SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON

COURSE OUTLINE

Course Title: Technical Reporting

Code No.: Eng 210-3   **Semester:** Fall/Winter

Program: Engineering Technology & Science and
Natural Resources

Author: Language and Communication Department

Date: August 1998   **Previous Outline Dated:** January 1998

Approved: _Judith Morris_   _June 98_
                  Dean   **Date**

Total Credits: 3   **Prerequisite(s):** Eng 120

Length of Course: 3 hrs./week   **Total Credit Hours:** 48

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I.   COURSE DESCRIPTION:

This course provides training in technical reporting. Special emphasis is given to common, informal reports as well as formal reports. Oral reporting and its importance on the job are also included. The effective use of computers to generate technical documents is an essential component of this course.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:
(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date.)

1. Recognize the needs and expectations of the various audience levels
2. Demonstrate comprehension of material by producing accurate, coherent abstracts
3. Produce accurate, well-organized, technical writing assignments and reports that are college-level quality and address an identified audience and purpose
4. Employ computers accurately and efficiently to produce reports
5. Document materials from various sources using specific formats
6. Produce an employment package
7. Deliver a well-organized, oral presentation that involves effective visuals

B.   Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Recognize the needs and expectations of the various audience levels.

Potential elements of the performance:
- Explain the theory of communication
- Identify barriers to effective communication and practice how to overcome them
- Assess the audience's needs and characteristics
- Determine your goal in the communication
- Identify the most effective form of communication
- Anticipate audience response

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II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

2. Demonstrate comprehension of material by producing accurate, coherent abstracts.

Potential elements of the performance:

- Assess the original document for its content and intent
- Distinguish fact from opinion
- Distinguish main ideas from supporting detail
- Organize main ideas to clarify the presentation
- Retain the author's intent
- Ensure inclusion of all main elements—introduction, discussion and major recommendations
- Proofread and rewrite to make the abstract concise and fluid

3. Produce accurate, well-organized, technical writing assignments and reports that are college-level quality and address an identified audience and purpose.

Potential elements of the performance:

- Identify the audience and the results required from the document
- Identify the uses and types of technical reports
- Determine the most suitable format for presenting technical information
- Create accurate and specific reports using various formats
- Formulate effective introductory/problem statements
- Use active and passive voice and other emphatic techniques
- Identify the use, format and content of all components of the formal report
- Demonstrate the effective use of graphics
- Incorporate specific graphics into reports
- Draw accurate, supported, logical conclusions and recommendations
- Use research and documentation as support in reports
- Use appropriate technical language and style
- Proofread and edit all work

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II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

4. Employ computers accurately and efficiently to produce reports.

Potential elements of the performance:
- Recognize the importance of tracking and keeping records of all documents using computer systems
- Adjust and proofread for content
- Edit for errors in structure, style, and mechanics
- Enhance the production of documents using computer applications
- Produce accurate, user-friendly computer graphics
- Design clear, easily–read technical documents for specific audiences and purposes
- Proofread and edit work for correctness using spell-check, thesaurus, grammar check, and peer editing

5. Document materials from various sources using specific formats.

Potential elements of the performance:
- Identify the nature of the information to be documented
- Investigate various sources
- Select relevant material
- Evaluate bias
- Distinguish primary and secondary sources
- Use appropriate sources to support the document's purpose
- Select a consistent documentation format

6. Produce an employment package.

Potential elements of the performance:
- Identify possible sources of data, such as trade journals, newspapers, magazines, and CD-ROM
- Select relevant information
- Summarize skills, knowledge, and experience
- Choose a resume format that best presents your abilities
- Organize and present the information as a resume
- Use specific language
- Write a concise, accurate, organized, effective cover letter
- Design a unified, professional resume and cover-letter package using appropriate software

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

7. Deliver a well-organized, oral presentation that involves effective visuals.

Potential elements of the Performance:
- Gather and organize relevant material
- Determine how to present the material in the most effective manner
- Formulate an effective introduction
- Anticipate and recognize typical audience responses
- Analyze the audience and the purpose of the presentation
- Choose an appropriate technical format
- Produce effective visual aids
- Rehearse and adapt the presentation
- Deliver a well-organized, oral presentation
- Field questions

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Communication Theory
2. Language and Style in Technical Reports
3. Objectivity in Technical Writing
4. Letters and Memos
5. Informal Reports
6. Employment Package
7. Oral Presentation
8. Graphics and Document Design
9. The Formal Report

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Technical Writing: A Practical Approach (Canadian Ed), Pfeiffer & Boogerd, Prentice-Hall.
2. A dictionary and thesaurus
3. Sault College Language and Communication Guidelines
4. Two 3.5 computer disks (dedicated to English)

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V.   EVALUATION PROCESS / GRADING SYSTEM:

MAJOR ASSIGNMENTS AND TESTING:
(Refer also to the Language and Communication Guidelines)
The professor will announce which of the following will be completed in class under test
conditions (minimum of 20%):

1. Students will write a minimum of five short assignments using technical report
formats, such as:

a) Abstract
b) Proposal/feasibility report
c) Accident/incident/occurrence report
d) Technical Instruction or description
e) Field/trip report   **50%**
f) Investigation/evaluation report
g) Progress/periodic report
h) Lab report
i) Problem analysis/recommendation report

2. Oral presentation   **10%**

3. Job package   **10%**

4. Students will write **one** of the following:
a) a formal report if required by the major subject area
b) an exam featuring a report format   **30%**

TOTAL   **100%**

Notes:
1. The professor reserves the right to adjust the course as he/she deems necessary to
meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final
submissions.
3. Marking schemes for assignments will vary from professor to professor and from
assignment to assignment. This flexibility recognizes that professors need to vary
their approaches as they assist students with differing levels of competence to meet

V.   EVALUATION PROCESS / GRADING SYSTEM (Continued):

METHOD OF ASSESSMENT (GRADING METHOD):

Students will be assessed on the basis of their short technical assignments, oral presentations, job application package, and formal report and/or report exam.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)

CR Credit exemption

X   A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements

NOTE: Students may be assigned a mid-term grade of "R" for unsatisfactory performance.

TIME FRAME

Technical Reporting Eng 210 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

VI.   SPECIAL NOTES:

Special Needs
Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Complementary Activities
To meet course objectives, students should expect to match each scheduled class hour with independent study.

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VI.   SPECIAL NOTES (cont'd):

Plagiarism
Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Advanced Standing
Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department:
- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Note: A copy of the transcript must be on file in the Registrar's Office.

Retention of Course Outlines
Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.