

COURSE OUTLINE **Technical Writing**

Course Description

EG 112. Technical Writing. 3 hours credit. Prerequisite: EG 101 with a C or better. This course will enable the student to develop writing skills specific to careers in industry, science, engineering, and business. The student will recognize the importance of clear, well-organized, detailed writing directed at targeted audiences for specific purposes. Regular writing assignments utilizing library resources will enable the student to recognize the process of creating clear and accurate documents.

Course Relevance

A foundational skill to all cultures, the written text establishes laws, clarifies communication between people, and provides entertainment. This course emphasizes the crucial societal role of clear and accurate written communication in the business world to the student. Throughout the course the student will develop a clearer sense of the human experience and critical thinking skills utilized in a business setting by responding to various types of texts through reading, discussion, and writing. Through this exposure, the student will acquire tools for improving and fostering effective communication skills.

Required Materials

Locker., *Business Communication*. McGraw-Hill.

* - For complete textbook information, refer to <http://www.butlercc.bkstr.com>

Learning Outcomes

The intention is for the student to be able to

1. Demonstrate the writing techniques that enhance conciseness, clarity, accessibility, tone, accuracy, and correctness in professional and technical writing
2. Write detailed memos, letters, reports, and proposals for a specific audience
3. Use library references and research databases to obtain data for professional and technical writing assignments and projects

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Writing

- By way of brainstorming, drafting, and revising skills, the student will write a minimum of six texts based on a variety of technical/business rhetorical patterns.
2. Critical Thinking
 - Through written assignments, reading, and classroom participation activities, the student will develop critical thinking and analytical skills.
 3. Teamwork
 - The student will work in teams to produce oral presentations.

Secondary skills (developed but not documented):

Self-Concept
 Historical
 Interpretation
 Aesthetic Response
 Valuing Diversity
 Reading
 Listening
 Speaking
 Computer
 Literacy Internet
 Use

Major Summative Assessment Task(s)

These learning outcomes and the primary Learning PACT skills will be demonstrated by:

1. Writing a report in collaboration with one other student in the class, on a popular product that has made a significant impact on the popular culture. This report is to reflect concepts of professional and technical writing skills.

Course Content

- I. Themes - Key recurring concepts that run throughout this course:
 - A. Purpose and Audience
 - B. Rhetorical awareness
 - C. Grammatical accuracy
 - D. Language accuracy
- II. Issues - Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Grammatical accuracy
 - B. Clear, effective sentence, paragraph, and essay development
 - C. Spatial, Emphatic, and Chronological order
 - D. Vocabulary accuracy
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Purpose and focus (thesis)
 - B. Audience
 - C. Rhetorical strategy
 - D. Order

- E. Significance
- IV. Skills/Competencies - Actions that are essential to achieve the course outcomes:
 - A. Developing thesis and topical sentence.
 - B. Developing essays through a variety of rhetorical strategies
 - C. Writing clear and mechanically accurate sentences
 - D. Varying sentence structures.
 - E. Utilize transitions effectively
 - F. Developing a coherent essay consisting of a introduction, body (supporting details and images), and a conclusion
 - G. Using appropriate language
 - H. Using executive summaries in written reports and proposals.
 - I. Using planning, outlines, revisions, and rough drafts prior to preparing final professional and technical writing assignments.
 - J. Selecting effective illustrations, charts, and other graphics to enhance writing projects.
 - K. Knowing how writing tools, including word processors, spell checkers, grammar checkers, and desktop publishing programs, can be used to produce professional-quality writing.
 - L. Analyzing typical professional and technical writing problems and proposing written solutions.

Learning Units

- I. Models for audience analysis
 - A. Defining Audience
 - B. Analyzing one's audience's needs
 - C. Identifying audience types
 - D. Writing for specific audiences
 - E. analyzing models of organizational communications for their effectiveness
- II. Effective professional writing style
 - A. Conciseness – understanding and correctly using active and passive voice, expletives, and zero words and redundancy
 - B. Clarity – understanding and correctly using pronoun reference, misplaced modifiers, and gender inclusion/exclusion
 - C. Tone – understanding the “you” approach
- III. Written application
 - A. Utilize professional writing style.
 - B. Write the following:
 - 1. Letter of Application
 - 2. Definition Paper
 - 3. Memo/Press Release
 - 4. Letter of Proposal
 - 5. Technical Report
 - C. Present the following:
 - 1. Ethics Exercise

2. Issue Stand/Specs. Sheet/Instructions
3. Web Page Evaluation

Learning Activities

Methods of class instruction will include class discussion/notes, open lecture, exams, tests (including quizzes and chapter or unit tests), handouts, audio-visual aids, study guides, writing assignments (included in a portfolio), panel discussions, reports, and individual conferences. All instructors may use these methods individually or in combination. The Academic Achievement Center tutors are available for those students having difficulty in a particular area to seek additional assistance in course work.

Grade Determination

Evaluations are based on the following: class participation, exercises and exams, and the portfolio.