



**School of Arts & Science  
ENGLISH DEPARTMENT**

**ENGL 170- 004  
Technical and Professional Communications 1  
Quarter 1 2006**

## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

(a)	Instructor:	Norma DePledge		
(b)	Office Hours:	CC 119B		
(c)	Location:	Mon 10:30 – 12:00, 1:00 – 2:15 Tues 11:30 – 12: 20 Thurs 12:30 – 2:15		
(d)	Phone:	4436	Alternative Phone:	
(e)	Email:	depledge@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this course the student will be able to:

1. Write letters, memos, and short reports using correct formats.
2. Plan, organize, structure and write business letters and memos for a variety of everyday situations.
3. Plan, organize, structure and write informal reports for a variety of work-related reasons (progress, analysis, incident, field, complaint).
4. Write a user manual that employs clear instructions and procedures that can be followed accurately without confusion.
5. Compose an effective resume in hard copy and electronically scannable format.
6. Compose an effective letter of application that relates skills to the job description.
7. Present information appropriately either using the direct approach (under normal circumstances) or the indirect approach (for bad news and some persuasive situations).
8. Analyze the informational needs and backgrounds of various audiences (scientific, technical, lay) requiring technical reports and use technical vocabulary appropriate for the intended audience.
9. Write in a style that exhibits brevity and clarity and avoids words of low information content.
10. Design documents for readability by employing short paragraphs, bullets, headings, tables, effective spacing and layout.

11. Illustrate technical documents appropriately (charts, graphs and tables) using the appropriate technical-writing conventions.
12. Employ numbers, units, equations, and abbreviations correctly in documents using the International System of Units (SI).
13. Write all technical documents using correct spelling, grammar, and usage.

### 3. Required Materials

(a)	Texts	Course Pack: <i>English 170 Course Pack: APT to Write Technically</i> . Norma DePledge
(b)	Other	

### 4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

ASSIGNMENTS AND EXAMS (Due dates may be subject to change.)

TESTS AND ASSIGNMENTS	DUE DATE	LENGTH	YOUR GRADE IN PERCENT	ASSIGNMENT VALUE	YOUR TOTAL
Assignment I: Direct Approach Letter	Oct 11	200 wds		5%	
Assignment II: Indirect Refusal Letter	Oct 25	200 wds		10%	
Assignment III: Illustrated Report	Nov 15	500 + wds		20%	
Assignment IV: User Manual	Nov 22	10-15 pages		20%	
Assignment V: Job Search Documents <ul style="list-style-type: none"> <li>• Info interview &amp; contacts</li> <li>• Résumé</li> </ul>	Dec 6	1 page max 2 pages max		10%	
Letter Exam	Nov 29	2-300 words		15%	
<b>QUIZZES (DATES SUBJECT TO CHANGE)</b> <ul style="list-style-type: none"> <li>• SUZY SIMOES</li> <li>• 7C'S QUIZ</li> <li>• LETTER FORMAT</li> <li>• JOB SEARCH</li> <li>• COPYEDIT / GR</li> </ul>	Sept 27 Oct 2 Oct 18 Dec 6 Dec 6			2% each	
ATTENDANCE, & PEER EDITS @ -2% FOR EACH ONE MISSED				10%	
<b>Totals</b>				100%	

### 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	
(b)	Quizzes	
(c)	Exams	
(d)	Other (eg, Attendance, Project, Group Work)	

### 6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

#### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point
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			<b>Equivalency</b>
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

## ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

### **PEER EDITS**

*A peer edit by a member or members of your own class, carried out during a class scheduled for peer editing, is a required element of most assignments in this course. I will grade papers with the assumption that a peer edit has been done. A paper will not, therefore, receive additional marks for having a peer edit. Rather, it will lose marks for the absence of a peer edit.*

***Failure to bring a completed draft to the class and to participate in the peer editing will result in the loss of 2% from your final grade.*** As an example, a student who misses two peer edits would have her or his final grade reduced from 80% (B+) to 76% (B).

*I recommend that you always seek feedback on a paper, even if you are unable to attend the class in which a peer edit is scheduled. However, asking someone to edit your paper out of class, even if you ask a classmate, will not restore the lost marks.*

### **CALCULATING YOUR GRADE**

*The sum of all assignments, quizzes and exam is 100 points. To keep a running total of the points you have accumulated, multiply your "GRADE IN PERCENT" by the "ASSIGNMENT VALUE." Put the raw number in the column marked "Your Total." You can then compare the number of points you've accumulated to date against the total number of points.*

*In addition to quizzes that count toward your final grade, there will be a number of open book quizzes and copyedits that don't count for marks. Their purpose is to help you learn grammar and effective communication concepts. They will also prepare you for the Grammar and Copyedit exam.*

### **ATTENDANCE**

For any class missed, 2% will be deducted from the 10% quizzes, attendance, & peer edits mark.

If you miss an exam without prior consultation and a deferral from me, you will need a doctor's note in order to be granted permission to write it late. Without the doctor's note, your grade will be zero.

If you miss a peer edit, you will lose the marks as set out above.

In the event that you must miss a class, it is your responsibility to catch up, to apprise yourself of any changes to assignments that might have been announced in class, and to ensure that you know the material covered in class. Therefore, find a buddy in the class, exchange phone numbers, and consult each other in the event that you must be absent.

### **DUE DATES AND LATE PAPERS**

- **You must complete and submit all assignment to pass this course.** Even if you have to submit a paper so late that it will receive 0, it must be submitted by the beginning of the exam period, December 12, 2005, 2005, and **must fulfill the requirements of the assignment.** If you have left any assignments unsubmitted or incomplete by December 12, your final grade will be F.
- Assignments are due on the due date at the beginning of class.
- Unless you consult me well in advance to arrange a deferral, assignments submitted after the normal due date will be penalized 5% per day including weekends.

	Monday	Wednesday LAB
<p><b>Week 1</b></p> <p>Sept 25 - 29</p>	<p><b>Intro to course</b></p> <ul style="list-style-type: none"> <li>• learning outcomes</li> <li>• requirements / assignments</li> <li>• course pack, layout (T of C highlight)</li> <li>• APT: Why tech writing? (CP1-4)</li> <li>• Ex 1, CP 20</li> </ul> <p>Groups:</p> <ul style="list-style-type: none"> <li>• “Accentuating the Negative” CP23</li> <li>• Revised version</li> </ul> <p>Handout: Suzy Simoes</p> <p>Intro: 7Cs lecture and eggs</p> <p><b>Homework:</b> Read CP 1-19, then revise Suzy Simoes to submit next class for grading</p>	<p><b>Hand in Suzy Simoes</b></p> <p><i>Intro to lab</i></p> <p>7C's continued</p> <ul style="list-style-type: none"> <li>• Constructive CP 7</li> <li>• Courteous (format, personal, tact) 9 – 11,</li> <li>• Conciseness: CP 14</li> <li>• Concrete/specific: 16</li> <li>• Review – 22, 27 24-25</li> </ul> <p>Time permitting: CP32-33: Listing: //</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Read CP 28-29 (Ex 10 “Blethering”) and CP 30 (the revision). List 5 improvements in 7C's and APT.</li> </ul>
<p><b>Week 2</b></p> <p>Oct 2 - 6</p>	<p><b>Hand in homework.</b></p> <p>10 Grammar Minutes: Parallelism</p> <p>Return and review Suzy</p> <p><b>7 C's Quiz</b></p> <p>Film: Using Direct Approach</p> <p>Direct/Neutral Approach Letter (similar to Suzy)</p> <ul style="list-style-type: none"> <li>• <i>Direct Approach</i></li> <li>• <i>Letter format</i> <ul style="list-style-type: none"> <li>▪ Addresses (CP66, Ex 80)</li> <li>▪ Letterhead (CP80)</li> </ul> </li> <li>• <i>Salutation/Close (CP81)</i></li> <li>• <i>Page 2 headings CP81</i></li> <li>• <i>Provincial Abbreviations CP68</i></li> </ul> <p><i>Handout Assignment 1: Direct/ Neutral scenarios. Also see CP65</i></p> <p><b>Homework:</b> Read Assignment and read Chapt 6: CP 64-72</p>	<p><i>10 Grammar minutes: Parallelism in lists</i></p> <p><i>Doc Design exercises (Handout folder)</i></p> <ul style="list-style-type: none"> <li>• <i>Copyedit Neutral Letter: CP85</i></li> <li>• <i>Font exercise, serifs</i></li> <li>• <i>Drafting addresses</i></li> <li>• <i>Subject lines CP 83 &amp; 84</i></li> <li>• <i>Punctuation, bulleted lists</i></li> </ul> <p>Discuss bad Neutral Letter example: CP83</p> <p>Draft Neutral/direct letter</p> <p><b>Homework: DUE next class</b> Complete Assignment for <b>Peer Edit</b> next class</p> <p>(This will be recorded at the beginning of next class as part of your participation grade.) Refer to style guide (CP 66-68) and Subject lines (CP50). Then do the following exercises:</p> <ul style="list-style-type: none"> <li>• <i>CP 80-81: addresses &amp; p2 headers</i></li> <li>• <i>CP 82, Ex 5, paragraphing</i></li> <li>• <i>subject lines: CP50, Ex. CP84</i></li> </ul>

	<b>Monday</b>	<b>Wednesday LAB</b>
<b>Week 3</b> Oct 9 - 13	<p><b>Peer Edit</b> Neutral / Direct letter (mandatory)</p> <p><i>Indirect refusal strategy (Bad News):</i></p> <ul style="list-style-type: none"> <li>• Lecture: form / content</li> <li>• Draft nods: CP 73</li> <li>• Subject lines for bad news</li> <li>• Ending on a constructive note</li> </ul> <p><i>Handout practice refusal exercise.</i></p> <p><b>Homework:</b>            Revise Assignment 1: Neutral/Direct letter. Due next class</p>	<p><b>DUE: Assignment 1: Neutral/direct</b></p> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Writing alternatives, Lecture, CP 74-75 and group work handout.</li> <li>• Copyedit bad news letter: CP88</li> <li>• Letterhead</li> <li>• Constructive closes</li> </ul> <p><i>Draft and submit practice Indirect Refusal.</i></p>
<b>Week 4</b> Oct 16 - 20	<p style="text-align: center;">10 Grammar minutes</p> <hr/> <p><i>Return Assignment 1 (Direct Approach)</i></p> <p>Return practice Indirect Refusals</p> <ul style="list-style-type: none"> <li>• Samples/ models of indirect refusals</li> </ul> <p>Hand out: Assignment 2: Indirect Refusals</p> <p><b>Homework:</b> Reread Chapter 6, Letters for quiz next class</p>	<p style="text-align: center;"><b>Quiz: Letter Format: Ch6</b></p> <hr/> <p><i>Drafting Indirect Refusal</i></p> <ul style="list-style-type: none"> <li>▪ DUE for Peer Edit next class4.</li> </ul> <p><b>Homework:</b> Indirect Refusal is due next class for peer edit.</p>
<b>Week 5</b> Oct 23 - 27  Have you found a job advertisement?	<p><b>10 grammar minutes (agr)</b></p> <p><b>PEER EDIT: (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Indirect Refusal</li> </ul> <p style="text-align: center;"><b>Begin Memos</b></p> <hr/> <p>Lecture: Illustrated Memo Reports: Chapt 5: CP45</p> <ul style="list-style-type: none"> <li>• Example CP51 &amp; 53</li> <li>• Clutter, clarity, density</li> <li>• Headings: effective, clear, like topic sentences (Ex CP 59, revise and print)</li> <li>• Copyedit: CP 60</li> </ul> <p><b>Homework:</b> Complete revisions to Indirect Refusal. Due next class.</p>	<p>DUE: Assignment II, Indirect Refusal.</p> <hr/> <p>Memo exercises</p> <ul style="list-style-type: none"> <li>• Graphics CP 39- 43             <ul style="list-style-type: none"> <li>○ Raw &amp; interpretive data</li> <li>○ Labels, keys, captions</li> <li>○ Ref to graphic in text</li> </ul> </li> <li>• Create table and graph</li> </ul> <p>Hockey memo exercises</p> <p>Assignment III: Time permitting – start drafting</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Work on Assignment III</li> </ul>

	<b>Monday</b>	Wednesday (LAB)
<b>Week 6</b> <hr/> Oct 30 - Nov 3	<b>10 Grammar minutes</b> <hr/> <b>Hockey Memos</b> <ul style="list-style-type: none"> <li>• Copyedit</li> <li>• Discussion &amp; questions</li> </ul> <p style="text-align: center;"><b>LAB Assignment III</b></p> <p><b>Homework:</b> Work on draft</p>	Finish Drafting Assignment III: Drafting Illustrated Reports <ul style="list-style-type: none"> <li>• Peer Edit: Monday, Nov 6</li> <li>• Final Due Date: Wed. Nov 17</li> </ul> <p><b>Homework:</b> Complete Assignment III for mandatory Peer Edit Mon.</p>
<b>Week 7</b> Nov 6 - 10	<b>PEER EDIT</b> Illustrated Report Begin Assignment IV: User Manual <ul style="list-style-type: none"> <li>• Hand out of assignment</li> <li>• Discussion, assign &amp; eval guide</li> <li>• Lecture               <ul style="list-style-type: none"> <li>○ Sorting types of text</li> <li>○ Intros</li> <li>○ Conclusions</li> </ul> </li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Reread Assignment IV carefully.</li> </ul>	<b>Begin User Manual</b> <ul style="list-style-type: none"> <li>• Opening pages</li> <li>• Pagination</li> <li>• Design: simple, consistent, clear</li> <li>• Fail-safe precautions, hints, tips</li> <li>• Imperative mood</li> </ul> Drafting <p><b>Homework: User Manual Due Wed. Nov 15 for peer edit</b></p>
<b>Week 8</b> <hr/> Nov 13 - 17	<p style="text-align: center;">College Closed for Observance of Remembrance Day</p> <p style="text-align: center;">No Classes</p>	<p style="text-align: center;"><b>DUE: Assignment III, Illustrated Rept.</b></p> <hr/> <p style="text-align: center;"><b>Drafting User Manual</b></p> <hr/> <p><b>Homework:</b> User Manual due for Peer Edit next class</p>

