ENGL 104 Course Outline as of Spring 2010

CATALOG INFORMATION

Dept and Nbr: ENGL 104 Title: TECH REPORT WRTNG
Full Title: Technical Report Writing
Last Reviewed: 11/24/1997

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00 Total Student Learning Hours: 210.00

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
Develops student fluency and accuracy in writing technical reports. Students practice various prewriting activities as well as learn basic revising and editing techniques.

Prerequisites/Corequisites:
Eligibility for ENGL 100 or ESL 100, or completion of ENGL 305 with credit.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Critical reading & discussion of various kinds of technical writing. Composition of clear, concise, informative reports & other forms of technical writing. (Grade Only)
Prerequisites/Corequisites: Eligibility for ENGL 100 or ESL 100, or completion of ENGL 305 with credit.
Recommended:
Limits on Enrollment:
Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
	A	English Composition	Fall 1981	Fall 2009
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:	
UC Transfer:	Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:
READING - From a range of technical writing and expository material, students will demonstrate an ability to:
1. Abstract the main idea or thesis.
2. Summarize the writer's main points.
3. Determine the dominant structure (i.e., definition, classification, comparison, persuasion, etc.).
4. Identify and evaluate supporting information, examples, and reasoning.
5. Discriminate between fact and opinion.
6. Evaluate the completeness, organization, and clarity of the writing.
7. Evaluate the appropriateness of its form, tone and style.
8. Identify the overall purpose, scope, and audience.

WRITING - Over the course of the semester, students will:
1. Write a minimum of 4,000 words of informative prose.
2. Utilize prewriting techniques such as outlining, clustering, brainstorming, and freewriting.
3. Organize information into technical descriptions, instructions, summaries, and recommendations using an appropriate format, organization, and level of detail.
4. Select and develop a thesis with appropriate facts, examples, reasoning, and references cited in the correct form.
5. Using library resources.
6. Link sentences and paragraphs with appropriate transitions.
7. Edit with particular attention to spelling, punctuation, sentence structure, and diction.

Topics and Scope:

READING:
1. Students read texts covering the purpose, form, and content of

various kinds of technical writing, including memorandums, definitions, instructions, project summaries, comparison reports, recommendations, and proposals.
2. Students read and evaluate a range of technical documents.
3. Class discussions and exercises focus on applications of the concepts set forth in the readings.

WRITING:
1. Students write technical documents of varying lengths comprising a minimum of 4,000 words during the semester.
2. Revision and language skills are taught through weekly discussions, exercises, and peer editing assignments.

Assignment:

WRITING:
1. Technical documents of approximately 2-3 pages, consisting of memos, descriptions, summaries, comparisons, evaluations, and recommendations are assigned.
2. A longer document requiring some research.
3. Exercises cover sentences structure, diction, punctuation, spelling, transitions, and the use of parallelism.

READING:
1. Students are assigned readings from various texts and technical documents.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Essay exams, Term papers	Writing 70 - 85%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Quizzes	Problem solving 5 - 10%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Performance exams	Skill Demonstrations 10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%

Representative Textbooks and Materials:
ELEMENTS OF TECHNICAL WRITING, Joseph Alvarez. Harcourt, Brace, Jovanovich, 1980.
WRITING: A COLLEGE HANDBOOK, Heffernan and Lincoln. W. W. Norton, 1994.
THE ELEMENTS OF TECHNICAL WRITING, Thomas Pearsall, Allyn & Bacon, 1997.