



HUMANITIES DEPARTMENT

COURSE TITLE: Technical Writing
COURSE NUMBER: WR 227
COURSE CREDITS: 4
RECOMMENDED PREPARATION WR 121

COURSE DESCRIPTION: This transfer course emphasizes forms of writing appropriate in the workplace rather than academic essays. This course addresses topics such as evaluation of audiences, writing situations, and sources; document design; research processes; visual aids; oral presentations; and collaborative writing. Writing assignments include memos, letters, informal reports, process reports, and research reports.

GENERAL COURSE OUTCOMES:

Upon completion of this course, the successful student will be able to	These outcomes will be verified by one or more of the following assessments
1. analyze audiences and writing situations.	<ul style="list-style-type: none">Students' work demonstrates understanding of the context in which writing is taking place: the needs, values, and expectations of multiple audiences; conventions of workplace writing (such as timeliness and professional appearance); and cultural considerations.
2. choose document forms and design documents that meet needs of audience and situation.	<ul style="list-style-type: none">Students write appropriate forms of document (report, proposal, instructions, letter, memo, etc.) for specific communication needs. Document layout and computer formatting strategies (such as headings, white space, enumerating or bulleting, and font changes) add clarity and meaning to the document by conveying a sense of organization and facilitating the audiences' access to information.
3. identify and use sources appropriately, including evaluating information for accuracy and reliability.	<ul style="list-style-type: none">Students' work demonstrates proficiency in critically reading, analyzing, and evaluating sources in order to responsibly incorporate facts, opinions, judgments, and data from research.
4. communicate technical information visually.	<ul style="list-style-type: none">Students select and design effective graphics (such as tables, charts, graphs, illustrations) to clearly support written communication, including appropriate documentation, internal references and labels.
5. write ethically and responsibly.	<ul style="list-style-type: none">Students demonstrate ethical considerations in their writing; act responsibly by using information technologies ethically, incorporating and crediting sources appropriately, and by consciously avoiding inaccurate or misleading information.

6. manage an extensive research writing project.	<ul style="list-style-type: none"> • Students create a search strategy that focuses a research topic on specialized disciplinary knowledge; find information effectively by using appropriate research tools; develop a careful system of note-taking and drafting that avoids plagiarism and fairly represents sources; demonstrate such integral tasks as research proposal, summary, abstract, and outline; and develop competence in one system of documentation.
7. communicate technical information orally.	<ul style="list-style-type: none"> • Students communicate effectively in a short oral report appropriate to a lay audience; use visual aids; and respond directly to audience questions.
8. work collaboratively to produce technical documents	<ul style="list-style-type: none"> • Students build responsible teamwork skills in a writing group; and provide peers with suggestions for revising and editing.

COURSE OUTLINE BY MAJOR TOPICS: Individual instructors will select topics from below.

- Defining technical communication
- Memoranda
- Job application Letter
- Proposal
- Cover/Transmittal Letter
- Technical Description
- Instructions
- Process Report
- Progress Report
- Annotated/Working Bib
- Graphic/Visual Design
- Formal Outline
- Technical Report with Primary and Library Research
- Oral Presentation
- Peer Review

Information Literacy Proficiencies 2, 4, 5, 7

These proficiencies are mandated by the state to be embedded in writing courses. They were developed at the 2007 Oregon Information Literacy Summit II. Additional background about their creation can be found at this site:

<http://blogs.library.oregonstate.edu/ilsummit/2007-summit/proposed-proficiencies>

- 2: “Find information efficiently and effectively, using appropriate research tools and search strategies.” (Embedded in Outcomes 3 & 6 above)
- 4: “Treat research as a multi-stage, recursive learning process.” (Embedded in Outcome 6 above)
- 5: “Ethically and legally use information and information technologies.” (Embedded in Outcome 5 above)
- 7: “Manipulate and manage information, using appropriate tools and technologies.” (Embedded in Outcome 6 above)