

**Coffeyville Community College**

**ENGL-290**  
**COURSE SYLLABUS**  
**FOR**  
**TECHNICAL WRITING**

**Waneta Davis**  
**Instructor**

**COURSE NUMBER:** ENGL-290 **COURSE TITLE:** Technical Writing

**CREDIT HOURS:** 3

**INSTRUCTOR:** Waneta Davis

**OFFICE LOCATION:** 112, Weinberg Hall

**PHONE:** 620-251-7700, ext. 2025—office

**EMAIL:** [wanetad@coffeyville.edu](mailto:wanetad@coffeyville.edu) - work  
[neta@texdavis.com](mailto:neta@texdavis.com) - home

**OFFICE HOURS:** Email hours: 8:00 a.m. – 4:00 p.m.  
In Office: See schedule posted on web site and office door.

**PREREQUISITE(S):** English Composition I and II

**REQUIRED TEXT AND MATERIALS:** Gerson, Sharon J. and Steven M. Gerson. *Technical Writing: Process and Product*. 3<sup>rd</sup> Edition. New Jersey: Prentice Hall, 1999.  
Large 3-ring notebook with dividers and pockets  
Notebook paper  
Pen with black ink

**COURSE DESCRIPTION:** This course offers practice in writing short reports, formal reports, and basic business correspondence with emphasis on purpose, audience analysis, organization, style, and format.

**EXPECTED LEARNER OUTCOMES:** After you complete this course, you will be able to

1. Identify the role and characteristics of technical writing.
2. Assess the audience and purpose of the writing situation.
3. Find and use information sources.
4. Prepare logical outlines.
5. Understand the function of the rough draft and the importance of revision.
6. Revise poor sentences and paragraphs into better technical writing style.
7. Construct effective visual aids.
8. Identify types of definitions.
9. Write various types of technical communication as described in the competencies beginning on page 7 of the syllabus.

10. Present orally.
11. Analyze an oral presentation.
12. Write various forms of business correspondence.

**ASSESSMENT OF  
OUTCOMES:**

The student will be assessed in four areas:

**Cognitive:** Knowledge and understanding of the materials will be assessed through an assigned portfolio. The student will include reflections on what have been read, as well as questions and comments about the material covered in class. This objective assessment will account for 25% of the final grade.

**Metacognitive:** The students will be graded on their ability to use critical thinking to understand the specific concepts and then produce the specific writing assignments. These assignments will be works in progress and the final products will be included in the portfolio. The critical thinking required for the different tasks will reflect 25% of the final grade.

**Skill and Performance:** The many editing and proofing activities, both individually and in groups will provide a means to assess the success the student has had in mastering the material and learning new skills. The activities will account for 25% of the final grade.

**Affective:** Attendance, attitude, and participation will contribute the remaining 25% of the final grade.

**GRADING POLICY:**

You will receive an A, B, C, D, or F at the conclusion of this course.

You are expected to complete all assignments on the date due, to participate in class and in periodic conferences with the instructor, and to demonstrate professional work habits and a professional attitude. Grades will be based on the following criteria:

A	1800-2000
B	1600-1799
C	1400-1599
D	1200-1399
F	Below 1199

Assignment #1	100
Assignment #2	200
Assignment #3	50
Assignment #4	100
Assignment #5	200

Assignment #6	100
Assignment #7	100
Assignment #8	50
Assignment #9	200
Assignment #10	100
Assignment #11	100
Assignment #12	200
Cover Memos	200
Final Project	300

**ATTENDANCE  
DUE DATE POLICY:**

In the world of work, excuses for finishing projects late are not acceptable. This class will be conducted in the same manner. Late projects are inexcusable: after the due date, 50 points will be deducted from the project. If the project is over 5 days late, the project will not be accepted or graded; the student will receive a zero for that project.

**PLAGIARISM:**

Plagiarism will not be tolerated. This is addressed in the *College Catalog* and the *Student Handbook*.

**DETAILED  
ASSIGNMENTS  
AND SCHEDULE OF  
ASSIGNMENTS:**

Portfolios are increasingly important in obtaining a job. Employers often want to see your writing skills and the type of work you did while in college. During the course of this class, you will strive to have the very best examples of any work you have completed in a portfolio. If I have comments on how to improve a project, you will be expected to make the necessary changes. If you feel your project is better the way you have completed it, then write a memo to attach to the project explaining why you feel your way is better. At the end of the semester, you will email me a copy of your portfolio with an introductory memo explaining the projects that you felt were most beneficial. Additionally, throughout the semester, you will work on a proposal (Chapter 16) which will be due week 12.

***Assignment 1, Week 1, Introduction and Memos***

Read Preface, Chapter 1, Chapter 5: pages xv-8, 91-112.

All assignments will be turned in with a cover or internet memo explaining the particular assignment that is being turned in.

Memos are the number one method of business correspondence and it is important to be able to write good memos – especially when sending thoughts back and forth over internet. Even though

it is “just an internal memo,” it is important to carefully plan and organize even the briefest email.

Do activity 3 on page 8; then send an email memo to me with your findings. In this email include the reasons why you are taking the Technical Writing class and how you hope to benefit from this class. Also read the proposal assignment and begin thinking of a project.

***Assignment 2, Week 2, Writing Process and Technical Writing Objectives***

Read Chapters 2 and 3: pages 9-57.

Rewrite the flawed memo on Page 22, number 2 and send it to me. Also, in an email to me, answer number 1 on page 55 about ethics.

***Assignment 3, Week 3, Audience and Summary***

Read pages 58-90 and 341-351; respond with an email summary of what you have read.

***Assignment 4, Week 4, Letters***

Read Chapter 6, pages 115, 158.

Choose one of the letters on page 155 (1-7) to write. Then using a cover memo to explain why the particular letter was chosen, email the letter to me. Also, plan a formal letter to introduce your proposal to your intended audience.

***Assignment 5, Week 5, Document Design and Graphics***

Read Chapters 8 and 9, pages 182-199, and 200-221.

Reformat number three on page 198 and email the corrected memo to me with a cover memo explaining why you made changes in the memo. Also do activity 1 and 5 on pages 219 and 220 and email results to me.

Begin to plan the graphics to use in your proposal.

***Assignment 6, Week 6, Technical Description***

Read Chapter 11, pages 257-275.

Do activity 1 on page 273 and email it to me with a cover memo.

***Assignment 7, Week 7, Instructions and Users Manuals***

Read Chapter 12, pages 276-319.

Do activity 1 on page 318 and email it to me with a cover memo. Remember to define (pages 67-72) any necessary terms.

***Assignment 8, Week 8, Research and Short Reports***

Read Chapters 13 and 14, pages 320-351.

Email a progress report of the progress you are making on your proposal. Be sure to include the type of research you are doing for your proposal.

***Assignment 9 and 10, Week 9, Short Reports***

Read Chapter 15, pages 352-391.

Write a feasibility report (activity #3 on page 385) and an incident report (activity #4 on page 386) and email these to me.

***Assignment 11, Week 10-11, Proposal***

Reread Chapter 16, pages 392-425.

Complete the proposal project which will be a minimum of 5 pages with two graphics of your choice. You will also need a title page, cover letter, table of contents – all of the criteria listed on page 393 of the text.

***Assignment 12, Week 12, Letters of Application and Resumes***

Read Chapters 17 and 7, pages 426-443 and 159-181.

Write a letter of application and a resume and email them to me.

***Final Project, Week 13-15, Web Sites and Portfolios***

Read Chapter 10, pages 222-256.

Send me a memo about the Web Site you have developed along with the address of your Web Site. Also email your portfolio with a cover memo about the projects included in your portfolio.

## COMPETENCIES:

### IDENTIFY THE WRITING NEEDS OF BUSINESS AND INDUSTRY IN THE CONTEXT OF TECHNICAL WRITING

1. Discuss the syllabus. (Comprehension)
2. Define technical writing. (Knowledge)
3. Distinguish technical writing from other writing in terms of purpose, content, audience, style. (Analysis, Evaluation)
4. Discuss the flow of information in the workplace from the following positions: project leader, evaluator, researcher, department head, supervisor, or manager. (Comprehension)
5. Relate technical writing skills to the expectations of the workplace. (Comprehension)
6. Describe the three general types of reports: informational, analytical, and persuasive. (Knowledge)
7. Recognize specific kinds of reports within each general type. (Knowledge, Comprehension)
8. Focus on specific writing and audience needs in effective reports by taking these steps: (Comprehension)
  - a. Selecting an appropriate topic. (Comprehension)
  - b. Identifying clear objectives. (Analysis)
  - c. Identifying characteristics of the audience. (Analysis)
  - d. Determining the specific kind of report needed. (Evaluation)
9. Organize ideas clearly according to the seven types of order. (Knowledge, Comprehension, Analysis)
10. Create effective topic or sentences outlines. (Application)
11. Collect and examine information in pertinent nonprint and print resources. (Application, Comprehension)
12. Recognize the circumstances that prompt interoffice memos. (Analysis)
13. Understand correct memo format. (Comprehension)
14. Write various types of memos. (Evaluation, Affective)

### BUILDING AND WRITING INFORMATIONAL REPORTS

1. Write different definitions as appropriate for your audience. (Evaluation, Comprehension, Affective)
2. Describe mechanisms and products clearly. (Synthesis)
3. Recognize the value and function of visual aids; then create appropriate visual aids for reports. (Comprehension, Analysis, Affective)
4. Understand the following sections of reports: title and title page, transmittal letter, table of contents, list of figures, abstract, executive summary, formal introduction, conclusions, recommendations, lists of references, appendixes. (Evaluation, Affective)
5. Distinguish between formal and informal report formats. (Analysis)
6. Recognize the importance of appropriate formatting for technical reports. (Comprehension, Analysis)
7. Understand that writing is a step by step process. (Synthesis)
8. Write informal reports, such as progress, project, situation, site visit, process description, and instruction. (Evaluation, Affective)

## WRITING ANALYTICAL AND PERSUASIVE REPORTS

1. Analyze data. (Analysis)
2. Organize and write a well-researched evaluation report. (Comprehension, Evaluation)
3. Identify the purposes of and audiences for various persuasive reports. (Knowledge, Comprehension)
4. Organize and write a winning proposal. (Comprehension, Evaluation)
5. Write an appropriate response to a request for a proposal. (Evaluation, Comprehension)

## WRITE BUSINESS LETTERS AND OTHER BUSINESS CORRESPONDENCE

1. Recognize the circumstances that prompt correspondence. (Analysis)
2. Identify and compose the parts of a business letter. (Analysis)
3. Construct a block, modified block, and simplified business letter. (Evaluation, Effective)
4. Understand correct form, tone, and clear content in letters. (Evaluation, Affective)
5. Be able to write the following specific types of letters: inquiry, response, order, complaint, adjustment, job application with resume, follow-up.

**This syllabus is subject to revision by the instructor with prior notice to the student.**