#### **ENGL 104 Course Outline as of Fall 1998**

### **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	<b>Course Hours Total</b>	
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
Transfer Area Effective: Inactive:

**IGETC:** Transfer Area Effective: Inactive:

**CSU Transfer:** Effective: Inactive:

**UC Transfer:** Effective: Inactive:

CID:

**CSU GE:** 

# **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%
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# **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.