

University of Calgary
Department of Communication, Media, and Film
COMS 363 (L08): Professional and Technical Communication
SPRING SEMESTER 2022: May 4, 2022-June 16, 2022 (excluding May 23)

Online Asynchronous

IMPORTANT NOTE FOR ONLINE COURSE DELIVERY

Timed Online Quizzes/Tests: You will be allowed a minimum window of 24 hours to access online quizzes and exams, but there may be a time limit for completing a quiz once you open it. Read the description carefully.

Instructor:	Dr. Timothy Hoxha
Office:	Location: Online – D2L through MyUofC portal
Email:	timothy.hoxha@ucalgary.ca
Online Lectures:	Wednesdays and Fridays (lecture notes uploaded Tuesdays and Thursdays at 11:59 pm MST)
Office Hours:	Wednesdays 2-4 pm via Zoom Audio

Course Description

The business, political, industrial, and information technology sectors require professional and technical information that is clearly and concisely written. Verbose terms, wordy language, and improper grammar undermine the ability of professionals to understand technical information, contracts, and manuals.

This online course will instruct students how to write and compose informative, comprehensive, and persuasive professional and technical documents. The course evaluates the purpose of a document, correct sentence and paragraph structure, and the appropriate writing conventions or style required to target a specific audience. Emphasis will be placed on use of appropriate diction, syntax structure, and active language to produce effective reader-centered material.

Course Materials

The weekly schedule of topics and readings can be found in this outline and on D2L. Students are responsible for reading and following all course requirements and University of Calgary policies discussed in this outline. As a student-driven, online course, students should be prepared to complete required and supplementary readings and study the lecture slides posted on D2L according to the syllabus timeline. The lectures will be posted every Tuesday and Thursday at 11:59 pm. The lectures, required readings, and supplementary readings contain relevant information to course tests, assignments, and presentations.

Course Objectives

The course will prioritize key writing elements, such as writing style, rhetorical devices, literary devices, information ethics, audience engagement, information presentation and document design. Students will develop the ability to write professional documents, including reports, emails, proposals, and presentations, that accommodate:

- Proper writing conventions and genres;
- Audience expectations within specific genres;
- Clearly designed formats and layouts for office use and publication;
- Writing structure, including grammar (rules), diction (vocabulary), syntax (arrangement), and precise language;
- Research methods using MLA or APA source citation;
- Logical organization with a cohesive introduction and conclusion; and
- Expository techniques, including definition, classification, genre, and analysis.

Required Readings:

- Gross, Allison, Hamlin, Annemarie, Merck, Billy, Rubio, Chris, Naas, Jodi, Savage, Megan, DeSilva, Michele. *Technical Writing*. Available online at: <https://coccoer.pressbooks.com/chapter/introduction/#Top>

Supplementary Readings:

- *Topics: Verbs, Sentence Structure, Paragraph Structure*. “Grammar Handbook”. Capella University. Available online at: <https://www.capella.edu/interactivemedia/onlineWritingCenter/downloads/Grammar.pdf>
- Kelley, Nicole. “Sentence Structure of Technical Writing Program in Writing and Humanistic Studies”. Available online at: <https://web.mit.edu/me-ugoffice/communication/technical-writing.pdf>
- Staff Writers. Paragraphs & Topic Sentences. Writing Tutorial Service. Indiana State University. Available online at: <https://wts.indiana.edu/writing-guides/paragraphs-and-topic-sentences.html>
- Tebeaux, Elizabeth and Susan Dragga. *The Essentials of Technical Communication*. 2nd Edition. Don Mills: Oxford University Press, 2017. (Used copies available at campus bookstore or Taylor Family Library).
- Ewald, T. *Writing in the Technical Fields: A Practical Guide*. 3rd edition. Oxford University Press, 2017. (Used copies available at campus bookstore or Taylor Family Library).
- Last, Susan, Candice Neveu and Monika Smith. *Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields*. University of Victoria, Victoria, BC. Available online at: <https://pressbooks.bccampus.ca/technicalwriting/open/download?type=xhtml>

Policy on the Use of Electronic Communication Devices

Students must have frequent, regular access to the internet. Course technologies are usually compatible with updated versions of major Internet browsers, including Firefox, Internet Explorer, Google Chrome, Safari, and Microsoft Edge and operating systems, including Microsoft Windows and Apple Mac. Note: compatibility issues with D2L may occur on outdated browsers, operating systems, plug-ins (such as Adobe PDF reader and JavaScript) and mobile device applications.

Prior to the start of the course, please complete the following checklist to ensure operating system compatibility:

- Run a D2L diagnostic via My Tools>System Check;
- Send an email to your ucalgary.ca mailbox using the D2L platform to ensure that ucalgary.ca email extensions are not being redirected to spam or junk folders or forwarding to an email address that is not linked to D2L. To change your email settings, go to Communications>News>More Actions>Notifications;

- Configure your notifications to specify what course information you would like sent to your phone via SMS message feed or email by going to Communications>News>More Actions>Notification>Instant Notifications;
- Visit the following link for information on campus WiFi, computer labs, Office 365, eLearning Tools, and IT Help at: https://www.ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

Assignments and Evaluation

Weight	Assessment Components	Due Date
20%	<p>Test 1 will cover material from Lectures 1, 2 and 3.</p> <ul style="list-style-type: none"> • The open-book test will include 20-30 questions. • Students are asked to analyze sentence structure, including subject, verb, and grammar rules. • The test will be posted online for 24 hours beginning May 13, 2022 at 6 am and ending May 14, 2022 at 6 am. • Students have 80 minutes to complete the test. • Once the test has concluded, test content will not be accessible online. 	May 13, 2022
10%	<p>Writing Sample</p> <p>Write a technical memo, email, or summary outlining the difference between a reader-centered versus a writer-centered approach to writing (300 words). Use precise and concise language and active verbs.</p>	May 27, 2022
20%	<p>Assignment 1: Procedural Writing Presentation</p> <p>Part 1:</p> <p>When following a recipe or saving contacts on a phone, we follow written instructions. In technical writing, instructions are called a procedure or a standard way of performing a task. How-to guides or step-by-step instructions contain procedural writing that helps accomplish a goal through simplification of complex ideas and organization of sequential actions. Since procedural writing is the foundation of technical writing, the first major assignment in this course will be to compose a set of instructions like those found on Wikihow.com or Instructables.com. Students are free to choose any 'Do-It-Yourself (D-I-Y)' or 'How-To' topic. Some examples of topics that follow procedural writing include:</p> <ul style="list-style-type: none"> • Directions: e.g., driving from a landmark venue to the closest airport; • Recipes: e.g., how to bake chocolate chip cookies; • Standard Operating Procedures: e.g., how to close a Point of Sale (POS) cash register; • Online Help: e.g., how to use a social media app, such as TikTok; and • Technology Manuals: e.g., how to take timelapse photos using a camera or smartphone. 	June 3, 2022

<p>20%</p>	<p>The length of the procedural writing sample should be 500-600 words, font size 11 in Sans Serif (Arial or Calibri) font, single-spaced, and include visual aids or illustrations, such as graphics, hand-drawn sketches, photographs or other images with descriptive text or captions to support each image. Include a works cited if supplementary resources were referenced. (Note: works cited will be excluded from word count).</p> <p>Part 2: The procedural text should then be demonstrated and submitted in video (MOV, MPG, WMF, MP4 or AVI) or slideshow (PPTX) format. Video submissions should range from 2-3 minutes and slideshows from 10-15 slides. You can also film your slideshow presentation using Prezi.com and downloaded in one of the above formats for submission. All content should be written in active voice and include detailed steps using definitions; an introduction of the purpose, design, and function of the procedure; and conclusion or summary. Organize your information using tables, lists, bullets, headings, and sub-headings.</p> <p>Grading: Part 1 and Part 2 will be evaluated according to the following criteria:</p> <ul style="list-style-type: none"> • Proper grammar with clear and concise language: 25% • Effective information organization: 25% • Document formatting and creative visual design: 25% • Topic relevancy, substantive content, and suitability for audiences: 25% <p>Late submission of assignments will receive a grade deduction of 5% per day. If Part 2 is not submitted, students will forfeit 20% of their mark. Please pay strict adherence to the instructions stated above regarding document length, presentation time limits, and file formats. Please also ensure that Microsoft, Adobe, or any other software used to create the assignment is updated to the latest version. If you have any questions, please contact the instructor via email at timothy.hoxha@ucalgary.ca.</p>	<p>June 3, 2022</p>
<p>30%</p>	<p>Assignment 2: A Technical Analysis of Political Party Websites in Canada The primary function of any political party website is to enhance civic engagement through increased party membership registration and voter turnout.</p> <p>An essential skill of technical writers is the ability to create accessible and informative media platforms. For this assignment, students will compare two (2) of the following federal political party websites: New Democratic Party of Canada, Liberal Party of Canada, People’s Party of Canada, Bloc Quebecois, Green Party of Canada, and Conservative Party of Canada. Students will analyze the usability of the websites while considering factors, such</p>	<p>June 16, 2022</p>

as language, layout, navigation, organization, and accessibility of information, and recommend improvements.

Student analysis should be written in active voice with proper sentence structure and include an abstract or executive summary, an introduction with a thesis statement that identifies target audience, level of civic engagement within the respective parties, and conclusion summarizing key findings of the analysis.

The body of the analysis should include 10-12 examples (5-6 from each website) of sample evidence that assesses how well the websites communicate with voters. This research should be presented via well-reasoned argument on the effectiveness of each website in navigation and persuasive content that influences the site visitor's political affiliation or commitment to vote.

Questions to consider when comparing the functionality of the websites include:

i) Site Usability and Information Organization

- Does the website have prominent contact information?
- Does the website have clear language selection and audio controls for users with print disabilities?
- Is there clearly marked page navigation on every page?
- Is there a landing page that lists key site functions?
- Are the policy platforms clearly worded and summarized (e.g. use of headings, bullets, and highlighting key terms)?
- Is there an FAQ page or links to find additional information?
- Is it easy to determine your location within a given section of the site?
- Is the search field easily visible, easy to use, and offer concrete results?

ii) Audience Engagement

- Do the site links offer engaging content with sufficient detail?
- Is the comment field to contribute content or reviews easily visible?
- Is the website content communicated using pathos, ethos, or logos?
- Does the site post information regarding campaigning, fundraising, and volunteering?
- Does the site connect members to each other via social media or secure login platforms?
- Does the site offer information and transparency of party leaders and members?
- Are there links to political events and relevant news stories? Is the material up to date?
- Does the site offer party registration and voter registration links to relevant third parties, like Elections Canada?

	<p>Your analysis should also include a title page, table of contents with references to appropriate subject headings, and source citations in IEEE or APA format. The length of your analysis should be 800-1,000 words, excluding title page, table of contents, and source citations.</p> <p>Suggested Reading: “How to Write a Technical Report”. <i>WikiHow</i>. April 19, 2020. Source: https://www.wikihow.com/Write-a-Technical-Report</p> <p>Grading: Presentation 2 will be evaluated for the following criteria:</p> <ul style="list-style-type: none"> • Use of images, graphs, charts, and visual presentation: 25% • Use of persuasive arguments, supplementary evidence, and sophistication of analysis: 25% • Proper grammar and clear and concise written language: 25% • Effective information organization and citation notation: 25% <p>Late submission of assignments will receive a grade deduction of 5% per day. Please pay strict adherence to the instructions stated above regarding document length, presentation time limits, and file formats. Please also ensure that your Microsoft, Adobe, or any other software used to create the assignment is updated to the latest version. If you have any questions, please contact the instructor via email at timothy.hoxha@ucalgary.ca</p>	
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Registrar-scheduled Final Examination: NO

Note: You must complete all assignments, or a course grade of F may be assigned at the discretion of the instructor.

If a student misses a required test or assignment, please contact the instructor as soon as possible to determine eligibility for make-up work submission or provide a medical note or other accommodation in accordance with University of Calgary late or missed submission policies.

Submission of Assignments

Please include full name and student ID number on all tests, assignments, and uploaded documents to D2L. It is a student’s responsibility to keep an extra copy of each submitted assignment saved on their personal computer and ensure timely online submission of the final version of each assignment.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty and personal information is collected in accordance with the Freedom of Information and Protection of Privacy (FOIPP) Act.

Verify Submission

D2L submission receipts can NOT verify that your file's content is not corrupted, empty, or consists of an earlier draft. Verify your file's content after upload by re-opening it from D2L. Email is NOT an acceptable method of assignment submission. Submit all assignments to their designated area in Desire2Learn. The instructor cannot submit assignments for you under your login.

Policy for Late Assignments

Assignments submitted after the deadline will be penalized by 5% per day.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to the instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students seeking accommodation for transient illnesses (e.g., COVID-19) or another legitimate reason should contact the instructor and provide an electronic copy of a medical note as soon as possible. For the policy on supporting documentation, see Section M.1 of the *University of Calgary Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Further information can be found under FAQs for Students at: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for Writing

Department policy directs that all written assignments and written test responses be assessed on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, paragraph structure), but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Department of Communication, Media, and Film Grading Scale

The following table outlines the grade scale percentage equivalents used by the Department of Communication, Media, and Film. Final grades are reported as letter grades (A+ to F). In this course, all assignments will be graded using numerical scores or percentages. Numerical scores or percentages will be converted to midpoint percentage values shown in column 5 below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%

2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course, and possibly suspension or expulsion from the University of Calgary. These requirements apply to all assignments and sources, including those in non-traditional formats, such as webpages or visual media.

You must document not only direct quotations, but also paraphrases and ideas where they appear in your text. A reference list at the end of an essay is insufficient. Readers must be able to tell exactly where your words and ideas end, and other people's words and ideas begin using quotation marks and in-text citations. Paraphrased information must not borrow from the original source wording without appropriately acknowledge sourcing.

For information on citation and reference list documentation styles (MLA, APA, Chicago, IEEE), visit the Student Success Centre resource links at: <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at: https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to: https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments, tests, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. Posting course materials or course information to third party websites, such as ratemyprofessor.com or other peer-to-peer sharing or public websites, such as social media or email, is strictly prohibited. Sharing extracts of course materials with other students enrolled in the same course section and term may be allowed if group projects are assigned by the instructor. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright at: www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the Copyright Act at: <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of

unauthorized sharing of course materials, including lecture notes and electronic versions of textbooks. Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations, as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructor may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about student research ethics responsibilities, please visit:

<https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk campus security services.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling **403-220-5555**.

Lecture Topics and Reading Schedule

May 4, 2022 - Lecture 1: Introduction to Technical Writing

Topics:

- Outlining course objectives and explaining course requirements;
- Defining technical communication;
- Key concept: problem-solving approach to communications tasks;
- Writing conventions and characteristics;
- Understanding the rhetorical situation;
- Case study: the cost of poor communication; and
- Writing processes.

Supplementary Readings:

- Docimo, Katherine and Kristy Littlehale. "The Rhetorical Triangle: Ethos, Pathos, Logos". Available online at: <https://www.storyboardthat.com/articles/e/ethos-pathos-logos>
- Higgins, Chris. "On This Day in 1962, NASA Launched and Destroyed Mariner 1". *Mental Floss*. July 22, 2017. Available online at: <https://www.mentalfloss.com/article/502943/day-1962-nasa-launched-and-destroyed-mariner-1>
- McLean, Catherine. "Rogers' Comma Victory Found in Translation". *The Globe and Mail*. August 21, 2007. Available online at: <https://www.theglobeandmail.com/report-on-business/rogers-comma-victory-found-in-translation/article18143549>

- Staff Writer. “The Commas That Cost Companies Millions.” *BBC*. 2018. Available online at: <https://www.bbc.com/worklife/article/20180723-the-commas-that-cost-companies-millions>
- Staff Writer. “Typo Costs Miss Universe Canada Her Crown.” *Sydney Morning Herald*, May 30, 2013. Available online at: <https://www.smh.com.au/lifestyle/beauty/typo-costs-miss-universe-canada-her-crown-20130530-2nd2p.html>
- Staff Writers. “Ethos, Pathos and Logos”. *PathosEthosandExamplesLogos.com*. Available online at: <https://pathosethoslogos.com/>

May 6, 2022 - Lecture 2: Technical Writing Composition

Topics:

- Identifying the subject of the sentence;
- Identify the verb;
- Edit sentences for conciseness, clarity, and inclusive language; and
- Grammar check.

Required Readings:

- *Grammar Rules: Action Verbs*. Available online at: <https://www.gingersoftware.com/content/grammar-rules/verbs/action-verbs>
- Identifying the Verb. *The Idioms*. Available online at: <https://www.theidioms.com/verbs/>

Supplementary Readings:

- Kelley, Nicole. *Sentence Structure of Technical Writing Program in Writing and Humanistic Studies*. Available online at: <https://web.mit.edu/me-ugoffice/communication/technical-writing.pdf>
- Staff Writers. “Paragraphs & Topic Sentences”. *Writing Tutorial Service*. Indiana State University. Available online at: <https://wts.indiana.edu/writing-guides/paragraphs-and-topic-sentences.html>

May 11, 2022 - Lecture 3: Technical Paragraph Composition

Topics:

- How to write short and concise paragraphs;
- How to write precise topic sentences that permit readers to quickly discern the subject of the paragraph and scan quickly for supporting evidence; and
- Structure short, unified, complete, and cohesive paragraphs.

Required Readings:

- Morgan, Megan. “How to Write a Paragraph”. *WikiHow*, March 20, 2022. Available online at: <https://www.wikihow.com/Write-a-Paragraph>.

Supplementary Readings:

- Kelley, Nicole. *Sentence Structure of Technical Writing Program in Writing and Humanistic Studies*. Massachusetts Institute of Technology. Available online at: <https://web.mit.edu/me-ugoffice/communication/technical-writing.pdf>
- Staff Writers. “Paragraphs & Topic Sentences”. *Writing Tutorial Service*. Indiana State University. Available online at: <https://wts.indiana.edu/writing-guides/paragraphs-and-topic-sentences.html>

May 13, 2022 - Lecture 4: Document Design

Topics:

- Understanding the importance of readability for your technical audience and identify readable sentences in technical documents;
- Understanding how to use headings to organize information logically to enhance reader comprehension;
- Understanding the rules for embedding various kinds of lists into documents to emphasize key points and simplify text;
- Understanding how to integrate figures and tables into documents to effectively present visual data and images; and
- Apply various styles of writing and revision strategies to enhance clarity of information.

Supplementary Reading:

- Hamlin, Annemarie, Chris Rubio, and Michele DaSilva. "Chapter 2: Professional Communications: Text, Email, Etiquette, Memoranda, and Letters". *Technical Writing*. Available online at: <https://coccoer.pressbooks.com/chapter/professional-communications/>

May 18, 2022 - Lecture 5: Common Document Types

Topics:

- Correspondence: text messages, emails, letters, and memoranda (memos);
- Proposals;
- Progress reports;
- Technical descriptions and definitions;
- Long reports: feasibility and recommendation reports;
- Lab reports; and
- Instruction manuals.

Supplementary Readings:

- Ewald, Thorsten. "Chapter 6: Short Reports, Proposals and Technical Documents". *Writing in the Technical Fields: A Practical Guide*, 3rd Edition. Oxford University Press, 2017. Available online at: <https://www.oupcanada.com/catalog/9780199036851.html> (Used copies are available at campus bookstore or Taylor Family Library).

May 20, 2022 - Lecture 6: Parallelism, Lists, Headings, and Layouts

Topics:

- How to create parallel sentence structure;
- How to produce professional lists; and
- How to arrange and phrase easily read and remembered headings.

Required Readings:

- Fawcett, Helen. "Technical Communication". *Parallelism in Technical Writing*. Available online at: <https://helenfawcett.com/effective-rhetoric-effective-writing-parallelism-in-technical-communication/>

May 25, 2022 - Lecture 5: Writing a Summary

Topics:

- Defining the purpose of a summary;
- How to write an effective summary;
- Integrating source evidence into your writing;
- Integrating paraphrases and summaries;
- Signal phrases;
- Integrating source evidence into your writing;
- Integrating quotations;
- How to integrate quotations correctly;
- Editing quotations;
- Integrating paraphrases and summaries; and
- Using signal verbs.

Supplementary Reading:

- Last, Susan. "Appendices: B and C: Writing Summary". *Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields*. Available Online at: <https://pressbooks.bccampus.ca/technicalwriting/chapter/appendixb-writingsummary/>

May 27, 2022 - Lecture 7: Professional Style

Topics:

- Analyze the difference between a reader-centred versus a writer-centred approach to writing by recognizing target audiences and writing material that meets their expectations;
- Communicate clearly by using precise and concise language;
- Write to persuade readers by uncovering the use of rhetoric, avoiding logical fallacies, and not using inappropriate marketing language;

Supplementary Readings:

- Last, Susan. "Chapter 2: Professional Style". *Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields*. Available Online at: <https://pressbooks.bccampus.ca/technicalwriting/part/style/>

June 1, 2022 - Lecture 8: Research Methods

Topics:

- Research terms: identify specific research language and terms;
- Research sources: find, evaluate, and analyze research sources and assess their reliability, authority, and relevance to professional projects;
- Research methods: Define and uncover the methods used to refine a research project and compose research questions;
- Human research ethics: recognize the requirements and protocols for conducting primary research using human subjects (e.g.: surveys, interviews, focus groups); and
- Stakeholder engagement and consultation: understand what stakeholders are, how to map the stakeholders related to your project, and the general types of engagement strategies commonly used in public engagement plans.

Supplementary Reading:

- Last, Susan. "Chapter 5: Research Methods". *Technical Writing Essentials: Introduction to Professional Communications in Technical Fields*. Available Online at: <https://pressbooks.bccampus.ca/technicalwriting/part/researchmethods/>

June 3, 2022 - Lecture 9: Technical Graphs

- Types and uses of graphs;
- Decide which graph to use in a report;
- Other considerations: audience;
- Other considerations: placement and context;
- Samples; and
- Guidelines for graphics: a final review.

Required Readings:

- Staff Writers. "How to Create a Graph in Excel". *WikiHow*, November 3, 2019. Available online at: <https://www.wikihow.com/Create-a-Graph-in-Excel>
- Staff Writers. "How to Make a Bar Chart in Word". *WikiHow*, April 5, 2022. Available online at: <https://www.wikihow.com/Make-a-Bar-Chart-in-Word>

Supplementary Readings:

- McMurrey, David. "Tables, Charts, Graphs, Show Me the Data", 2017. Available online at: <https://www.primnet.com/~hcexres/textbook/tables.html>

June 8, 2022 - Lecture 10: Definitions and Descriptions

Topics:

- Technical definitions and descriptions;
- The purpose and function of technical terms;
- Three technical terms: parenthetical, formal and extended;
- Mechanism and process descriptions;
- How to create structured mechanism descriptions; and
- How to clearly craft process descriptions.

Supplementary Reading:

- Ewald, Thorsten. "Chapter 11". *Writing in the Technical Fields: A Practical Guide*, 3rd Edition. Oxford University Press, 2017

June 10, 2022 - Lecture 11: Oral Presentations

Topics:

- Building Confidence as a presenter;
- Developing presentation skills;
- Systematic process for deliberate practice;
- Designing visual aids: PowerPoint basics;
- Visual rhetoric for posters and other displays; and
- Presenting as a team.

Required Reading:

- McMurrey, David. "Oral Presentations: Stand Up and Tell 'em How It Is!" *Oral Presentations*. Available online at: <https://www.primnet.com/~hcexres/textbook/oral.html>

Supplementary Readings:

- Libraries and Research. *Guidelines for Oral Presentations*. Wesleyan University. Available online at: <https://go.owu.edu/~dapeople/ggpresnt.html#Preparation>
- Ewald, Thorsten. "Chapter 13". *Writing in the Technical Fields: A Practical Guide*, 3rd Edition. Oxford University Press, 2017. Available online at: <https://www.oupcanada.com/catalog/9780199036851.html> (Used copies are available at campus bookstore or Taylor Family Library).

June 15, 2022 - Lecture 12: References and Citing Documents

Topics:

- Function and importance of citations;
- Various citations styles; and
- The creation of in-text citations and references.

Supplementary Readings:

- Hamlin, Annemarie, Allison Gross, Billy Merck, Chris Rubio, Jodi Naas, Megan Savage, and Michele DeSilva. "Chapter 5 - Citations and Plagiarism". *Ethics in Technical Writing*. Available online at: <https://openoregon.pressbooks.pub/technicalwriting/part/9-ethics-in-technical-writing/>
- Ewald, Thorsten. "Chapter 9". *Writing in the Technical Fields: A Practical Guide*, 3rd Edition. Oxford University Press, 2017. Available online at: <https://www.oupcanada.com/catalog/9780199036851.html> (Used copies are available at campus bookstore or Taylor Family Library).

June 16, 2022 - Submission of Assignment 2: A Technical Analysis of Political Party Websites in Canada