



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-170-D06
Technical Writing
Fall 2020

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	Tom Nienhuis	
(b) Office hours	Tuesday, 9:30am – 10:30am	
(c) Location	Online (Collaborate Session)	
(d) Phone	Please email _____	Alternative: _____
(e) E-mail	nienhuis@camosun.ca	
(f) Website	D2L (access through Camosun 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

(a) Texts

- ENGL 170 Course Booklet (provided online through D2L)
- **OPTIONAL:** A useful writing handbook and dictionary of your choice

4. Course Content and Schedule

All course meetings will take place in a Collaborate session, accessible through our course D2L page (don't worry – I will help you locate them!)

Online Lecture:

Monday 8:30am – 9:50am

Online Synchronous Session:

Thursday 4:00pm – 5:20pm

Office Hour:

Tuesday 9:30am – 10:30am

The Course Schedule below provides more specific information about topics, assignments, etc.

Date	Topics	Assignment	Due Date
Week 1 (Sep. 8 - 11)	<ul style="list-style-type: none"> • Course Intro • Principles of Technical Writing • <i>Grammar Block 1 – Parts of Speech</i> 	Diagnostic	Sep. 11
Week 2 (Sep. 14 - 18)	<ul style="list-style-type: none"> • Letter Format • Direct Approach • Intro to Assignment 1 • <i>Grammar Block 2 – The Sentence</i> • <i>Grammar Block 3 – Active/Passive Voice</i> 		
Week 3 (Sep. 21 - 25)	<ul style="list-style-type: none"> • Revision and Proofreading • Indirect Approach • <i>Grammar Block 4 – Sentence Errors</i> 	Direct Approach Letter	Sep. 25
Week 4 (Sep. 28 - Oct. 2)	<ul style="list-style-type: none"> • Parallelism, Vertical Lists • Document Design • <i>Grammar Block 5 - Parallelism</i> • <i>Grammar Block 6 – Modifiers</i> 		
Week 5 (Oct. 5-9)	<ul style="list-style-type: none"> • Illustrating Workplace Reports • Workplace Memo and Short Report • <i>Grammar Block 7 – Modifier Errors</i> • <i>Grammar Block 8 – Commas</i> 	Indirect Approach Letter	Oct. 9
Week 6 (Oct. 12-16)	<ul style="list-style-type: none"> • Appropriate Language • Timed Write Memo Discussion • <i>Grammar Block 9 – Semicolons</i> 		
Week 7 (Oct. 19-23)	<ul style="list-style-type: none"> • Grammar Review 	Timed Write Memo #1	Oct. 22 (4:00pm-5:20pm)
Week 8 (Oct. 26-30)	<ul style="list-style-type: none"> • Collaborative Writing and the Research Report 	Grammar Quiz #1	Oct. 29 (4:00pm-5:20pm)

Week 9 (Nov. 2-6)	<ul style="list-style-type: none"> Locating and Evaluating Sources Grammar Block 10 – Apostrophes Grammar Block 11 - Hyphens 		
Week 10 (Nov. 9-13)	<ul style="list-style-type: none"> Reading and Research Citation Grammar Block 12 - S/V Agreement 		
Week 11 (Nov. 16-20)	<ul style="list-style-type: none"> User Manual Grammar Block 13, 14, 15 - Pronouns 	Research Report	Nov. 20
Week 12 (Nov. 23-27)	<ul style="list-style-type: none"> Job Search Strategies Grammar Block 16 – Me, Myself, I 		
Week 13 (Nov. 30 - Dec. 4)	<ul style="list-style-type: none"> Grammar Review 	Timed Write Memo #2 (Optional)	Dec. 3 (4:00pm-5:20pm)
		Resume and Cover Letter (Optional)	Dec. 4
Week 14 (Dec. 7-11)		Grammar Quiz #2	Dec. 10 (4:00pm-5:20pm)
		User Manual	Dec. 11

5. Basis of Student Assessment (Weighting)

NOTE: some due dates are subject to minor changes. I'll provide plenty of notice for any changes.

Assignment	Weight	Due Date
Diagnostic	Complete/Incomplete	Sep. 11
Direct Approach Letter	10%	Sep. 25
Indirect Approach Letter	10%	Oct. 9
Timed Write Memo #1*	30%	Oct. 22 (4:00pm – 5:20pm)
Grammar Quiz 1	5%	Oct. 29 (4:00pm – 5:20pm)
Illustrated Research Report	25%	Nov. 20
Resume and Cover Letter	Optional	Dec. 4
Timed Write Memo #2*	Optional	Dec. 3 (4:00pm – 5:20pm)
Grammar Quiz 2	5%	Dec. 10 (4:00pm – 5:20pm)
User Manual	15%	Dec. 11

***NOTE:** Students must demonstrate adequate writing ability by receiving at least 60% on the timed write memo to pass the course. Students who wish to increase their grade on the memo may choose to write the optional timed write memo later in the term. The combined average of the first and second memo will comprise the student's timed write memo grade. If a student does not achieve these criteria, their final mark will be the average of the two timed writing assignments.

Students must submit all assignments and write all quizzes to pass this course.

6. Grading System

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

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Class Expectations

- Attendance** – Apart from timed assignments (indicated in yellow in Section 5 of this document) attendance will be voluntary, but I encourage all of you to attend the weekly Collaborate Lectures to get the most out of the course. English develops through knowledge and practice, both of which will be

on offer during these sessions. I will record the weekly Collaborate Lecture for those who cannot attend and post the video on our D2L site.

- **Participation** – If/when you attend Collaborate Lecture sessions, prepare to participate in class discussions and activities. Ideally, you'll do so using a webcam and microphone, though Collaborate sessions also offer a chat feature if you need it. The more you engage, the more you'll learn.
- **Respect** – When participating in any discussion with peers, or with me, I expect you to treat everyone with respect and care. If you feel you've been treated disrespectfully, please speak to me so that I can provide support and facilitate more positive communication.
- **D2L** – I expect you to check D2L frequently (daily) for news and emails. Doing so will keep you up to date with the course and prevent unnecessary stress. I also expect you to read, watch, or complete all course work on time (weekly checklists will be provided). Falling behind can pose serious problems in a course like this.
- **Contact** – I've posted my schedule on our course D2L page, but you can generally assume I'll be online from 8:30 – 5:30pm on Monday, Tuesday, Thursday, and Friday. Whenever I'm not in a Collaborate session, I'll be available by email. Please use the D2L email feature to contact me.
- **Contact (continued)** – Please contact me! Bring questions, concerns, (helpful) comments, observations. Stop by my office hour; attend our synchronous sessions. I will always be happy to chat, so don't be shy.
- **Timed Assignments** – Some assignments will be written on specific dates and times (indicated in yellow in Section 5 of this outline). It will be your responsibility to be available to complete the assignment during that time period. Students who are absent without notifying me and/or without medical documentation will receive a zero. 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 an average of at least 60% on the timed write memo to pass the course.
- **All Other Assignments** – Please submit all formal assignments on time to the appropriate drop box in D2L. Ensure that they are in PDF format and labeled with the following information:
 - Your name
 - Assignment name
 - Course code (include your section number)
- **Late assignments, Extensions, Re-Writes** – Will only be accepted for 5 school days past the due date. They will lose 10%, and will receive a grade only (no comments). Requests for extensions made prior to the assignment due date will be considered on a case-by-case basis. I do not allow re-writes of any kind. We do not have the time.
- **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 given the option 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.

TIPS for Success in ENGL 170

Get started early every week, and go slowly

All of the week's content will be posted at 8:30am each Monday. Get in the habit of checking the week's materials right after our lecture on Monday mornings. Make a plan for how you'll accomplish all your

required tasks, and stick to it. Take your time with materials; simply scanning PowerPoint slides isn't likely to be enough; you'll need to read thoughtfully and engage in some of the prompts contained in the slideshows and videos.

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, perhaps, consultation with support services. Start 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.

Lean on me: 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.

Adapted from K. Kerins and K. Lemieux

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.