

EASTERN ARIZONA COLLEGE

Technical Report Writing

Course Design
2015-2016

Course Information

Division Industrial Technology Education
Course Number TEC 260
Title Technical Report Writing
Credits 3
Developed by Terry Jones
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
ENG Dept Elective	Elective Credit	ENGL or ENGV Departmental Elective

Activity Course No
CIP Code 48.0500
Assessment Mode Portfolio
Semester Taught Spring
GE Category AAS degree only
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

ENG 100 or ENG 101

Educational Value

Students in technical degree or certificate programs.

Description

Drafting and revising memos, letters, résumés, proposals, and interpretive reports. Identical to ENG 260.

Supplies

None

Competencies and Performance Standards

1. Write a memorandum.

Learning objectives

What you will learn as you master the competency:

- a. Format elements of a memo according to conventional pattern.
- b. Articulate focused message.
- c. Demonstrate sensitivity to tone and purpose.
- d. Edit to enhance clarity, conciseness, stylistic aptness, and mechanical accuracy.

Performance Standards

Competence will be demonstrated:

- o in written assignments
- o in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- o learner formats memo to include caption, TO line, FROM line (including writer's initials), DATE line, SUBJECT line, and message
- o learner observes workplace protocol as to relative formality in the form of recipient's name and acknowledgement of position
- o learner addresses a collective audience with a general reference (e.g., "All employees") or lists specific names in a logical order--alphabetically or hierarchically, in one or more columns for a pleasing spatial configuration
- o learner composes a terse, telegraphic subject line that accurately reflects the gist of the memo's message
- o learner confines message to one main point and maintains consistency of tone
- o learner achieves conciseness by using predominantly active verbs, resisting nominalizations, deleting deadwood phrasing, and striving for clarity and simplicity over affected formality
- o learner proofreads meticulously to eliminate spelling and punctuation errors

2. Write a set of instructions.

Learning objectives

What you will learn as you master the competency:

- a. Format a set of instructions according to one of several accepted patterns.
- b. Guide reader logically through the essential steps of a process.
- c. Integrate graphic or pictorial representations, as needed, to enhance the clarity of the instructions.

Performance Standards

Competence will be demonstrated:

- o in written assignments
- o in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- o learner prefaces a set of instructions with an overview of their purpose
- o learner includes in the overview any special conditions or qualifications relevant to the instructions

- o learner orders the steps of a process in a reasonable chronological sequence
- o learner coordinates and subordinates instructions as appropriate, supplying headings and grouping steps where necessary
- o learner orients reader spatially (e.g., crawl UNDER the vehicle, hold end of pipe UPRIGHT)
- o learner appends hints, cautions, and warnings--as needed--to individual instructions
- o learner supplements written instructions with pictorial representation at logical points in the sequence of instructions
- o learner proofreads meticulously to eliminate spelling and punctuation errors

3. Write a summary/abstract.

Learning objectives

What you will learn as you master the competency:

- a. Supply full bibliographic information for an article in a professional journal.
- b. Distill a multi-page journal article into a 150- or 200-word summary.

Performance Standards

Competence will be demonstrated:

- o in written assignments
- o in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- o learner selects and carefully reads an article in a professional journal relevant to his or her academic or vocational interests
- o learner formats bibliographic information according to MLA or other appropriate documentation guidelines
- o learner accurately and proportionately summarizes the article in less than 200 words
- o learner uses his or her own language and quotes only sparingly
- o learner avoids inadvertent plagiarism by crediting the author for any borrowed language or ideas
- o learner maintains an objective tone throughout--reporting without interpreting
- o learner proofreads meticulously to eliminate spelling and punctuation errors

4. Write a mechanism description.

Learning objectives

What you will learn as you master the competency:

- a. Define the utility or purpose of a simple mechanism (e.g., pair of pliers, mechanical pencil, stapler, etc.).
- b. Identify and describe its parts.
- c. Explain how the mechanism functions.
- d. Supplement description with pictorial representation, as appropriate.

Performance Standards

Competence will be demonstrated:

- o in written assignments

- o in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- o learner explains in a brief overview what a mechanism is used for
- o learner identifies the major components of the mechanism, using familiar, established names or logical coinages
- o learner composes a physical description--material, color, dimensions, etc.--of each major component
- o learner explains how the components operate in unison to achieve the essential function of the mechanism
- o learner provides cautions or warnings, as needed, if the mechanism is in any way capable of inflicting injury
- o learner supplements description with a pictorial rendering of the mechanism, as appropriate
- o learner labels parts of the pictorial rendering, if necessary
- o learner proofreads meticulously to eliminate spelling and punctuation errors

5. Write a short report (e.g., trip or incident).

Learning objectives

What you will learn as you master the competency:

- a. Enumerate important, contextually relevant details of a tour, trip, interview, incident/accident, etc., in narrative form.
- b. Summarize and recommend action.

Performance Standards

Competence will be demonstrated:

- o in written assignments
- o in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- o learner orients reader as to the time and place of the event or task being reported
- o learner selects and arranges details relevant to the purpose of the report as a written record
- o learner manages reported information in narrative form
- o learner formats specific reports (e.g., accident or incident) according to convention--for example, with a brief overview, a full narrative, a summary of results, and a recommendation for action
- o learner proofreads carefully to avoid mechanical errors and stylistic blunders

6. Write a letter of application.

Learning objectives

What you will learn as you master the competency:

- a. Write a letter of application in response to an actual position advertisement.

Performance Standards

Competence will be demonstrated:

- o in written assignments

- o in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- o learner formats letter according to accepted standards
- o learner specifies in short initial paragraph which job he or she is applying for and, as appropriate, where he or she learned of the opening
- o learner devotes middle paragraph(s) to aligning qualifications with the requirements or expectations enumerated in the advertisement
- o learner differentiates between required and preferred qualifications, and organizes the letter's text accordingly
- o learner employs strong, precise verbs and nouns, thus obviating nominalizations and extraneous verbiage
- o learner edits for enhanced clarity and simplicity
- o learner proofreads meticulously for mechanical errors and infelicities of style

7. Write a résumé.

Learning objectives

What you will learn as you master the competency:

- a. Write a résumé.

Performance Standards

Competence will be demonstrated:

- o in written assignments
- o in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- o learner consults various models of résumés--featuring different formats and typographies--and selects and modifies to create a layout suitable to his or her needs
- o learner locates all essential personal information--name, address, telephone numbers(s), etc.--in a highly visible region of the resume page
- o learner arranges sections on education and work experience to best match qualifications with job requirements
- o learner exploits the spatial features of formatting--indentation, latitudinal and longitudinal arrangement of information, the mix of text and white space--to achieve a harmony of terseness, clarity, and readability
- o learner employs a graceful mix of headings (degrees, job titles, FROM-TO dates, etc.) and telegraphic explanatory phrasing (regarding past duties or responsibilities) to represent education, experience, qualifications, recognition
- o learner observes the protocol of strong, active verbs in telegraphic phrasing related to work experience
- o learner confines resume to a single page as a general rule
- o learner proofreads meticulously

8. Write a researched, formal proposal.

Learning objectives

What you will learn as you master the competency:

- a. Differentiate a proposal from other exercises in persuasive writing.

- b. Articulate a clear, concise proposal.
- c. Employ argumentative reasoning in advancing the proposal.
- d. Account for various portions of a complete proposal package.
- e. Document any researched information according to the standards of an accepted professional handbook (MLA, Chicago, APA, etc.).

Performance Standards

Competence will be demonstrated:

- o in written assignment

Criteria - Performance will be satisfactory when:

- o learner identifies the purpose of the proposal--i.e., to persuade readers to invest money, time, energy, etc., toward a specific end--in a clear, concise sentence or paragraph
- o learner argues his or her case logically
- o learner supports assertions with evidence
- o learner includes in proposal package: prospectus, proposal (consisting of summary, objectives, rationale), bibliography, budget, appendixes, and/or other sections as appropriate
- o learner constructs transitions or connections as needed
- o learner documents all researched evidence according to MLA, APA, Chicago, or other professional style guidelines as appropriate to field or area of expertise
- o learner edits toward clarity, economy, and stylistic finesse
- o learner proofreads to eliminate mechanical errors

Types of Instruction

Instructor-supervised writing and revision

Occasional lecture

Grading Information

Grading Rationale

Evaluation is based entirely on the quality of the written communication in submitted assignments. Because this class aims to prepare students for the expectations of professionals and the rigors of the real-world workplace, major sentence errors--comma splices, run-on or fused sentences, and fragments--as well as careless spelling, omission of apostrophes, and any other mechanical carelessness in any given exercise guarantees a grade no higher than a C for that assignment.

Grading Scale

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F 59% and below