

**THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE ON**

**COURSE OUTLINE**

**COURSE TITLE:** The Technical Report

**CODE NO.:** Eng 300      **SEMESTER:** Fall

**PROGRAM:** Various Technologies

**AUTHOR:** Language and Communication Department

**DATE:** September 1997      **PREVIOUS OUTLINE DATED:** September 1996

**APPROVED:**  **DATE:**   
Dean

**TOTAL CREDITS:** 3

**PREREQUISITES:** Eng 120 and Eng 210

**LENGTH OF COURSE:** 2 hours/week      **TOTAL CREDIT HOURS:** 32

## I. COURSE DESCRIPTION:

This course provides advanced training for technology and business students to write and present reports. Emphasis is placed on objectivity and persuasion, and organization and planning. Presenting a unified, coherent, technical report and/or report as part of, or in preparation for, a formal engineering/business project jointly designed and evaluated by the business/technical and English faculty is a major objective of this course.

## 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:

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

1. Recognize and skillfully use the elements of communication theory (verbal and non-verbal) to make responses appropriate for specific audiences and purposes.
2. Produce clear, concise accurate, well-organized, computer-generated documents, researched if required, using suitable style, tone, formats, and electronic editing tools.
3. Demonstrate, practice and evaluate collaboration and teamwork in pair or group activities.
4. Design a resume, cover letter and/or other related job-application communication.
5. Give well-organized, coherent, effective oral presentations, ranging from impromptu talks to prepared, collaborative persuasive presentations, using traditional and/or electronic visual aids where appropriate.

### B. Learning Outcomes and Elements of the Performance:

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

1. Recognize and skillfully use the elements of communication theory (verbal and non-verbal) to make responses appropriate for specific audiences and purposes/

#### Potential elements of the performance:

- assess audience's needs, knowledge level, language level, characteristics, attitude
- anticipate audience's response to the message
- define the purpose of the communication
- apply the communication model and theory
- recognize and interpret non-verbal communication
- identify barriers to effective communication
- overcome communication barriers
- identify the most effective channel of communication for the purpose and audience

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

2. Produce clear, concise, accurate, well-organized, professional documents, researched if required, using suitable tone, style, formats and electronic editing tools.

**Potential elements of the performance:**

- identify clearly the purpose of the message and who the audience will be
- identify the most effective method of communicating the message
- use appropriate letter, memo or report format
- use direct and indirect communication strategies
- recognize and employ mechanical emphasis techniques in document design for audience appeal
- demonstrate an understanding of the use of graphics/illustrations
- use traditional and electronic sources in research
- practice the concepts of concise, clear language
- proofread and edit work for correctness using spell-check, thesaurus, grammar check, peer-editing

3. Demonstrate, practice and evaluate collaboration and teamwork in pair or group activities.

**Potential elements of the Performance:**

- collaborate with peers on projects, reports, role-playing, discussions or other assigned activities
- practice team skills within working environment
- participate in peer editing of writing projects
- evaluate collaborative models and question roles within groups
- review and evaluate individual role within group
- complete assigned tasks within group
- demonstrate responsibility toward group success

4. Design a resume, cover letter and/or other related job-application communication.

**Potential elements of the Performance:**

- employ elements of document design theory to generate a resume and cover letter
- demonstrate presentation skills essential to job application and interview
- produce portfolio, business cards, various print and video support for employment
- research and define potential employment areas
- inventory and relate education and skills to current job market

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

5. Give well-organized, coherent, effective, oral presentations ranging from impromptu talks to prepared, collaborative, persuasive presentations using traditional and/or electronic visual aids where appropriate.

### Potential Elements of the Performance:

- recognize audience and purpose
- present an organized thesis
- recognize and present the elements of persuasiveness, i.e. define the topic, provide evidence, and make the case
- select the most appropriate evidence to achieve purpose and persuade
- design and present appropriate visual support
- recognize strengths and participation in collaborative presentations

## III. TOPICS:

1. Communication Theory
2. Elements of Persuasion
3. Collaboration and Teamwork
4. Technical/Business Documents and Design
5. Oral Presentations
6. Communication for Employment

## IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Language and Communication Guidelines
2. Eng 300 Course Pack may be available
3. Any Technical Communication textbook (preferably Eng 210 text) to be used as a resource

## V. EVALUATION PROCESS / GRADING SYSTEM MAJOR ASSIGNMENTS AND TESTING:

Students will be responsible for designing and producing a personal resume and cover letter for **20%**. Individuals will also write and submit an evaluative summary for **10%** of the grade. Each student will submit a personal summary/log of the major group activity for **10%**. Individuals will present a short, impromptu oral report for **10%**. Each group will be responsible for submitting a group collaborative log (**10%**), a written section of the presentation - i.e. proposal, power point, handouts etc. (**10%**), presenting as a group (**20%**) and a mini-research/teaching presentation (**10%**),

## V. EVALUATION PROCESS / GRADING SYSTEM MAJOR ASSIGNMENTS AND TESTING:

Note: The professor may add, delete or change the order of the topics in response to constraints of time, number of students and other considerations. A syllabus designed in collaboration with students and their core professors will be produced in the first week of class.

### TIME FRAME

This course involves two hours per week for one semester.

### 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.

### 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 completed an equivalent post-secondary course should bring relevant documents to the Co-ordinator, Language and Communication Department.