/01/2012 to 09/30/2014
Pretexts	07/01/1999 to 11/30/2003
Proceedings of the annual conference of the Children's Literature Association	1978 to 1991
PROFILE issues in teachers' professional development	2005 to present
Prose studies	04/01/1997 to present

Przestrzenie teorii	2009 to present
PSA newsletter	10/01/1978 to 10/31/1999
Publication of the American Dialect Society	1944 to present
Puppyflowers	2002 to present
Pynchon notes	03/01/1999 to 03/31/2008
Quarterly west	Fall 2011 to present
Questions de style	Free open access
Qui parle	04/01/1987 to present
Quimera	1980 to 2015
Quondam et futurus	04/01/1980 to 10/31/1993
Rainbow	2012 to present
Read	08/30/2002 to 05/31/2012
Reading in a foreign language	04/01/2002 to present
Reading on	2006 to 2006
Reception	10/01/2008 to 07/31/2014
Reconfigurations	2007 to present
Records of love, or, Weekly amusements for the fair sex	1710 to 1710
Recto/verso	2007 to 2010
Red cedar review	2003 to 2012
RELC journal	06/01/1970 to 12/31/1998; 06/01/1999 to present
Relegere	2011 to present
Religion & literature	01/01/1984 to 07/31/2014; 03/01/2010 to present
Renascence	10/01/1948 to present
ReS Futurae	2012 to present
Research in the teaching of English	Spring 1967 to present
Research papers in language teaching and learning	2010 to present
Restoration	04/01/1977 to 10/31/2014
Retort	2001 to present
Review americana	2006 to present
Review of contemporary fiction	04/01/1981 to present
Review of literatures of the European Union	2005 to present
Revista de literatura	01/01/1952 to 12/31/1970; 01/01/1978 to 07/31/2000; 2001 to present
Revista de literaturas modernas	01/01/2002 to present
Revista memento	2009 to present
Revista recorte	2004 to present
Revue de littÃ©rature comparÃ©e	01/01/1921 to 12/31/1940; 01/01/1947 to 10/31/2000
Revue Silene	Free open access
Rhetor	01/01/2004 to present

Rhetoric review	09/01/1982 to present
Rhetoric Society quarterly	01/01/1976 to present
Rhetorica	04/01/1983 to 11/30/2014
River Styx	04/01/2004 to present
River teeth	09/01/2003 to present
Rivista Ligure : Giornale di Lettere, Scienze ed Arti	v. 1
Rocky Mountain review	03/01/2008 to present
Romanian journal of English studies	2012 to present
Romantic circles praxis series	08/01/1997 to present
Romantic circles reviews	1997 to present
Romantic textualities	2005 to present
Romanticism	05/01/1998 to 1 year ago
Round Table. A Saturday Review of Politics, Finance, Literature, Society and Art (1863-1869)	1863 to 1869
Runestone	2015 to present
Russian studies in literature	04/01/1997 to present
Rutgers literary miscellany	1842 to 1842
Salmagundi, or, the whim-whams and opinions of Launcelot Langstaff, Esq., and others	1807 to 1808
Samuel Beckett today/aujourd'hui	01/01/1992 to 01/31/2012
Sanglap	2014 to present
Saturday review	1975 to 1986
Scholarly editing	2012 to present
Science editing	2014 to present
Science-fiction studies	04/01/1973 to 1 year ago
Scot lit	1998 to 2012
Scottish language	10/01/1995 to present
Scottish literary journal	1980 to 2000
Scottish literary review	05/01/2009 to present
Scottish studies review	12/01/2000 to 11/30/2008
Seikei Eigo Eibungaku kenkyu	2011 to present
Selcuk Universitesi Edebiyat Fakultesi Dergisi	1981 to present
Selected proceedings of the ... Symposium on New Approaches in English Historical Lexis, HEL-LEX	2005 to 2012
SELIM	1991 to present
Sentimental & literary magazine	1797 to 1797
Serbica	2013 to present
Serials review	01/01/1975 to present
Seventeenth century news	2002 to present
Shakespeare	12/01/2005 to present
Shakespeare bulletin	1976 to 2003; 03/01/2004 to 12/31/2009
Shakespeare in Southern Africa	01/01/2001 to present

Shakespeare quarterly	01/01/1950 to present
Shakespeare studies	01/01/1965 to 12/31/1970; 01/01/1975 to present
Shakespearean criticism	1984 to 2018
Shakespeariana	1883 to 1893
Sharpe's London journal	1849 to 1852
Sharpe's London magazine	1845 to 1849
Sharpe's London magazine	1852 to 1870
Shaw	01/01/1981 to present
Shiron	1999 to 2006
Short story criticism	1988 to 2018
SIC	2010 to present
Sidney journal	01/01/2002 to present
Signal	09/01/1970 to 01/31/2003
Sillages critiques	2000 to present
Sirena	2005 to 2010
Skipping stones	09/01/2000 to present
Slow trains	2001 to present
Snow monkey	1999 to present
Sociocriticism	2010 to present
SoMa literary review	1999 to present
Something about the author	1971 to present
South	2000 to present
Southwestern American literature	09/01/2001 to present
Spa_tien.	2006 to 2008
Speculum	01/01/1926 to 10/31/2014
Spindle magazine	2007 to present
Stand; by a Society of Young Men (1819-1820)	1820 to 1820
Steinbeck studies	03/01/2004 to 03/31/2005
Stickman review	2002 to present
Stone soup	03/01/2001 to present
StoryWorlds	01/01/2009 to 01/31/2012
Studia Anglica Posnaniensia	2009 to present
Studia Anglica Posnaniensia	01/01/1996 to present
Studia litteraria et historica	2012 to present
Studies	01/01/1973 to 01/31/1990
Studies in 20th & 21st century literature	2013 to present
Studies in 20th century literature	1976 to 2003
Studies in American fiction	03/01/1973 to present
Studies in American humor	04/01/1974 to 10/31/2015
Studies in American Jewish literature	01/01/1981 to present
Studies in American Jewish literature	04/01/1975 to 12/31/1979
Studies in American naturalism	06/01/2006 to present

Studies in Canadian literature	1976 to 3 years ago
Studies in English	01/01/1911 to 12/31/1915
Studies in English language and education	2014 to present
Studies in English Language Teaching	2016 to present
Studies in English literature, 1500-1900	01/01/1961 to present
Studies in romanticism	10/01/1961 to present
Studies in Scottish literature	1963 to present
Studies in short fiction	10/01/1963 to 01/31/2012
Studies in the American renaissance	01/01/1977 to 01/31/1996
Studies in the literary imagination	04/01/1968 to present
Studies in the novel	04/01/1969 to present
STWP review	07/01/1960 to 10/31/1966
Style	03/01/1990 to 03/31/2011
Style	01/01/1967 to present
SubStance	03/01/1971 to present
Svet literatury	2015 to present
Switched-on Gutenberg	1995 to present
Sydney studies in English	1975 to present
Symploke	01/01/1993 to present
Synthesis	2008 to present
T.S. Eliot newsletter	1974 to 1974
T.S. Eliot review	1975 to 1977
Taint magazine	2001 to 2004
Talia dixit	2014 to present
Tar River poetry	09/01/2011 to present
Tarpaulin sky	2002 to present
Tattoo highway	1998 to present
Teaching English in the two-year college	02/01/1996 to present
Teaching pamphlets	1998 to 2001
Teaching/ Writing: the journal of writing teacher education	2012 to present
Technical communication	03/01/1967 to 11/30/2012
Technical communication quarterly	06/01/1993 to present
Technostyle	2000 to 2002; 2004; 2008
TEFLIN journal	1999 to present
Temps zero	2007 to present
Tennyson research bulletin	10/01/1967 to 12/31/1979; 01/01/1981 to 12/31/1983; 01/01/1985 to 12/31/1986; 01/01/1988 to 11/30/2001
Teoliteraria: Revista Brasileira de Literaturas e Teologias	2011 to present
TESL Canada journal	04/01/2006 to present
TESL-EJ	1994 to present
TESOL journal	1999 to present

TESOL quarterly	03/01/1967 to present
Texas studies in English	1957 to 1958
Text and performance quarterly	01/01/1989 to present
Textbase journal	1996 to 2003
Textual practice	03/01/1997 to present
The 2River view	1996 to present
The 3rd page	2002 to present
The ABCA journal of business communication	10/01/1969 to 07/31/1973
The absinthe literary review	1999 to 2005
The Adirondack review	2001 to Fall 2004
The Agni review	01/01/1972 to present
The ALAN review	1994 to Summer 2015
The albatross	2011 to present
The Amaranth, or, Token of remembrance	1847 to 1855
The Ambrose Bierce project journal	Fall 2005 to Fall 2008
The American dissident	03/22/1999 to 12/31/2013
The American poetry review	11/01/1972 to present
The AnaChronist	01/01/2003 to present
The Antigonish review	04/01/2005 to 07/31/2010
The Aristidean	1845 to 1845
The Arthur Miller journal	04/01/2006 to 04/30/2014
The Arthur Miller Society newsletter	06/01/1999 to 12/31/2005
The Atlantic souvenir	1826 to 1832
The beat	05/01/2004 to present
The Bee, or, Universal weekly pamphlet revived	1733 to 1733
The Beloit poetry journal	1950 to present
The blue falcon review	2012 to present
The blue moon review	1996 to 2007
The bottle imp	2007 to present
The British review and national observer of politics, economics, literature, science, and art	1897 to 1897
The bulletin of the Association for Business Communication	03/01/1985 to 12/31/1994
The Byron journal	01/01/1973 to present
The Canadian journal of Irish studies	06/01/1975 to 01/31/2017
The CATESOL journal	1997 to present
The CEA forum	2010 to present
The Censor	1715 to 12/31/1715; 1717
The Central California poetry journal	1996 to 2003
The Chariton review	03/01/2010 to present
The Charles Lamb bulletin	1939 to 2009
The Chaucer review	07/01/1966 to present
The child's friend	1843 to 1858
The child's newspaper	1834 to 1834

The Cincinnati literary gazette	1824 to 1825
The comparatist	05/01/2005 to 1 year ago
The Concord saunterer	1966 to 01/31/2016
The confluence	04/01/2011 to present
The Conradian	04/01/1981 to present
The Cormac McCarthy journal	04/01/2001 to 01/31/2014
The Cortland review	03/01/1998 to present
The country spectator	1792 to 1793
The critic	1844 to 1863
The Critic of literature, art, science, and the drama	1843 to 1844
The Critical review	01/01/1961 to 12/31/1974; 01/01/1976 to 12/31/1986; 01/01/1989 to 01/31/2000
The critical survey	10/01/1962 to 1 year ago
The D.H. Lawrence review	01/01/2010 to present
The Dickensian	01/01/1905 to 12/31/2000
The Diverting post	1704 to 1706; 1904 to 1904
The Edgar Allan Poe review	04/01/2000 to 11/30/2014
The Edinburgh review	1755 to 1756
The Emily Dickinson journal	03/01/1992 to present
The English Academy review	12/01/1997 to present
The Englishman	1713 to 1715
The ESP journal	1980 to 1985
The Eugene O'Neill newsletter	1977 to 1988
The Eugene O'Neill review	04/01/1989 to 09/30/2014
The European English messenger	12/01/2012 to present
The Explicator	01/01/1942 to present
The F. Scott Fitzgerald review	01/01/2002 to 10/31/2014
The Faulkner journal	10/01/1985 to present
The female spectator	1775 to 1775
The Garland, or, New general repository of fugitive poetry	1825 to 1825
The Gaskell Society journal	07/01/1987 to 01/31/2005
The George Eliot, George Henry Lewes newsletter	04/01/1983 to 09/30/1991
The germ	1998 to present
The germ	1850 to 1850
The Gettysburg review	04/15/1999 to present
The Great Lakes review	07/01/1974 to 10/31/1985
The Hemingway review	1981 to present
The Henry James review	11/01/1979 to present
The ICFAI journal of soft skills	03/01/2008 to 06/30/2009
The Idle man	1821 to 1822
The Imperial review, or, London and Dublin literary journal	1804 to 1804

The Imperial review, or, London, Edinburgh, and Dublin literary journal	1805 to 1805
The Independent Shavian	04/01/2003 to 04/30/2010
The Inspector, and literary review	1826 to 1827
The Inspector, and national magazine	1827 to 1827
The International fiction review	01/01/2001 to 01/31/2007
The international literary quarterly	2007 to 2013
The Iowa review	01/01/1970 to present
The IUP journal of soft skills	09/01/2009 to present
The Joseph Conrad Society (U.K.) newsletter	11/01/1973 to 03/31/1975
The journal	2011 to present
The journal of American Literature Society of Japan	2003 to 2016
The Journal of Asia TEFL	Spring 2004 to present
The journal of Ayn Rand studies	10/01/1999 to 12/31/2014
The Journal of business communication	09/01/1963 to 10/31/2013
The Journal of Commonwealth literature	03/01/1966 to 09/30/1998; 03/01/1999 to present
The journal of narrative technique	01/01/1971 to 10/31/1998
The journal of the Joseph Conrad Society (U.K.)	08/01/1975 to 11/30/1980
The lady's book	1830 to 1839
The Langston Hughes review	09/01/2009 to present
The Lay-monk	1713 to 1714
The lion and the unicorn	1977 to present
The Literary gazette, or, Journal of criticism, science, and the arts	1821 to 1821
The Literary journal, and Weekly register of science and the arts	1833 to 1834
The literary magnet	1824 to 1828
The Literary panorama	1806 to 1814
The Literary panorama and national register	1815 to 1819
The literary world	1870 to 12/31/1904
The London daily advertiser and literary gazette	1851 to 1851
The looking glass	2005 to present
The Mailer review	09/01/2007 to present
The Maine review	01/01/2015 to present
The Manuscript	1828 to 1828
The Mark Twain annual	01/01/2003 to 11/30/2014
The Maynooth review	06/01/1975 to 12/31/1989
The medieval review	1993 to present
The mercurian	2007 to present
The Michigan historical review	04/01/1986 to 10/31/2012; 03/01/2013 to present
The Missouri review	03/01/1978 to present
The Monthly magazine and literary journal	1812 to 1813
The monthly magazine, and American review	1799 to 1800

The Monthly review, or, New literary journal	1750 to 1751
The morpo review	01/15/1994 to present
The Muses Mercury, or, Monthly miscellany	1707 to 1707
The Nathaniel Hawthorne review	09/01/2006 to present
The national magazine	07/01/1830 to 01/31/1831
The new compass	2003 to 2004
The New McClure's	07/01/1928 to 03/31/1929
The New monthly magazine and literary journal	1821 to 1836
The news-letter of the Society for the Study of Southern Literature	Fall 2002 to present
The New-York literary gazette and American athenaeum	1826 to 1826
The New-York literary gazette, and Journal of belles lettres, arts, sciences	1834 to 1835
The North American magazine	1832 to 1835
The North American quarterly magazine	1835 to 12/31/1836; 1838
The Painted bride quarterly	1973 to 2001
The pedestal magazine	2000 to present
The Poetical courant	1706 to 1706
The Poetical register, and repository of fugitive poetry for ..	1802 to 12/31/1803; 1805 to 1807; 1811 to 1812; 1814
The Poetry Ireland review	04/01/1981 to 04/30/2014
The Poets' magazine	1876 to 1879
The Portsmouth weekly magazine	1824 to 1825
The quarterly of the National Writing Project	1997 to 2005
The Quarterly of the National Writing Project & the Center for the Study of Writing and Literacy	1991 to 1996
The Quarterly of the National Writing Project and the Center for the Study of Writing	1978 to 1990
The review of English studies	01/01/1925 to present
The Rhode-Island literary repository	1814 to 1815
The royal magazine, or, Gentleman's monthly companion	1759 to 1769
The Rural casket	1798 to 1798
The Scottish mercury, relating the vveekely intelligence from Scotland and the court	1641 to 1900
The Scriblerian and the Kit-Cats	10/01/1968 to 10/31/2000
The Shakespeare Association bulletin	06/01/1924 to 10/31/1949
The Shakespeare newsletter	03/01/2001 to present
The Shaw review	01/01/1959 to 09/30/1980
The shit creek review	11/01/2006 to present
The sixpenny magazine	1861 to 1868
The Southern and western literary messenger and review	1846 to 1847
The Southern literary journal	10/01/1968 to present

The Sou'wester	03/01/2007 to 09/30/2010
The space between	01/01/2005 to present
The spectator	1711 to 12/31/1712; 1714
The Spenser review	1970 to 2012
The Spenser review	2013 to present
The Spirit of the public journals, or, Beauties of the American newspapers	1805 to 1805
The Steinbeck review	04/01/2004 to present
The Tatler	1830 to 1832
The Tennessee Williams annual review	1998 to present
The Texas review	04/01/2003 to present
The theatre	1828 to 1828
The Thomas Wolfe newsletter	1977 to 1980
The Thomas Wolfe review	1981 to 2000; 03/01/2004 to present
The Thoreau Society bulletin	1941 to 2016
The Threepenny review	01/01/1980 to 10/31/2016
The Trollopian	07/01/1945 to 03/31/1949
The Union magazine of literature & art	1847 to 1848
The United States literary gazette	1824 to 1826
The United States magazine, and literary and political repository	1823 to 1823
The United States review and literary gazette	1826 to 1827
The University magazine	1877 to 1880
The University of Texas studies in English	1949 to 1956
The Upstart Crow	01/01/2006 to 01/31/2012
The Victorian	2013 to present
The Victorian newsletter	1952 to 1992; 03/01/2002 to 09/30/2010
The voice	1996 to 2006
The WAC journal	2006 to present
The Wallace Stevens journal	04/01/1977 to 10/31/2005
The weekly comedy	1707 to 1708
The weekly comedy, or, The humours of a coffee-house	1707 to 1707
The weekly comedy, or, The humours of the age	1707 to 1707
The Western literary journal, and monthly review	06/01/1836 to 11/30/1836
The William Faulkner Journal of Japan on the Internet	1999 to present
The Windsor magazine	1895 to 11/30/1900
The Wisconsin literary magazine	12/01/1903 to 03/01/1929
The Worcester review	01/01/2011 to present
The Wordsworth circle	01/01/1970 to 1 year ago
The world	1753 to 1756
The world is our home	2009 to present
The Writer	05/01/1990 to 10/31/2012

The Writing center journal	10/01/1980 to 01/31/2017
The Writing instructor	01/15/1996 to 04/15/1997; 09/01/2001 to 09/30/2007
The yearbook of English studies	01/01/1971 to 01/31/2014
The year's work in critical and cultural theory	01/01/1996 to present
The year's work in English studies	1996 to present
Theory and Practice in English Studies	2012 to 2014
Theory@buffalo.edu	2016 to present
Thieves jargon	2004 to present
This rough magic	2010 to present
Ticontre. Teoria Testo Traduzione	2014 to present
To wit	03/01/2011 to present
Toilet; a Weekly Collection of Literary Pieces, Principally Designed for the Amusement of Ladies (1801-1801)	1801 to 1801
Token	2012 to present
Tolkien studies	2004 to present
Tonos digital	2001 to present
Transference	2013 to present
Transformative works and cultures	2008 to present
Translation and literature	01/01/1992 to 10/31/2012
Translation review	03/01/1997 to present
Transnational literature	2008 to present
Trillium literary journal	Fall 2007 to Summer 2009
Tri-quarterly	1958 to present
Trout	01/01/1997 to present
Tulsa studies in women's literature	04/01/1982 to present
Turbine	2002 to present
Twentieth century literature	04/01/1955 to present
Twentieth-century literary criticism	1978 to 2018
Typo magazine	1999 to present
Valparaiso fiction review	2011 to present
Valparaiso poetry review	1999 to present
Verbatim	01/01/2002 to present
Verbum	1999 to present
Versants	2016 to present
Verslagen van de Werkzaamheden der Eerste Klasse van het Koninklijke Instituut van Wetenschappen Letterkunde en Schoone Kunsten	1809 & 1825
Vico acitillo 124. Poetry wave	2004 to present
Victorian literature and culture	01/01/1997 to present
Victorian poetry	01/01/1963 to present
Victorian review	04/01/1989 to 1 year ago
Victorian studies	09/01/1957 to present

Victorians	03/01/2011 to present
Viewz	05/01/1992 to present
Villager, a Literary Paper (1819-1819)	1819 to 1819
Virginia Woolf miscellany	1973 to present
W	Fall 1999 to present
Wag's review	2009 to 2015
Walt Whitman quarterly review	03/01/1956 to present
War, literature, and the arts	09/01/1998 to present
Ward 6 review	2006 to present
Wasafiri	03/01/1997 to present
Wascana review	07/01/2010 to present
Wascana review of contemporary poetry and short fiction	Free open access
Wellman's literary miscellany	1849 to 1851
Wellman's miscellany	1870 to 1873
Western American literature	04/01/1966 to present
Western literary cabinet	1853 to 1854
Western literary miscellany	1853 to 1853
Whim (1814-1814)	1814 to 1814
White whale review	2009 to present
WILLA	Fall 2001 to Fall 2003
Wisconsin English journal	2009 to present
Wisconsin studies in contemporary literature	01/01/1960 to 10/31/1967
Women's writing	03/01/1997 to present
Woolf studies annual	01/01/2005 to 1 year ago
Word & image	01/01/1997 to present
Word for / word	2002 to present
Working papers on the web	06/01/2000 to present
World Englishes	1997 to present
World literature written in English	01/01/1997 to 01/31/2004
WPA, writing program administration	1978 to 2 years ago
Writing in Practice: The Journal of Creative Writing Research	2015 to present
Writing lab newsletter	1976 to 2 months ago
Writing on the edge	10/01/1989 to present
Written by	2013 to present
Xul	10/01/1980 to 01/01/1997
Yale journal of criticism	10/01/1987 to Fall 2005
Yearbook of comparative and general literature	2008 to 2008
Yearbook of comparative literature	2009 to present
Yeats Eliot review	1978 to 12/31/1979; 01/01/1982 to 12/31/1982; 01/01/1986 to 12/31/1986; 01/01/1991 to 01/31/1994; 03/01/2005 to present

Appendix 2

Degree Plan
BA in Technical Writing and User Experience
Required Credits: 120

Code	Title	Hours
Minor Required		**18**
This program requires the selection of a minor.		
ESOL Students		
Students who completed ESOL 1311 and ESOL 1312 will need to also complete ESOL 2303 with a grade of C or better.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
Technical Writing &User Experience Major		**15**
Required Courses:		
RWS 3305	Intro to Tech Writing & User Exp	3
RWS 3354	Methods for Inquiry & Design	3
RWS 3367	Foundations of User Experience	3
RWS 4300	Capstone: Digital Portfolio	3
RWS 4320	Web Authoring	3
Prescribed Electives:		**15**
Select five from the following		
RWS 3359 or RWS 3355	Technical Writing or Workplace Writing	3
RWS 3345	Editing	3
RWS 3355	Workplace Writing	3
RWS 3357	Issues in Ethics & Technology	3
RWS 3358	Special Topics in Writing	3
RWS 3359	Technical Writing	3
RWS 3365	Advanced Comp-Rhetorical Theory	3
RWS 3366	Advanced Comp-Argument	3

Code	Title	Hours
Free Electives:		**6**
Select any two upper-division courses from the following		
ENGL	Any upper-division ENGL course (recommended: ENGL 3300, 4314, 3349, 3352)	3
RWS	Any upper-division RWS course	3
TRAN 3359	Introduction to Translation	3
TRAN 4380	Legal Translation	3
TRAN 4381	Translation in Business	3
TRAN 4385	Translation in Health Care	3
COMM 2310	Basic Multimedia Writing	3
COMM 2373	Intermediate Media Writing	3
COMM 3320	Writing for Public Relations and Corporate Communication	3
COMM 4352	Contemporary Rhetoric	3
Foreign Language		
Select a sequence from the following options: [11]		6
ARAB 2401 & ARAB 2402	Intermediate Arabic I and Intermediate Arabic II	
SPAN 2301 & SPAN 2302	Interm Spanish One Non-Nat Spk and Interm Spanish Two Non-Nat Spk	
SPAN 2303 & SPAN 2304	Spanish For Spanish Spkrs One and Spanish for Spanish Spkrs Two	
SPAN 2602	Intensive Intermediate Spanish	
SPAN 2603	Intensive Span for Span Speak	
FREN 2301 & FREN 2302	French Three and French Four	
GERM 2301 & GERM 2302	German Three and German Four	
LATN 2303 & LATN 2304	Accelerated Latin One and Accelerated Latin Two	

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[11] French and Spanish majors must fulfill this requirement in a language other than their major.

Code	Title	Hours
PORT 2401 & PORT 2402	Intermediate Portguese I and Intermediate Portuguese II	
LING 2303 & LING 2304	Intensive Language Study and Intensive Language Study	
CHIN 2301 & CHIN 2302	Intermediate Chinese I and Intermediate Chinese II	
Block Electives		
Complete eighteen upper-division hours from the blocks below, with three to nine hours in each		18
Total Hours		**120**

Catalog Copy:

The Bachelor of Arts in Technical Writing and User Experience prepares students to communicate effectively and ethically in today's technologically and culturally diverse environments. Students with this degree will be able to navigate complex writing situations and to design technical information and digital experiences for multiple audiences and purposes.

More specifically, this versatile and practical degree draws on disciplinary knowledge from Rhetoric and Writing Studies (RWS) to prepare students for careers in technical writing, user-experience research, professional writing, content strategy, information design and development, and web authoring. The degree also prepares students for other careers with intensive writing demands. Graduates will be qualified to take positions in industry, government, education, and the military, as well as in a variety of non-profit settings. The degree may further prepare students for graduate work in rhetoric and writing, technical writing, the teaching of writing, law, and other areas.

RWS 3305

Introduction to
Digital Writing and UX

Instructor:
Office Hours: TBA
Contact:

Description

This course will introduce students to practices and theories in Digital Writing and User Experience that can be applied in industry, academic, and community settings. The course will emphasize the role of rhetoric, ethics, and collaboration in the activities and responsibilities of communicators in a variety of cultural and linguistic contexts. Prerequisites: RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better. Junior standing recommended.

Outcomes

This course will introduce students in the Digital Writing and User Experience (DWUX) major to rhetorical and ethical frameworks through which digital tools and systems can be designed with and for various stakeholders.

At the end of this course, you will be able to:

- establish, manage, and curate your digital identity
- compare and contrast differing digital genres
- improve your strategic thinking and ability to write in digital spaces
- make meaningful connections between digital culture and established organizations, corporations, and governments
- develop and execute short research projects that uses appropriate research methods and theories for technical writers working in digital spaces

Required Materials

Books are assigned below. Please familiarize yourself with our course materials.

Understanding your Users by Kathy Baxter, Catherine Courage, & Kelly Caine

Practical Empathy by Indi Young

User Experience Team of One by Leah Buley

Designing for the Digital Age by Kim Goodwin

Observing the User Experience, 2nd Edition by Elizabeth Goodman

Internet Inquiry edited by Markham and Baym

Course Technologies

You will need to have access to certain digital technologies in order to complete your work. In some instances, these technologies may be new to you. You are responsible for making time to ramp up, troubleshoot, and learn. This activity will require your patience, can-do attitude, and sense of adventure.

● Access to Blackboard to retrieve course materials and complete your course work.
● Your UTEP email account. Check this email often (several times every day).
● A Twitter account. We will use the hashtag **#DWUX** to share links and discuss our work. I will follow you so you can send me DMs; follow me back so I can reply.

If you are going to use a laptop or any other technology during class, make sure that it is not a distraction to yourself or others. Do not take phone calls, update your status, or text during class unless you have made arrangements with me ahead of time (due to some sort of emergency or care issue). Avoid using technology as a barrier to actively engaging during class. Instead, let it either augment our discussions or turn it off.

Course Goals & Concepts

The goals of this course are to equip students with the knowledge and experience to navigate digital spaces, curate digital content, trace digital activity, and understand content within a multitude of contexts and genres. These are the threshold concepts we will focus on:

1. **Communicating a cohesive, professional identity is just as important online as it is in person (if not more so).** You will need to create, maintain, and curate your identity to be relevant and findable.
2. **The ability to understand how various digital genres work (and work together, or not) is critical to being a skilled communicator.** This knowledge will help you know when and where to deploy these tools appropriately, understanding conventions and audiences. As Miller says, genres arise through repeated social action. So, to understand a genre requires just as much social observation and textual analysis. Or, put the other way, being a skilled communicator involves much more than being good at writing, designing, architecting, managing, and editing. It involves the ability to study and analyze social situations.
3. **Understanding the cultural, political, and economic contexts in which technology is built, maintained, and deployed is vital to effectively participating in a space as a digital rhetorician and practitioner.** When we create new technologies, content, and policies, we must understand what sits behind the goals of these systems to create technologies, content, and policies that support, rather than contradict, preferred goals. New technology is rarely created for purely technical reasons; technology is often designed for cultural, political, and economic reasons.
4. **Digital rhetoricians are always in conversation with new technologies, techniques, policies, and experts.** Your ability to learn, locate resources, evaluate tools, and share information with others is a critical professional skill.
5. **The ability to work collaboratively with others is vital to a communicator's success.** Working with and learning from people who are different from you--and recognizing your commonalities and strengths--is a critical to working productively and successfully on project teams.

Policies

This class requires you to meet a sequence of deadlines and, at times, to collaborate with fellow students. Because it is not a self-paced correspondence course, you are expected to be prepared and to take part in a timely manner. **Late assignments are accepted, but you will earn a 10% reduction on your grade for every day that your work is late.**

All texts will be available online through Blackboard. You also will need a means of electronic backup and an e-mail account. Although I sympathize with the statement, "my computer crashed," I do not accept what sometimes follows, which is "I lost everything." Consider getting a free data-backup account with a service like Dropbox (www.dropbox.com), or use GoogleDocs, or at least make a habit of emailing files to yourself. **All assignments will be submitted through Blackboard.**

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You may contact me with questions or concerns regarding your grade. However, once grades have been submitted at the end of the semester, I am not able to further discuss your performance in the course. Please come talk to me about your grades as you receive them on your projects.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.

You may contact DS without notifying me if you wish; you may also speak with me without contacting DS at all. I do not require documentation for accessibility in my classroom.

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu.

> UTEP Resources:
> Counseling and Psychological Services
> http://sa.utep.edu/counsel/
>
> Call or come by to Counseling and Psychological Services at 202 Union West so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact us for a onetime consultation regarding their specific needs. We provide group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff.
>
> Center for Accommodations and Support Services (CASS)
> http://sa.utep.edu/cass/
> Contact (915) 747-5148 or cass@utep.edu
>
> The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Assignments & Grading

The following section is an overview of the major projects for this class. Note that each assignment will require you to turn in various materials up to and including the final project:

Project	Percentage	Project Due
Project 1: Building Digital Identities		
Identity Spaces Selected	5%	
Digital Identities Launched	15%	
Assessment & Reflection	5%	
Project 2: Conducting a Social Media Analysis		
Project Pitch	5%	
Template	5%	
Analysis Report	15%	
Project 3: Tracing a Digital Event		
Project Pitch	5%	
Presentation	5%	
Project Report	25%	
Reflection & Assessment	10%	
Knowledge Sharing		
Research and Presentation	5%	

Major Assignments: Descriptions

Project 1: Building Digital Identities (Individual Project)
Crafting a digital identity is tricky business. So many sites, so many appeals. And Google never forgets (nor does your mother). What social, professional, and familial obligations do we have when building our identities online? This assignment will help you assess, create, and curate your digital identity as one part of creating your professional brand. This project will also lay the foundation for your digital portfolio capstone project that you will complete before graduation.

Goal: Learn how to create, manage, and maintain your digital identity. While we will discuss personal identities in class, focus on your professional identity for this assignment (specifically your portfolio and LinkedIn or a similar site).
Deliverables: Two digital identities along with an assessment that includes links to your identities and reflects on the choices you have made in building each identity.

Project 2: Conducting a Social Media Analysis (Individual or Group Project)
Part of your emerging skill set as a digital rhetorician and user-experience researcher is your ability to examine how various digital spaces help (or hinder) communication between content producers, content audiences, and content

participants. This project will ask you to describe the conventions and typical use of a specific type of digital space (examples: amazon, brand home pages, snapchat, Hearthstone, Twitter). You will analyze how experiences are created in these spaces, how content producers interact with participants, and what makes these genres work (or not) for the communication goals of that organization/company/person.

Goal: Learn how to conduct a social media analysis and report findings.
Deliverables: Analysis of a digital rhetoric genre with example spaces. We will use a crowdsourced template to focus our analysis and aim us towards Project 3.

Project 3: Tracing Digital Events (Group Project)
This research project will help you learn how to track events across digital spaces, broadening your understanding of professional writing, technology, participants, and organizations. Whether you are examining a new film release, a product launch, or protests across the globe, you will consider several research questions: How are content makers communicating to and with their audiences? Which digital spaces are active spaces for them? How does the content change depending on the space? Are these spaces effective in helping persuade, empower, and share? Why? How?
Goal: Learn how to trace an event in digital spaces, analyze data, report findings.
Deliverables: You will pitch your project idea to your classmates. As part of the research process, you will collect data (using various tools such as zotero, pinterest, etc.), assess the genres (modifying the templates created in P2), and map the event (either through a timeline, a geographic map, a workflow, or some other visual diagram). Your team will present your final project to the class. The format of the final product will vary depending on your project. You may want to create a Storify, build a weebly, or map in Pinterest. You will write an individual reflection piece describing your role on the project and major decision-making.

Sharing Sites/Tools/Knowledge (Individual Assignment)
The exciting part about tech is that there's always something new - new websites, new apps, new technologies, new uses. It's also the biggest challenge - how can we stay on top of it all? During class, we will hear from one (or more) of you about recent technologies and events relevant to digital writing and user experience.

Goal: Improve your analysis skills and presentation skills. Digital writers and UX researchers are called upon to locate, assess, and present on new technologies and genres. This assignment is your chance to practice these kinds of tasks.
Deliverable: 5-7 minute presentation. Must include link to the source material (show it to us in the form of screen captures and live demo), image of whatever it is you are reporting on, and your analysis of the situation (genre, form, format, content, etc.) from the perspective of a digital rhetorician. Format can vary (presentation via google or powerpoint, pdf, prezi, etc.). Turned in on the day of your presentation to receive credit.

Assessment
Points will be assigned, generally, on the following criteria (but specific criteria will be presented for each project):

> **Excellent/Strong:** Written work reveals strong professional writing skills and a deep understanding of rhetorical principles as applied to technical communication contexts; only very few minor editorial adjustments needed in documents; exceptional content knowledge, research, and preparedness.

> **Good:** Written work reveals adequate/acceptable professional writing skills and a basic understanding of rhetorical principles as applied to technical communication contexts; several minor editorial adjustments needed in documents; good content knowledge, research, and preparedness.
> **Acceptable:** Written work reveals less than adequate professional writing skills and/or difficulties understanding and applying rhetorical principles as applied to technical communication contexts; a few major

editorial problems in documents; occasional evidence of inadequate or inconsistent content knowledge, research, and preparedness.

Poor: Written work reveals significant problems in terms of writing ability and/or major misunderstanding of rhetorical principles as applied to technical communication contexts; frequent evidence of inadequate or inconsistent content knowledge, research, preparedness.

Questions?

Always feel free to contact me via email, Twitter, or G-chat with questions or concerns about the syllabus and/or the course. Looking forward to learning from you this semester!

RWS 3354: Methods for Inquiry & Design

Contact:
Office Hours:
Class Meetings:

Course Description: This course emphasizes collaborative inquiry and analysis through a variety of qualitative research methods, including participatory inquiry, user-centered design, and action-based research. Students will practice conducting research while gaining a sense of disciplinary and industry expectations for responsible and self-reflexive practices in different communities. Students will study both methods (ways of conducting research) and methodologies (orientations to research). Students will read both theory and practice (e.g., case studies, ethnographies, narratives, data sets, essays) from a wide range of perspectives and approaches that influence digital writing and user experience (e.g. technical communication, internet studies, feminism, cultural studies, sociology).

Course Outcomes

1. To explore methods of research in digital writing and user experience in order to better understand how the field is developing and what directions it may take in the near, and distant, future.
2. To practice how those working digital writing and user experience build new knowledge, and to engage in these processes ourselves as researchers.
3. To understand, generally, how theories and methods of research shape research projects and to learn how we may apply specific theoretical approaches and research methods to our own work.
4. To foster reflective practice and to lay a foundation for a research-based career in digital writing and user experience

Materials: Please familiarize yourself with our course materials. The titles are listed along with a link to the version we will use.

Required:
- *Research Design 4th Edition* by Creswell http://www.amazon.com/Research-Design-Qualitative-Quantitative-Approaches/dp/1452226105
- *Writing Studies Research in Practice* edited by Nickoson, Sheridan, & Kirsch http://www.amazon.com/Writing-Studies-Research-Practice-Methodologies/dp/0809331144
- *Content Strategy Toolkit by Meghan Casey* https://www.amazon.com/Content-Strategy-Toolkit-Guidelines-Templates/dp/0134105109
- *Going Responsive by Karen McGrane*
  Discount code: Discount code for 15% off: HEMSULP-GR
  https://abookapart.com/products/going-responsive

Selections from the following (provided in Blackboard) :
- Hine, Christine (Ed.). (2005). Virtual Methods: Issues in Social Research on the Internet. New York: Berg.
- Markham, Annette & Baym, Nancy (Eds.). (2009). Internet Inquiry: Conversations About Method. Sage.
  - Potts, L. (2013). *Social media in disaster response: How experience architects can build for participation.* Routledge.
  - Smith, L.T. (1999). Decolonizing Methodologies: Research and Indigenous Peoples. London: Zeb Books Ltd.

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> Counseling and Psychological Services
> http://sa.utep.edu/counsel/
>
> Call or come by to Counseling and Psychological Services at 202 Union West so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact us for a onetime consultation regarding their specific needs. We provide group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff.
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> The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Course Projects: The following section is an overview of the major projects for this class. Note that each assignment will require you to turn in various materials up to and including the final project:

Projects	Percentage
Readings Discussions in Twitter	10%
Research Exercises	25%
Research Stance Presentations & Reviews	15%
Methodologies Review Essays	15%
Final Project	35%

1. Readings Discussion in Twitter

The goal of this activity is to create a community of researchers, share information, and practice our professionalism. Each week, we will be using <u>Twitter</u> to respond to our readings and to each other. We will share links, ideas, and participate in this digital space. You may tweet as many times as you like about a reading or in response to a classmate's tweet, but you are required to write at least **1 tweet per reading (due by Thursday) and 2 tweet replies (due by Sunday)** that includes our class hashtag #RWS3302. I recommend that you download a third-party Twitter app such as <u>Tweetbot</u>, <u>TweetDeck</u>, etc. to keep up with our discussions.

Be aware that these tweets are public and that the people whose work we are reading often participate in Twitter. I will show you strong and weak examples during our first class session. I will often participate with you and monitor your participation using TAGS (a Twitter data collection tool we will learn about this semester). If you follow the guidelines above, you will earn an A. Less than that will be problematic and I will discuss it directly with you.

2. Research Exercises

Each week, we will have hands-on activities for each of the themed methodological areas. We will dive in and try out methods for data collection and analysis. We will deal with the theoretical and pragmatic challenges associated with various aspects of writing and rhetoric. These activities will be messy, on purpose, and you'll head outside of your comfort zone. Be patient, try out the activities, and see if you can find a good match for your work.

Typically, these activities will take place during class. Sometimes you will do them individually and sometimes you will do them as a group. But we will often need to do some work between class meetings, so it is important that you engage as deeply in these exercises as you do for readings. For example, you may be conducting an observation or coding data outside of class, and sharing your findings during class.

We will coordinate these activities with the readings we will be doing in each area. I will try to meet with students leading that week's readings to go over the activity plan. You may help me design the activity, and if necessary, help facilitate it during class as well.

3. Research Stance Presentations and Reviews

For each object of inquiry area, I will ask a group of you to present us with sample readings that showcase research in the area and provide a review of a researcher's methodological choices. I will work with you on your selections to help you narrow your scope. You will do this at least twice during the semester; use this opportunity to take a deep dive into an area of interest.

Please have readings available to us by Monday night the week before you will present. You will write a short 1000-1200 word review in one of these digital curation platforms, summarizing and providing a framework for discussion. Tell us how it fits into that week's research area and a little about the author (who are they, where are they now). This summary must include at least five external links to relevant material such as articles, books, websites, blogs, Wikipedia entries, videos, etc. Use the digital curation platform platform to your advantage. I will show examples of digital curations during the first week of class. **Postings are due on the Sunday before the assigned class session**.

You will then lead the class during that week's meeting, using your reading response as a basis for that discussion. Your goal is to encourage a productive, meaningful conversation, not to read directly from your report. We will schedule the presentations on the first class session. I recommend that you choose to present on themed areas that correspond with your own research interests.

4. Methodologies Review Essays

In this project, you will write a review essay in which you evaluate a combination of books and/ or articles on research methodologies that you are interested in learning more about (minimum
2 books or 1 book and 2 articles). You might find it helpful to plan this essay in conjunction with your final paper. Generally they are shorter than a typical journal article but longer than a stand- alone book review. But, these are not book reports as such. They tend to articulate an argument or theme beyond just a recommendation (or not) of the texts discussed.

Address your essay to your classmates and strive to write something they will hold onto a refer back to later (perhaps when they are starting their own research projects). I will provide a list of recommended materials that you can select from (see earlier in this syllabus and talk to me about other ideas). You are responsible for obtaining a copy of the books you will review, though purchasing them is not strictly necessary.

5. **Final Project**

Your final project will be a designed artifact (digital curation, presentation, video, website, or paper) that illustrates your methodological stance. You will write a proposal and complete the project by selecting and employing a methodological stance, demonstrating your understanding of the principles discussed in this class and relating them to your own proposed project. The deliverable will be presented during our lass class period. I will supply a basic structure for your proposal during class.

Grading

You will receive a letter grade for the research proposal presentation and deliverable. The reading discussions in Twitter, research exercises, and class leadership will be evaluated by contract. Enthusiastic engagement will earn you an A for these. This means that you are consistently well-prepared and that this preparation shows in the work you do, written and in- person, formal and less formal. All letter grades are converted to a set of points.

Feel free to contact me any time during the semester to discuss your progress. Halfway through the semester, you will make an appointment with me to discuss how you are doing on the contract portions of the course and the topics you are considering for your final paper.

Questions?
Always feel free to contact me via email, Twitter, or G-chat with questions
or concerns about the syllabus and/or the course. Looking forward to learning from you this semester

RWS 3367

Foundations of User-Experience

Professor Contact Information:
Email:
Office:
Office Hours: Tuesday and Thursday 10:30am-12:00pm or by appointment

Course Materials and Communication:

All course readings will be available through the class shared Google Folders. Readings are listed in our course calendar at the end of this syllabus.

Description:

This course serves as an introduction and grounding in User-Experience (UX). User-Experience encompasses a person's perceptions and responses resulting from the use and or anticipated use of a product, system, or service. Through this course, student will not only learn about UX but will be trained as UX Researchers who are concerned with understanding how a person feels when using a product, service, or interacting with an organization. Drawing from the fields of Rhetoric and Technical Communication, student will develop UX skills for research, writing, and product development.

Objectives:

1. Learn about User-Experience research
2. Practice being a User-Experience researcher
3. Create and develop projects through a UX focus

Course Key Concepts, Values, and Goals:

- Rhetoric
- Language
- Empathy
- Accountability
- Localization

Through all of these concepts and values, we will strive to achieve the following outcomes:

- Learn and practice concepts and strategies in technical communication and user experience;
- Draw on, share, and expand our communicative, cultural, and technological resources;
- Respect and engage our users and the communities our work impacts;
- Collaborate ethically with others, in and beyond the classroom;
- Learn how to design and manage a complex, multi-stage project, including setting appropriately challenging goals and being accountable to them;
- Develop contextualized, culturally-responsive measures to assess our work; and
- Cultivate and participate in feedback-rich environments in and outside of the classroom.

Grades and Assignments:

The work we complete in this class should build upon each other towards accomplishing the learning goals to be distilled in a final portfolio that you will continue to build on in the Digital Writing and User Experience Program. This course should fit with your personal overall academics goals and interests, extending beyond graduation. Readings will develop a theoretical grounding, the technology review will allow you to practice initial UX research skills, the user research project will allow you to personalize your UX research building towards your future career plans, the client presentation asks you to think of how to best communicate your ideas, and the portfolio pieces will help you reflect on what you learn and allow to communicate your research through a more static medium. Overall, the work in this class driven directly by your effort and your grade will reflect how much you invest in the course.

Overview:

<div align="center">

Weekly Readings (15%)
Technology Review (15%)
User Research Project (40%)
Client/Community Presentation (15%)
Portfolio Pieces (15%)

</div>

Weekly Readings (15%)
To ensure that everyone is accountable to the readings as well as understanding the key concepts of the course, we will engage in various classroom activities that will help us discuss the readings. Classroom attendance is key to receiving the most possible points for this part of your grade.

Technology Review (15%)
Due by Sunday February 11th at 11:59pm Technology Review
This assignment will be your first chance to put to you use what you have learned about user experience by producing a User Report. In this report, you will be reviewing a web publishing platform. In your analysis, you will primarily work from the perspective of the User but you will want to start to think about the developer's view point as well. Your deliverable should be a report that at the very least includes written prose as well as images and possibly videos or gifs. You may pursue more involved deliverables such producing an entire video.

User Research Project (40%)
This user research project will allow you to apply multiple user-experience research strategies and methods to better understand and possibly answer a research question that is of value to a specific business or organization. The goal of the project is for you to learn how to develop a UX research question, collect appropriate data, analyze data, report findings. You will pitch your project idea to your classmates. As part of the research process, you will work with your stakeholders to decide on methods, participants, and goals. You will collect, analyze and synthesize data. Then you will present findings and next steps. Your team will present your final project to the class.

The format of the final product will vary depending on your project, your research question, and your stakeholders. You will write an individual reflection piece describing your role on the project and major decision-making. You'll work in teams of three to five. The key to working together on a project this large and this long is setting expectations, creating ways to communicate, and making that work transparent to each other. We'll share best practices in class.

The major project for the course will be graded based on not only the final product but the documentation and understanding of the process. A major component of product development and UX is understanding the process from start to finish. It is likely that not everyone will finish their product to completion but they will make significant progress in the development. For UX research the process is the most important part of the process and we will emphasize this for the major project. Thus, various deliverables will be part of the major project including mini-reports, rationales, reflections, prototypes, and peer-reviews. Some of these documents will also appear in your final portfolio.

Client Presentation (15%)
The presentation should be 10-15 minutes long. You will take us through the various stages of your project. You should also describe the target user, the functions, the purpose, who your product is accountable to, and a rationale for how you developed your product.

Portfolio (15%)

The final project for this class will be a portfolio. The portfolio may be turned in as a physical portfolio or it can be a digital portfolio. This portfolio will be a collection of all assignments produced over the course of the semester as well as some written reflections. The reflections will be based on prompts provided by the instructor. The portfolio should reflect the students' progress and understanding of User-Experience, which can then be incorporated into your final digital portfolio capstone at the end of the DWUX program.

Inclusion, Safety, and Disability Accommodation at UTEP:

No two people learn exactly the same way. If you find that the materials are difficult for you to absorb, don't assume right away that you don't understand the material! Perhaps you prefer to process information through speaking or listening, but all I am providing are written handouts, making it difficult for you to process.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.

You may contact DS without notifying me if you wish; you may also speak with me without contacting DS at all. I do not require documentation for accessibility in my classroom.

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu.

UTEP Resources:
Counseling and Psychological Services
http://sa.utep.edu/counsel/

Call or come by to Counseling and Psychological Services at 202 Union West so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact us for a onetime consultation regarding their specific needs. We provide group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff.

Center for Accommodations and Support Services (CASS)
http://sa.utep.edu/cass/
Contact (915) 747-5148 or cass@utep.edu

The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Course Calendar

Week 1: Introduction

January 16
Syllabus Day

January 18
Definitions
https://www.stc.org/about-stc/defining-technical-communication/#
https://www.usability.gov/what-and-why/user-centered-design.html
https://www.nngroup.com/articles/definition-user-experience/
https://www.usability.gov/what-and-why/user-experience.html
https://www.nngroup.com/articles/usability-101-introduction-to-usability/
https://www.usability.gov/what-and-why/usability-evaluation.html

Week 2: Accountability, Inclusivity, and User Localization

January 23
Read: Natasha N. Jones, Kristen R. Moore & Rebecca Walton. (2016). Disrupting the Past to Disrupt the Future: An Antenarrative of Technical Communication
January 25
Read: Huatong Sun. (2006). The Triumph of Users: Achieving Cultural Usability Goals With User Localization
Read: Laura Gonzales and Rebecca Zantjer. (2015). Translation as a User-Localization Practice

Week 3: Language and Localization

January 30
Read: Smitherman, Geneva. Ch 1 from Talkin' and Testifying
Read: Alim and Pennycook "Glocal Linguistic Flows"

February 1
Read: Alim. "Translocal Style Communities" (optional)

Read: Noe. The Corrido. A Border Rhetoric

Guest Speaker: Dr. Ann Shivers-McNair, University of Arizona

Week 4: Empathy

February 6
https://indiyoung.com/conference-presentation-a-practical-type-of-empathy/#more-4682
Kushins, Jordan. (2015). Empathetic Design.
February 8
In-Class Activity

Due by Sunday February 11th at 11:59pm: Technology Review

Week 5: Project Management and Content Strategy

February 13
Reflection on Technology Review

February 15
Read: Gothelf and Seiden "Chapter 3"
Read: Redish "Content Startegy"

UCD plan: https://www.usability.gov/how-to-and-tools/methods/develop-plan.html
UCD map: https://www.usability.gov/how-to-and-tools/resources/ucd-map.html

Week 6: User Research Feb 20-22

February 20
Read: Overview: https://methods.18f.gov/
Read: Redish "Planning: Purposes, personas, conversations"

Choose 2 methods to read about and be ready to report on:
- Contextual inquiry: http://www.usabilitybok.org/contextual-inquiry
- Context of use analysis: http://www.usabilitybok.org/context-of-use-analysis
- Focus groups: https://www.usability.gov/how-to-and-tools/methods/focus-groups.html
- Surveys: https://www.usability.gov/how-to-and-tools/methods/online-surveys.html

February 22
In-Class Activity
Project Proposals Discussion

<u>*Due by Sunday February 25th at 11:59pm Project Proposal*</u>

Week 7: Student Conferences Feb 27-Mar 1

Please Sign up for a 15-minute meeting:
Meetings will take place in Hudspeth 309

Week 8: Accessibility and Universal Design March 6-8

March 6
Read: Henry "<u>Accessibility in User-Centered Design</u>"
Read: Butler, Janine. "<u>Where Access Meets Multimodality: The Case of ASL</u>
<u>Music Videos</u>"

March 8
In-Class Activity

Week 9: Spring Break March 13-15

March 13
No Class

March 15
No Class

Week 10: Prototyping and Usability Testing Part 1 March 20-22

March 20
Read: Gothelf and Seiden "<u>Chapter 5</u>"
Read: Chisnell "<u>Usability Testing Demystified</u>"

March 22
In-Class Activity

Week 11: Usability Testing Part 2 March 27-29

March 27
Read: Recruiting usability test participants: <u>https://www.usability.gov/how-to-and-</u>
<u>tools/methods/recruiting-usability-test-participants.html</u>
Read: Moderating usability tests: <u>https://www.usability.gov/get-</u>
<u>involved/blog/2013/04/moderating-usability-tests.html</u>

March 29
Project Check-in and Peer Review

Week 12: Community Strategy April 3-5

April 3

Read: McNair and San Diego "Localizing communities, goals, communication, and inclusion: A collaborative approach"

April 5
In-Class Activity

Week 13: Reporting on Usability Testing April 10-12

April 10
Read: Reporting on usability test results: https://www.usability.gov/how-to-and-tools/methods/reporting-usability-test-results.html
Read: Lauren et al. "Solving a museum's business challenges: A case study"

April 12
In-Class Activity

Week 14: Rhetorical Strategies for Presentation and Portfolios April 17-19

April 17
Portfolio Readings
https://uxplanet.org/tips-for-starting-or-growing-your-career-as-a-ux-designer-f68a42f60676
http://www.uxbeginner.com/minimum-viable-ux-portfolio/

Sample Professional Portfolios
https://www.teehanlax.com/story/medium/
http://www.safinalavji.com/
http://antonmircea.com/FinalUX.pdf

April 19
Guidelines for Presentations

Week 15: Presentations April 24-27

Week 16: Presentations May 1-3

Finals Week May 7-11

May 7-11

Final group of presentation Tuesday May 9th at 10:00am

Final Portfolios Due: Tuesday May 9th 11:59pm

RWS 4320:

Web Authoring

Instructor:
Office Hours: TBA
Contact:

Description

This course introduces students to web design through a rhetorical perspective, focusing on how coding languages function and how code facilitates and constrains user-experiences. Students will gain hands-on training in content management and content strategy as they learn to design tools and technologies with various communities and stakeholders. RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better. Junior standing recommended.

The course will introduce key concepts of web design and development as well as the software that facilitates it. No prior experience in web design is necessary, but you should be open to embracing new perspectives on the histories and current practices around technology that have been historically raced and gendered, thus highly exclusionary. This course requires technical practice with software as well as rhetorical awareness and conceptual discussions of the contexts and systems that those technologies are embedded in. This course is comprised of a series of exercises and projects beginning with basic HTML and increasing in complexity to include multiple page sites using CSS.

Outcomes

Learning to design for the web is not so much about learning complex programming as it is about engaging users, technologies, and the networks which link them together. As citizens of a networked world, we need to understand the limitations and strengths of the web and the ways in which information must be modified for screen viewing. The objective of this course is to introduce you to these systems and to provide a supportive but critical environment for engaging them.

At the end of this course, students will:

- be able to frame web authoring as a rhetorical practice and a vital professional skill
- analyze digital works and communities to understand rhetorical, social, and cultural implications of emerging media environments
- learn and practice the basic web authoring skills needed to put good design into practice
- learn and practice principles of user-centered design and content strategy
- learn and practice the design genres crucial to building useful and usable websites
- design and built a working version of their professional portfolios to be expanded throughout the DWUX program

Required Materials

- Access to a computer with reliable internet that will allow you to access our course modules

- File backup system – cloud service, flash drive, external hard drive, etc.

Policies

This class requires you to meet a sequence of deadlines and, at times, to collaborate with fellow students. Because it is not a self-paced correspondence course, you are expected to be prepared and to take part in a timely manner. **Late assignments are accepted, but you will earn a 10% reduction on your grade for every day that your work is late.**

You also will need a means of electronic backup and an e-mail account. Although I sympathize with the statement, "my computer crashed," I do not accept what sometimes follows, which is "I lost everything." Consider getting a free data-backup account with a service like Dropbox (www.dropbox.com), or use GoogleDocs, or at least make a habit of emailing files to yourself.

Student-teacher relationships are built on trust. You should assume that I've made good-faith decisions about the content and structure of the course, and I should assume that the assignments you hand in are yours (that you are the one who produced them), and so on. Acts that violate this trust undermine the educational process. **Students who violate UTEP academic integrity rules may receive a penalty grade**, including a failing grade on the assignment or in the course.

You may contact me with questions or concerns regarding your grade. However, once grades have been submitted at the end of the semester, I am not able to further discuss your performance in the course. Please come talk to me about your grades as you receive them on your projects.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.

You may contact DS without notifying me if you wish; you may also speak with me without contacting DS at all. I do not require documentation for accessibility in my classroom.

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu.

> UTEP Resources:
> Counseling and Psychological Services
> http://sa.utep.edu/counsel/
>
> Call or come by to Counseling and Psychological Services at 202 Union West so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact us for a onetime consultation regarding their specific needs. We provide group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff.
>
> Center for Accommodations and Support Services (CASS)
> http://sa.utep.edu/cass/
> Contact (915) 747-5148 or cass@utep.edu
>
> The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Assignments & Grading

Major Assignments
Personal Course Site - Throughout the semester you will create and maintain a site that will serve as your home base for this course. Meaning, all of your modules and projects will be stored and linked on this site. The site must include at least one page designed for this course that includes links to coursework and other materials that are relevant to the class. You'll use this site throughout the semester to collect and present all of the work you do for this course (particularly your modules) in one, easy-to-use view.

Modules - You will complete a series of 10 short exercises designed to introduce you to key concepts and to give hands-on practice with important tools and techniques throughout the semester. Your work for each module will be posted to your personal course site. These modules consist of:

- Module 1: Understanding Servers & File Organization
- Module 2: Analyzing A Website for Design & Function
- Module 3: Redesigning a Website
- Module 4: Information Architecture
- Module 5: Wireframes
- Module 6: Design Comps
- Module 7: Usability Testing & Revision Report
- Module 8: Understanding Content & Design
- Module 9: Workshop & Usability Group Reflection
- Module 10: Codeacademy Profile with Badges

Professional Portfolio Project - Over the course of the semester, you will design, build, and then present to your peers a portfolio website. This will be a starting point for your professional portfolio, something that you can maintain throughout your degree or at least gain an understanding of using HTML and CSS in a content management system.

You will research the characteristics of effective professional portfolios and develop initial designs that will be reviewed by your peers and then revised. You will then build a functional version of your design. Finally, you will present your portfolio to the class. Your final grade for this project will be based on the functional HTML and CSS you produce, how well what you built adheres to your designs, a reflection in which you discuss your work on the project, and a presentation of your professional portfolio to the class at the end of the semester.

Participation - To be successful in this class you must participate. In this course, you will learn by doing, by engaging with one another, and by asking questions. Workshops, small group problem solving, peer review, class discussion, doing your readings and homework, being attentive in class, asking questions, engaging your peers - these are the myriad ways to participate in this course. That said, what I mean by participation is active engagement in the community of our class.

GRADING
Personal Course Site: 15% (150 points)
Modules: 30% (300 points)
Professional Portfolio Project: 40% (400 points)
- Portfolio Design Documents: 10% (100 points)
- Professional Portfolio: 15% (150 points)
- Portfolio Presentation & Reflection: 15% (150 points)
- Participation: 15% (150 points)
TOTAL: 1000 points

ASSESSMENT
Points will be assigned, generally, on the following criteria (but specific

criteria will be presented for each project):

Excellent/Strong: Written work reveals strong professional writing skills and a deep understanding of rhetorical principles as applied to technical communication contexts; only very few minor editorial adjustments needed in documents; exceptional content knowledge, research, and preparedness.

Good: Written work reveals adequate/acceptable professional writing skills and a basic understanding of rhetorical principles as applied to technical communication contexts; several minor editorial adjustments needed in documents; good content knowledge, research, and preparedness.

Acceptable: Written work reveals less than adequate professional writing skills and/or difficulties understanding and applying rhetorical principles as applied to technical communication contexts; a few major editorial problems in documents; occasional evidence of inadequate or inconsistent content knowledge, research, and preparedness.

Poor: Written work reveals significant problems in terms of writing ability and/or major misunderstanding of rhetorical principles as applied to technical communication contexts; frequent evidence of inadequate or inconsistent content knowledge, research, preparedness.

Questions?

Always feel free to contact me via email, Twitter, or G-chat with questions or concerns about the syllabus and/or the course. Looking forward to learning from you this semester!

COURSE ADD

All fields below are required
___

College :   LART   Department : ENGLISH

Rationale for adding the course:
RWS 3305 is a required course in the proposed B.A. degree in Technical Writing and User Experience.
All fields below are required
___

Subject Prefix and # RWS 3305

Title (29 characters or fewer): Intro to Tec Wrt and User Exp

Dept. Administrative Code : 990

CIP Code 23.1303

Departmental Approval Required ☐Yes   ☒No

Course Level ☒UG   ☐GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description (600 characters maximum):
Introduction to Technical Writing and User Experience: This course introduces students to practices and theories in Technical Writing and User Experience that can be applied in industry, academic, and community settings. The course will emphasize the role of rhetoric, ethics, and collaboration in the activities and responsibilities of communicators in a variety of cultural and linguistic contexts. Junior standing recommended.

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply
☒A	Lecture		☐ H	Thesis
☐ B	Laboratory		☐ I	Dissertation
☐ C	Practicum		☐ K	Lecture/Lab Combined
☐ D	Seminar		☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study		☐ P	Specialized Instruction
☐ F	Private Lesson		☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 week summer session

TCCN (Use for lower division courses) : n/a

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312	Min. of C	N

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

College : LART   Department : ENGL

Rationale for adding the course:
This will be a required course in the proposed B.A. degree in Technical Writing and User Experience

Subject Prefix and # RWS 3354

Title (29 characters or fewer): Methods for Inquiry & Design

Dept. Administrative Code : 990

CIP Code 23.1303

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG   ☒GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description (600 characters maximum):
Methods for Inquiry and Design: This course emphasizes collaborative inquiry and analysis through a variety of qualitative methods, including participatory inquiry, user-centered design, and action-based research. Students will practice conducting research while gaining a sense of disciplinary and industry expectations for responsible and self-reflexive practices in different communities. Junior standing recommended.

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply

☒A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 week summer session

TCCN (Use for lower division courses) : n/a

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312	Min. C grade	N

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE CHANGE FORM

All fields below are required

College : Liberal Arts   Department : English

Rationale for changing the course:
We are changing the course title and description to make it more suitable for the proposed B.A. in Technical Writing and User Experience. The revised title and description are clearer and more specific.

All fields below are required

Subject Prefix and number RWS 3357

Course Title Computers and Writing

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Computers and Writing	Issues in Technology and Rhetoric
Description	Computers and Writing: A variable topic writing class exploring the connections between computers and writing. Course may be repeated when topics change.	Issues in Technology and Rhetoric: A variable topic class focusing on current debates related to technology and rhetoric. Course may be repeated when topics change.

COURSE ADD

All fields below are required

College : LART   Department : ENGLISH

Rationale for adding the course:
This will be a required courses in the proposed B.A. degree in Technical Writing and User Experience.
All fields below are required

Subject Prefix and # RWS 3367

Title (29 characters or fewer): Foundations of User Exp

Dept. Administrative Code :

CIP Code 23.1303

Departmental Approval Required ☐Yes   ☒No

Course Level ☒UG   ☐GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description (600 characters maximum):
Foundations of User Experience: This course will focus on researching products, services, and processes in digital environments in order to create positive user experiences in which information is accessible, well constructed, and ethically designed. Junior standing recommended.

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply
        ☒A   Lecture   ☐ H   Thesis
        ☐ B   Laboratory   ☐ I   Dissertation
        ☐ C   Practicum   ☐ K   Lecture/Lab Combined
        ☐ D   Seminar   ☐ O   Discussion or Review (Study Skills)
        ☐ E   Independent Study   ☐ P   Specialized Instruction
        ☐ F   Private Lesson   ☐ Q   Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 week summer session

TCCN (Use for lower division courses) : n/a

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312	Min C grade	N

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE CHANGE FORM

All fields below are required

College : LART   Department : ENGL

Rationale for changing the course:
We are modifying the description of this capstone course so that it is more suitable for the proposed B.A. degree in Technical Writing and User Experience.

All fields below are required

Subject Prefix and number RWS 4300

Course Title Senior Writing Practicum

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Senior Writing Practicum	Capstone: Digital Portfolio
Description	Senior Writing Practicum: Directed study to be taught with the consent of the professor and with the approval of the department chairperson. Advanced writing practicum aimed toward design and completion of a senior project. Students will submit a Practicum proposal and engage in all aspects of a professional level writing project.	Capstone: Digital Portfolio. In this course students will create a digital portfolio that showcases examples of their community and professional experiences and that includes reflections on the ethics and responsibilities of communicators in contemporary life. Prerequisites: RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better. Junior standing recommended.

COURSE ADD

All fields below are required

College : LART   Department : ENGL

Rationale for adding the course:
This is a required course in the proposed B.A. degree in X Writing and User Experience
All fields below are required

Subject Prefix and # RWS 4320

Title (29 characters or fewer): Web Authoring

Dept. Administrative Code : 990

CIP Code 23.1303

Departmental Approval Required ☐Yes   ☒No

Course Level ☒UG   ☐GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description (600 characters maximum):
This course introduces students to web design through a rhetorical perspective, focusing on how coding languages function and how code facilitates and constrains user-experiences. Students will gain hands-on training in content management and content strategy as they learn to design tools and technologies with various communities and stakeholders. Junior standing recommended.

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply
☒A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 week summer session

TCCN (Use for lower division courses) : n/a

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312	Min. C grade	N

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	
Major	

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