



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-170-004
Technical Writing
Winter 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Deanna Roozendaal
(b) Office hours	Monday 2:30-3:20pm Wednesday 12:30-1:20pm and 3-4pm
(c) Location	Campus Centre 119B
(d) Phone	250-370-4436 Alternative: _____
(e) E-mail	roozenda@camosun.bc.ca
(f) Website	_____

2. Intended Learning Outcomes

Upon completion of this course the student will be able to

1. Write workplace correspondence, reports, and manuals that use correct workplace-writing style, structure, format, and ethical standards.
 - a) Present information appropriately either using the direct (immediate) approach (under normal circumstances) or the indirect approach (for bad news and some persuasive situations).
 - b) Write in a style that meets the informational needs and backgrounds of various audiences.
 - c) Write in a style that exhibits brevity and clarity and avoids language of low- information content.
 - d) Employ numbers, units, equations, and abbreviations correctly in documents.
 - e) Apply ethical standards and requirements (copyright law, plagiarism, sensitive material) to all writing.
2. Plan, organize, structure, and write workplace formats for a variety of situations.
 - a) Write workplace correspondence (letters, memos, e-mails) appropriate to audience and situation.
 - b) Write workplace reports appropriate to audience and situation.
 - c) Compose effective job-search documents related to specific job descriptions and situations.
 - d) Write an illustrated user-manual that employs clear instructions, procedures, and graphics that can be followed easily and accurately.
3. Design technical documents for high readability and appeal using word-processing software and techniques.
 - a) Articulate idea relationships and relative importance in technical documents by employing short paragraphs, headings, lists, effective spacing, and layout.
 - b) Depict data efficiently in technical documents using charts, graphs, tables, and other graphics.
4. Write all technical documents using grammatically correct sentences and paragraphs and using Standard English and spelling.
 - a) Demonstrate mastery of advanced grammar concepts by completing practice exercises.
 - b) Recognize and correct errors in grammar, spelling, and punctuation in own writing and writing of others.

3. Required Materials

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| (a) Texts: ENGLISH 170 Course Pack (Instructor: Deanna Roozendaal) |
| (b) Other A writing handbook and dictionary of your choosing (optional) |

4. Course Content and Schedule

Monday	4-5:20pm	Portable A	Room 101
Thursday	4-5:20pm	Centre for Business and Access	Room 202

5. Basis of Student Assessment

ASSIGNMENTS AND EXAMS

Assignment	Weight
Diagnostic	Complete/Incomplete
Direct Approach Letter	8%
Indirect Approach	9%
In-Class Memo #1*	15%
Grammar Quiz	8%
Research Report	15%
Resume and Cover Letter	Complete/Incomplete
In-Class Memo #2*	15%
Grammar Test	10%
User Manual	15%
Professionalism	5% on-going

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommendations to Assist Students to Succeed Throughout the Course

English 170 Class Policies

- **Attendance** – Your attendance and participation are essential to your success in this course. If you miss a class, it is your responsibility to learn the material I have covered and to complete the assignment due. Please contact me if you are going to miss or be late to a class. Failure to do so will result in a reduced Professionalism grade. See the Professionalism rubric for more information.
- **Electronics** – You must turn off and put away all electronics for the duration of every class. Phones must be out of sight. If you are texting or surfing in class, I will ask you to leave.
- **In-Class Assignments** – Students who are absent without medical documentation will receive a zero for any missed work. If you must be absent for some important reason, please make sure to let me know BEFORE the class day in which the in-class writing occurs.

- Students must receive a combined average of at least 60% on the two in-class memos to pass the course.
- **Out of Class Assignments** – Late assignments will only be accepted for 5 days past the due date, will lose 5% per day, and will receive a grade only (no comments). If you must hand in something late, submit the work to my office (slide under the door), but before doing so, have a faculty member sign your paper with the date and time of submission.
 - Requests for extensions (up to 5 days) must be made at least 24 hours prior to the assignment due date and will be considered on a case-by-case basis.
 - I do not allow re-writes of any kind. We do not have the time.
 - Please provide a print copy of your work unless you are instructed to do otherwise.
 - Please do not email assignments to me. If you are asked to submit an assignment electronically, please submit your work to D2L.
- **For Your Records** – Be sure to keep all rough drafts, final drafts and graded assignments until the end of term. In the event of a computer failure or a grade discrepancy, these documents will be critical. Always, always back up your files. If you don't already have cloud-based file storage, consider using one of the many file storage platforms available.
- **Collaborative Writing** – In this course, you will be expected to co-author one or more documents. Any sort of collaborative effort demands a lot of those involved. Consider your strengths and weaknesses as a team member and ensure you put your best efforts forward in accomplishing the tasks laid out for you in the team-based assignments. If you choose to work alone on a collaborative writing assignment, your grade will be reduced by 5% or more.

TIPS for Success in English 170

Be punctual and be prepared

It is important that you have completed all assigned readings before coming to class... on time. Since many of the grammar activities will be assigned as homework, it is important that you complete the work, so that you can actively participate in our discussion during the next class.

Do not procrastinate on your assignments

You will be asked to take a mature, self-directed approach to your learning in this class. Some assignments (like the grammar) will have very little lecture time allotment; you must be self-regulating and self-scheduling. Your assignments, too, will require multiple drafts and possibly consultation with me, the Writing Centre, or the English Language Development Centre (CBA 106). Start work on them early so that you can properly plan, research, and write in enough time to also revise and polish. It is your responsibility to read assignment instructions carefully to make sure you understand exactly what you are being asked to do. If you have questions about an assignment, ask them early in the process; it will save you time in the long run.

Submit assignments with correct formatting and documentation

Small technical details of presentation do matter. Formatting guidelines and citation minutiae may seem finicky, but mastering them is not difficult. Correct formatting and documentation adds credibility to your work by establishing your professionalism.

Make a reliable friend in class

While students who regularly attend class fare much better in the course, I do understand that you may need to miss a class or two (hopefully not more than that). I will be taking attendance and I expect that if you need to miss a class for some reason, you will send me an email informing me of the reason. You are responsible for catching yourself up before returning. The first step is to consult with a friend who has reliable notes and who can provide you with a recap of the lecture. The second step is to consult D2L where I will have posted the day's lecture slides and any materials I provided students in class. See me in my office hours if you need help understanding the material you have missed, but please only do this after you have tried to work through it on your own.

Make use of office hours

Your writing strengths and weaknesses are uniquely yours. Come and talk to me if you are having trouble with your grammar units or if you are unsure about any aspect of an assignment. Consultation is also useful after assignments have been graded; the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment. You need not make an appointment if you come during scheduled hours. If those hours do not work for you, email me and we can try to find another time or another way to chat.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> for 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.