



## ANTELOPE VALLEY COLLEGE

**Approval Dates**  
COR: 09/24/2015  
SLO: 09/28/2015

# Academic Affairs

## Course Outline of Record

- **COURSE SUBJECT & NUMBER:**ENGL 115
- **COURSE NAME:**Introduction to Technical Communication
- **COURSE UNITS:** 3
- **COURSE HOURS:** Lecture: 3.00 hours weekly (54 Hours Total)
- **COURSE REQUISITES: (Follow format of similar courses found in the college catalog.)**  
Prerequisite: Completion of ENGL 101 or Completion of ENGL 101SL
- **COURSE DESCRIPTION: (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R# ).**  
An advanced composition course that gives students instruction and practice in skills particular to writing in technical and professional fields. Students will develop their awareness of audience and audience-specific language use. They will become familiar with forms specific to technical environments, such as report writing, process analysis, charts, graphs, other presentations of numerical data, instruction manuals, and data analysis. Students will learn to analyze important details about technical writing situations and to write according to the results of their analysis. Students will learn to write in working groups. (CSU, AVC)
- **COURSE OBJECTIVES: ( Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)**  
**Upon completion of course, the successful student will be able to**
  1. Compose well-organized technical reports, instructions, and situation-specific products.
  2. Recognize and understand very specific audiences, and write specifically for those audiences.
  3. Examine the ways that language is used and objectively assess the rhetorical effects of using particular language.
  4. Identify style as it relates to content, meaning and form.
  5. Compose effective explanations of technical and numerical information for a variety of audiences.
  6. Compose complex communications as part of a working group.
  7. Analyze a writing situation and choose a style and a form to fit the situation.
  8. Revise and edit effectively for clarity across a range of audiences.
- **COURSE CONTENT:**
  1. Differences and similarities between Technical Writing and Essay Writing
    1. Form
    2. Content
    3. Style
    4. Audience awareness
  2. Audience
    1. Experts and non-experts
    2. Thinking like someone besides yourself
    3. Figuring out how to meet the needs of your audience
    4. Breaking down complex issues and technical language
  3. Working in groups
    1. Understanding the work required
    2. Dividing the work

3. Communicating about the work
  4. Writing, editing and revising as a team
    1. In the same location
    2. Remotely
  4. Different Writing Forms:
    1. Reports, executive reports
    2. Instructions
    3. Explanations
    4. Process description and analysis
  5. Revising and editing
    1. For different audiences
    2. For brevity
    3. For Clarity
    4. For Correct grammar, punctuation and so forth
  6. Researching
    1. Getting organized
    2. Evaluating and interpreting information
    3. Summarizing, paraphrasing and otherwise clearly expressing information from
    4. Working with numbers, expressing numerical data in language
    5. APA, CMS, and other documentation formats
    6. other sources
- **TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**  
**This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.**
    1. **Describe nature and frequency of typical reading assignments if applicable; note if any are required:**  
 Weekly readings will include examples of technical writing, readings from the textbook and technical articles.
    2. **Describe nature and frequency of typical writing assignments if applicable; note if any are required:**  
 Writing Assignments will include at least 8000 words across all writing tasks. At least one assignment will require collaboration with other students. At least one assignment will require extensive revision. At least one assignment will require revision for different audiences. At least one assignment will include research.
    3. **Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
 N/A
    4. **Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**  
 Other assignments may include group presentations, creative presentations, collaborative work with other classes.
  - **For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.**  
**Reading Assignments: 2**  
**Writing Assignments: 3**  
**Computational Assignments: 0**  
**Other Assignments: 1**
  - **METHODS OF INSTRUCTION: (Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)**
    - Instructor led Discussion

- Lecture
- Mediated Learning
- Projects
- Visiting Lecturers
- Other: Instructor-moderated Group Activities
- **METHODS OF EVALUATION: (These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)**
  - 0. Student's ability to understand the parameters of technical writing tasks, including audience, purpose, constraints on length and time (Objectives: 1, 2, 6, 7, 8)
  - 1. Student's ability to communicate technically difficult material for a variety of audiences and in a variety of contexts. (Objectives: 1, 2, 3, 4, 5, 7, 8)
  - 2. Student's ability to work well in a group (Objectives: 1, 5, 6, 7, 8)
- **SUGGESTED TEXTS OR OTHER INSTRUCTIONAL MATERIALS (List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)**
  - Lannon, Richard; Laura Gurak (2013). *Technical Communication* (13th/e). New York Longman.