SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: Technical Communication

CODE NO. :   CMM210-3   **SEMESTER:**   Fall 2011 &
Winter 2012

PROGRAM: Engineering Technology and Natural Environment programs

AUTHOR: Language and Communication Department

DATE: June 2011   **PREVIOUS OUTLINE DATED:**   Jan. 2010

APPROVED: "Angelique Lemay"   June, 2011

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CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   CMM110/CMM115

HOURS/WEEK: 3

COURSE NAME **CODE #**

I. COURSE DESCRIPTION:

This course provides training in technical communication. Emphasis is given to technical language in the preparation of workplace documents such as informal reports, memos, letters, technical instructions, an employment package and a research/formal report. Oral reporting and its importance on the job are also included. Document design, database and internet research are essential components of this course.

TIME FRAME
Technical Reporting CMM210 involves three periods per week for the semester. Most classes are scheduled in computer labs. Students are expected to attend class and to participate in class activities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Recognize the needs and expectations of various audiences.

2. Produce technical documents that are suitable to submit in a work environment and that address an identified audience and purpose.

3. Prepare technical documents using research with documented sources.

4. Produce an employment package.

5. Deliver a well-organized oral report with 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 various audiences.

Potential elements of the performance:
- Explain the principles of organization
- Identify some common barriers to effective communication
- Assess the audience's needs and characteristics
- Identify the most effective form of communication
- Anticipate audience response

2. Produce technical documents that are suitable to submit in a work environment and address an identified audience and purpose.

Potential elements of the performance:
- Identify the audience and purpose for the communication
- Identify the uses and types of technical documents
- Determine the most suitable format for presenting technical information
- Create accurate and specific documents using various formats
- Use active and passive voice and other emphatic techniques
- Incorporate effective graphics into documents
- Use effective document design techniques
- Use research and documentation as support in documents
- Use appropriate technical language and style
- Proofread and edit all work

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

3. Prepare technical documents using research with documented sources (A.P.A.).

Potential elements of the performance:
- Identify the use, format, and content of all components of the formal report
- Produce an accurate, coherent abstract/executive summary
- Formulate effective introductory summary/problem statements/purpose
- Draw accurate, supported, logical conclusions and recommendations
- Identify the nature of the information to be researched
- Investigate and use appropriate sources to support the document's purpose
- Distinguish primary and secondary sources
- Evaluate bias
- Incorporate appropriate, effective, labeled graphics/illustrations
- Credit sources by using a suitable documentation format (A.P.A.)
- Use document design techniques and A.P.A. style to format a research report
- Adjust and proofread content for completeness, logic, accuracy
- Edit work for correctness

4. Produce an employment package.

Potential elements of the performance:
- Summarize skills, knowledge, and experience
- Develop a resume that best presents abilities
- Use document design techniques for a professional appearance
- Write a concise, accurate, organized, effective cover letter

5. Deliver a well-organized oral report with effective visuals.

Potential elements of the Performance:
- Analyze the audience and the purpose of the presentation
- Gather and organize relevant material
- Determine how to present the material in the most effective manner
- Anticipate and recognize typical audience responses
- Produce effective visual aids
- Rehearse and adapt the presentation
- Use techniques of effective speech
- Deliver a well-organized oral presentation individually or collaboratively

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. Principles of Communication
2. Language and Style in Technical Documents
3. Objectivity in Technical Communication
4. Letters, Memos, and Emails
5. Meeting agenda and minutes (specifically for Civil & Construction Engineering)
6. Informal Reports
7. Employment Package
8. Oral Report
9. Graphics and Document Design
10. The Formal Report
11. Research and Documentation

IV.　REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *Workplace Communication Process and Product* (2006) by Sharon J. Gerson & Steven M. Gerson. Pearson Prentice-Hall publisher

2. Language and Communication Guidelines (provided)

3. *Cites & Sources-An A.P.A. Documentation Guide* 3rd ed. (2010). By J. Haig, V. MacMillan, G. Raikes. Nelson publisher

V.　EVALUATION PROCESS / GRADING SYSTEM

MAJOR ASSIGNMENTS AND TESTING:
Students will be assessed on the basis of their short technical assignments, oral presentation, job application package, and formal report and/or report exam.
(Refer also to the Language and Communication Guidelines)

The professor will announce which assignments and tests will be completed in class under test conditions (minimum of 20%):

1. Students will write a minimum of five short assignments such as:

    a. Proposal/feasibility report
    b. Accident/incident/occurrence report
    c. Technical instructions or description
    d. Field/trip report　　　　　　　　　　　　　　　　**55%**
    e. Investigation/evaluation report
    f. Progress/periodic report
    g. Lab report
    h. Problem analysis/recommendation report
    i. Email messages/memos and letters
    j. Meeting announcement, agenda, minutes

2. Oral presentation　　　　　　　　　　　　　　　　　**10%**

3. Employment package　　　　　　　　　　　　　　　**10%**

4. Students must write and submit **one** of the following:

    a)　A Formal Report　　(for programs with Co-op & most others)　　**25%**
or
    b)　an exam (if required by the program area)

　　　　　　　　　　　　　　　　　　TOTAL 100%

Notes:

1. Marking schemes for assignments will vary from professor to professor. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the course outcomes and to respond to various program areas.

2. Professors will deduct marks for grammar and fundamental errors in final submissions.

3. At the professor's discretion, some assignments may be required to be completed in-class only.
4. Sault College subscribes to *SafeAssign* for purposes of academic honesty.

5. For Civil Engineering the Formal Research Report will be submitted to the L&C professor as well as to the program's Co-op report evaluator.

V.   EVALUATION PROCESS / GRADING SYSTEM (continued):

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Midterm Grades

S   Satisfactory
U   Unsatisfactory
F   Fail

A student with a midterm grade of "unsatisfactory" should talk with the professor. Unsatisfactory performance up to midterm does not necessarily mean that a student will fail the semester. Strategies can help students to be successful.

VI.   SPECIAL NOTES

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII.   COURSE OUTLINE ADDENDUM

The provisions in the addendum are located on the student portal and form part of this course outline. Students are responsible for becoming familiar with the information. Go to https://my.saultcollege.ca