

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE ON

COURSE OUTLINE

COURSE TITLE: Technical Reporting

CODE NO.: Eng 210-3

SEMESTER: Fall/Winter

PROGRAM: Engineering Technology and Science and Natural Resources

AUTHOR: Language and Communication Department

DATE: June 1997

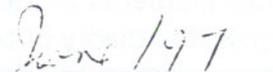
PREVIOUS OUTLINE DATED: September 1996

APPROVED:



Dean

DATE:



TOTAL CREDITS: 3

PREREQUISITES: Eng 120

LENGTH OF COURSE: 3 hours/week **TOTAL CREDIT HOURS:** 48

I. COURSE DESCRIPTION:

This course provides training in written and oral reporting skills that are typically required in a modern, industrial organization. Special emphasis is given to small group communication as well as formal written and oral presentations. The theory of writing is taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

A. Learning Outcomes:

1. Recognize and use accepted communication skills in order to convince an audience
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. Work productively in groups
5. Produce documentation, in specific formats, of materials from various sources
6. Collect related data from a variety of sources and compile it to produce an employment package
7. Deliver well-organized, oral presentations that involve effective visuals

B. Learning Outcomes and Elements of the Performance:

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

1. Recognize and use accepted communication skills in order to convince an audience.

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 in that situation
- anticipate audience response to your message

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

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

Potential elements of the performance:

- assess the original document for its content and intent
- distinguish main ideas from supporting detail
- explore meanings of words and phrases
- organize main ideas to clarify the presentation
- retain the author's intent
- proofread and rewrite to make the abstract concise and fluid

3. Produce accurate, well-organized, writing assignments and formal 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
- determine the most suitable method of presenting the document
- create accurate and specific reports in various formats, including accident, incident field, inspection maintenance and progress
- understand and use indirect writing strategies in business letters
- understand and use active and passive voice in persuasive messages
- identify the use, styles and content of all components of the formal report
- demonstrate an awareness of the effective use of graphics in a formal report by incorporating specific graphics to serve a purpose
- draw logical conclusions from assembled data
- proofread and edit all work

4. Work productively in groups.

Potential elements of the performance:

- become aware of the skills of each group member
- identify roles for each member
- define the task
- establish guidelines
- coordinate the production of the final product
- collaborate with group members on the presentation of the task
- review and critique the performance in its different stages

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

5. Produce documentation, in specific formats, of materials from various sources.

Potential elements of the performance:

- identify the nature of the material to be documented
- investigate various sources
- select relevant material
- evaluate its bias and its importance to the project
- organize the information
- draw conclusions
- make considered recommendations

6. Collect related data from a variety of sources and compile it to 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
- evaluate the data's appropriateness
- summarize your skills, knowledge and experience
- choose a resume format that best presents your abilities
- organize information to suit the chosen format
- use specific language to make the best presentation

7. Deliver well-organized, oral presentations that involve effective visuals.

Potential elements of the performance:

- gather and organize relevant material
- determine how to present the material in the most effective manner
- formulate a thesis and supporting points
- analyze the audience and the purpose of the presentation
- prepare a rough draft
- produce effective visual aids
- rehearse the presentation to various preliminary groups
- adapt the presentation according to criticisms of the preliminary groups
- deliver a well-organized, oral presentation and field related questions

III. TOPICS:

1. Communication Theory
2. Communication in Business
3. Language and Style in Technical Reports
4. Objectivity in Technical Writing
5. Letters and Memos
6. Informal Report
7. Technical Instruction
8. Job Package
9. Oral Presentations
10. Graphic and Document Design
11. The Formal Report

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Technical Writing Canadian Edition, Pfeiffer and Boogerd
2. Gage Canadian Dictionary
3. Roget's Thesaurus
4. Sault College Language and Communication Guidelines
5. Two 3.5 computer disks

V. EVALUATION PROCESS / GRADING SYSTEM MAJOR ASSIGNMENTS AND TESTING

Students will write a minimum of five assignments requiring formats commonly used for business correspondence.

Accident report	
Abstract	
Informal report	50%
Routine letters	
Refusal/bad news letters	
Memo	

Other assignments:

Oral presentation	10%
Job package	10%
Formal report	30%

TIME FRAME

Technical Reporting Eng 210-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

METHOD OF ASSESSMENT (GRADING METHOD)

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 an "R" grade early in the course for unsatisfactory performance.

GRADING

Marking schemes for essays and other assignments will differ 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 the objectives of the course.

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.

VI. SPECIAL NOTES (continued):

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 such other penalty, up to an 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.

