

ENGL 84A Course Outline as of Spring 2008**CATALOG INFORMATION**

Dept and Nbr: ENGL 84A Title: TECHNICAL WRITING

Full Title: Technical Writing

Last Reviewed: 12/15/1997

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	6	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 or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ENGL 84

Catalog Description:

Development of language and thinking skills required to write clear, concise, well-organized reports in business, science, engineering, and related technologies.

Prerequisites/Corequisites:

Completion of ENGL 100B or ENGL 100 or ESL 100.

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

Description: Development of skills required to read & write technical reports with a specific purpose & audience. (Grade or P/NP)

Prerequisites/Corequisites: Completion of ENGL 100B or ENGL 100 or ESL 100.

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	Spring 2008
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 at or above grade 13 level, students will:

1. Abstract the main idea or thesis.
2. Articulate the sequence of ideas.
3. Explain how the writer supports, illustrates, and connects them to the thesis.
4. Summarize and evaluate informative, narrative, evaluative, and persuasive technical material.
5. Identify the purpose, audience, focus, and stylistic features of various kinds of technical material.
6. Distinguish between factual and inferential material and identify biases.
7. Evaluate the content, organization, clarity, and conciseness of a range of technical reports using appropriate notation.

WRITING: Students will:

1. Write 6,000 to 8,000 words of expository and informative prose, each assignment demonstrating a clearly identifiable thesis, purpose, audience and form.
2. Organize sentences, paragraphs, and reports logically, concisely, and coherently.
3. Support the central ideas of each document with appropriate background information, definitions, facts, illustrations, and logic.
4. Revise writing for completeness, clarity, conciseness, diction, syntax, and form.
5. Correct errors in punctuation, grammar, and spelling.
6. Be familiar with elementary library research techniques, reference works, and facilities.

Topics and Scope:

READING

1. Students read text(s) presenting the concepts, conventions and forms of technical writing.
2. Students read/study various kinds of technical material comprising definitions, instructions, memorandums, and summary, evaluation, recommendation, and research reports.
3. Readings are followed by class discussions and exercises which analyze and apply the principles of these documents.

WRITING

1. Students write reports and technical documents of varying lengths, comprising 6,000 to 8,000 words.
2. The course emphasizes expository/informative/persuasive prose, particularly the use of concrete, denotative diction, parallel syntax, and clear transitions between all components of a document.
3. Revision and language skills are taught through exercises and individual conferences/tutorials.

Assignment:

1. Students are given writing assignments covering a range of technical documents.
2. Exercises address specific writing and revision skills and points of grammar.
3. A research report involving library research and containing a table of contents and references presented in a generally accepted format is due by the end of the term.
4. Students are assigned reading 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 - 80%

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

None

Problem solving
0 - 0%

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

Demonstrations of editing techniques & procedures

Skill Demonstrations
20 - 30%

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:

HANDBOOK OF TECHNICAL WRITING, 4th, Brusaw, Alred, and Oliu, eds., St. Martins, 1993.

EDITING FOR THE TECHNICAL PROFESSIONS, Coggin and Porter, eds., Macmillan, 1993.

INTRODUCTION TO TECHNICAL WRITING, 2d, St. Martins, 1993.