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

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ENG Dept Elective</td>
<td>Elective Credit</td>
<td>ENGL or ENGV Departmental Elective</td>
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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
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:*

- in written assignments
- in quizzes and exams as appropriate

*Criteria - Performance will be satisfactory when:*

- learner formats memo to include caption, TO line, FROM line (including writer's initials), DATE line, SUBJECT line, and message
- learner observes workplace protocol as to relative formality in the form of recipient's name and acknowledgement of position
- 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
- learner composes a terse, telegraphic subject line that accurately reflects the gist of the memo's message
- learner confines message to one main point and maintains consistency of tone
- learner achieves conciseness by using predominantly active verbs, resisting nominalizations, deleting deadwood phrasing, and striving for clarity and simplicity over affected formality
- 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:*

- in written assignments
- in quizzes and exams as appropriate

*Criteria - Performance will be satisfactory when:*

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

- in written assignments
- in quizzes and exams as appropriate

*Criteria - Performance will be satisfactory when:*

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

- in written assignments
in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

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

- in written assignments
- in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- learner orients reader as to the time and place of the event or task being reported
- learner selects and arranges details relevant to the purpose of the report as a written record
- learner manages reported information in narrative form
- 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
- 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:

- in written assignments
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:

- in written assignments
- in quizzes and exams as appropriate

Criteria - Performance will be satisfactory when:

- 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
- learner locates all essential personal information—name, address, telephone numbers(s), etc.—in a highly visible region of the resume page
- learner arranges sections on education and work experience to best match qualifications with job requirements
- 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
- 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
- learner observes the protocol of strong, active verbs in telegraphic phrasing related to work experience
- learner confines resume to a single page as a general rule
- 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:*

- in written assignment

*Criteria - Performance will be satisfactory when:*

- 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
- learner argues his or her case logically
- learner supports assertions with evidence
- learner includes in proposal package: prospectus, proposal (consisting of summary, objectives, rationale), bibliography, budget, appendixes, and/or other sections as appropriate
- learner constructs transitions or connections as needed
- learner documents all researched evidence according to MLA, APA, Chicago, or other professional style guidelines as appropriate to field or area of expertise
- learner edits toward clarity, economy, and stylistic finesse
- 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**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
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<tr>
<td>C</td>
<td>70 - 79%</td>
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<tr>
<td>D</td>
<td>60 - 69%</td>
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<td>F</td>
<td>59% and below</td>
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