



**Course Start Date:** January 6, 2025

**Course End Date:** April 11, 2025

**Academic Term and Year:** 2024-2025

## Official Course Outline Information

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**Course Name:** Scientific and Technical Writing

**Course Code:** ENGL 2510 O01

**Version #:** V1.24

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**Instructor:**

**Email:**

**Office Hours:** Online by appointment

**How to Contact Your Instructor:** email

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### Official College Calendar Description:

This technical writing course prepares students with the skills required for writing in a professional setting. Students will learn to produce documents reflecting different types of technical communication such as technical descriptions, proposals, reports, web pages, and instructional manuals. Students will also learn how to organize information effectively, write in a clear, concise style, rigorously edit their writing, and format and cite sources using APA style. Effective document design and use of graphic elements are also examined. Students will be required to deliver oral presentations.

### Course Overview:

This is a writing-intensive course designed to introduce scientific and technical writing conventions in order to prepare students for writing in professional environments. Students will be required to complete a variety of different writing assignments for both formal and informal evaluation. Please note that in order to facilitate writing workshops, students will be required to share their work during class with other members of the course. Students should already possess basic computer skills and be comfortable using document formatting software (including word processing, PowerPoint, etc).

**Credits:** 3

**Prerequisites:** Prerequisites: 60% in English Language Arts 30-1 or 70% in English Language Arts 30-2 or equivalent

**Total Course Hours:** 45 hrs

**Structure of Hours:**      **Lecture:** 45 hrs      **Lab:** 0 hrs      **Other:** 0 hrs

**Note:** *Course hours are based on the number of credits. Students may need to budget two to three times this number of hours to complete the course successfully.*

**Total Number of Weeks:** 16

**Course Meeting:** None

**Delivery Mode:** Online - asynchronous

**Faculty:** Faculty of Arts and Sciences

**Department:** University Transfer

**Course Goals/General Learning Outcomes:**

Upon successful completion of this course, students will be able to

1. Analyse and critique the relationships between writer, reader, purpose, and text
2. Practice technical writing skills, including grammar, style, and argumentation
3. Demonstrate written, verbal, and visual professional communication skills
4. Apply editing and revision skills to the writing process
5. Evaluate research articles for scholarly purposes
6. Apply APA formatting and academic integrity principles in a range of contexts

**Course Units/Topics:**

This course consists of the following units/topics:

1. Audience, Purpose, Genre
2. Ethics of Technical Communication and APA
3. Research Skills & using evidence
4. Writing Technical Prose
5. Workplace Communication
6. Reports
7. Visual Technical Communication
8. Design and Usability in Communication
9. Presenting Technical Information Orally
10. Final Exam

**Required Textbooks, References, Materials:**

- *A Concise Guide to Technical Communication* (Broadview, 2021)
- Access to Moodle: <https://myclass.norquest.ca/login/>
- Access to the Library APA Resources: <https://libguides.norquest.ca/apa>

**Recommended Resources:**

*Concise guide to APA style, seventh edition* (American Psychological Association, 2020)

**Course Evaluation:**

Mark distribution for the course will be as follows:

Learning Activities	15%
Summary	10%
Research Proposal	10%
Slide Deck	10%
Recommendation Report	20%
Formal Presentation	15%
Final Exam	20%
<b>Total</b>	<b>100%</b>

**Passing Level/Grading Scale:**

Grades for each component will be added together at the end of the term. The final total will be translated to NorQuest College's four-point grading scale below.

**Marking and Grade Conversion**

Letter Grade (post-secondary programs)	Grade Point Value (post-secondary programs)	Percentage Scale (Alberta Education courses / preparatory)	Description
A+	4.0	95–100	
A	4.0	90–94	Excellent
A–	3.7	85–89	
B+	3.3	80–84	
B	3.0	75–79	Good
B–	2.7	70–74	
C+	2.3	67–69	
C	2.0	64–66	Satisfactory
C–	1.7	60–63	
D+	1.3	55–59	
D	1.0	50–54	Poor/PASS
F	0.0	0–49	Failure

**Safe Space Statement**

At NorQuest College, we are committed to fostering a space where both students and staff can engage in honest conversations in a respectful, responsible, and thoughtful manner without fear of repercussions. We celebrate our differences, and we value continuous growth and learning from each other. We create a sense of belonging where we do not judge anyone based on biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and/or cultural background, age, physical or mental ability, or any other aspect of one's person. NorQuest does not tolerate bullying, racism, or harassment. If you or another student or staff member are subjected to any of these actions, your voice will be heard and taken seriously. It is everyone's responsibility to nurture a space where each person can feel safe and respected.

**Skills of Distinction**

At NorQuest College, learners develop Skills of Distinction as a part of belonging to the NorQuest community. Through the Circle of Courage, learners build competence in Resilience, Inclusion, and New Ways of Thinking. These human skills prepare all learners for the changing workforce and the changing world.

**Course Policies and Expectations:*****Statement of Conduct and Expectations***

NorQuest College is committed to maintaining high standards of non-academic and academic performance and integrity in order to foster a learning environment conducive to the personal, educational, and social development of its students. This commitment is founded upon the principles of fairness, trustworthiness, honesty, respect, and responsibility. The college expects that its students will be guided at all times by these principles in the work that they submit and the behaviour in which they engage.

It is the student's responsibility to be familiar with and follow NorQuest College policies and procedures, including the [Student Code of Conduct](#). Student policies can be viewed on the college website at <https://www.norquest.ca/resources-services/student-life/student-policies.aspx>. Policies specific to a program will be in the student program manual. If you have questions, please ask your instructor or tutor.

***Academic Integrity***

NorQuest College is committed to maintaining high standards of academic performance and integrity, and it is incumbent upon all members of the college community to uphold these standards. Academic misconduct may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating. Allegations of academic misconduct are serious and may lead to sanctions such as mark reduction, course failure, or withdrawal from the course or program.

***Plagiarism***

Plagiarism is a form of academic misconduct that occurs when someone presents, as one's own, work that has been created by another. It is a serious offence and can result in suspension or expulsion from the college.

There is no tolerance for academic misconduct in this course. Any student caught plagiarizing will be penalized, and the incident will be recorded in the student's file. Multiple offences may result in the student's withdrawal from the course and/or the program. Students are encouraged to familiarize themselves with the NorQuest College [Student Judicial Affairs Policy](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts, and/or participation in an offence.

***Student Misconduct***

[Academic misconduct](#) may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating.

[Non-academic misconduct](#) may be defined broadly as any behaviour that adversely affects the learning of others or the college's educational mission, violates civil or criminal statutes, threatens the safety or well-being of members of the NorQuest community, or violates the ethical standards set by professional associations or the workplace standards set by practicum, clinical, or volunteer placement agencies.

Allegations of academic or non-academic misconduct will be adjudicated according to Student Judicial Affairs Policy and procedures, and may result in sanctions ranging from mark reduction, remediation, course failure, or withdrawal from the course or program. For more information, please talk to your instructor or contact the Office of Student Judicial Affairs at [osja@norquest.ca](mailto:osja@norquest.ca)

### ***Inclusive Culture***

A NorQuest education is inclusive, and students are supported and prepared to meet the needs of a diverse society with hands-on training with individuals of other cultures, religions, and genders. Although this may challenge the values and beliefs of some students, the college will assist them to stretch their comfort zones and find a balance between job success and cultural or religious beliefs.

During their programs, classrooms, labs, clinical settings, and practicums, students will encounter and work with individuals

1. From a variety of cultures and religious backgrounds
2. Who identify as female or male, as well as those who identify as LGBTQ+
3. Who have special considerations or restrictions around clothing and jewellery
4. With disabilities
5. From a different socio-economic class, caste, and/or income level
6. Who may differ significantly in age

### ***Attendance Policy***

Attendance is not part of your grade, but you are responsible for knowing course material and course announcements that are discussed in class, so note that it is more difficult to succeed in this class if you do not attend the class regularly.

### ***Learning Technologies***

This course uses Moodle, NorQuest College's online learning management system, for course materials (<http://myclass.norquest.ca>). Upon registration, you will receive login information via your MyMail account. Course materials may include review materials, handouts, course outline, PowerPoints, notices from your instructor, schedule of readings, assignments, and exams. It is important that you log in and review the course materials and information regularly. For technical support, refer to this link: <http://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx>

### ***Student Support***

Students who have a disability affecting mobility, vision, hearing, learning, or mental or physical health and who require accommodations in this course are advised to discuss their needs with a Student Support Specialist at NorQuest College [Student Services](#).

### ***Technology and Electronics Policy***

For many learning activities, laptops, smartphones, and other electronic devices are valuable learning tools. Your instructor will identify times when the use of these devices is not appropriate.

### ***How to Submit Assignments***

Submit your assignments to MyClass (Moodle).

### ***Late Assignment Submissions***

Please see the attached schedule for courses readings and due dates. Late assignments will be deducted 5% per day, including weekends. Exceptions will be made in cases of illness (supported by appropriate medical documentation) or with prior arrangement with the instructors. Applications for extension must be made in writing (including email) in advance of the due date.

**Course Schedule:**

Please note that this schedule is subject to change. Any changes or cancellations will be announced on the course Moodle page. It is your responsibility to check the course Moodle before each class.

Date	Unit/Topic/Reading	Assessment
Week of January 6	Unit 1: Audience, Purpose, Genre <ul style="list-style-type: none"> <li>Chapter 1 "Audience, Purpose, Genre, Medium" (pages 11-31)</li> </ul>	<ul style="list-style-type: none"> <li>User Profile <b>due Jan 14</b></li> </ul>
Week of January 13	Unit 2: Ethics of Technical Communication and APA Documentation <ul style="list-style-type: none"> <li>Chapter 2: "Ethical Issues of Technical Communication" (pages 37-47)</li> </ul>	<ul style="list-style-type: none"> <li>Intro to APA parts 1 &amp; 2</li> </ul>
Week of January 20	Unit 2 continued: APA and Academic Integrity, Paraphrasing, Quoting and plain language	<ul style="list-style-type: none"> <li>Intro to APA parts 3 &amp; 4</li> <li><b>Summary Assignment due Jan 22</b></li> </ul>
Week of January 27	Unit 3: Research Skills <ul style="list-style-type: none"> <li>Chapter 3: "Researching Technical Subjects" (pages 63-68 only)</li> </ul>	<ul style="list-style-type: none"> <li>Intro to APA Quiz and Badge <b>due Jan 30</b></li> </ul>
Week of February 3	Unit 4: Writing Technical Prose <ul style="list-style-type: none"> <li>Chapter 4: "Writing Technical Prose" (pages 69-85)</li> </ul>	<ul style="list-style-type: none"> <li>Research and citation practice <b>due Feb 5</b></li> </ul>
Week of February 10	Unit 7: Visual Technical Communication <ul style="list-style-type: none"> <li>Chapter 5: "Visual Technical Communication" (pages 87-94)</li> </ul>	<ul style="list-style-type: none"> <li>Who Owns That Photo? Practice Citing Online Images</li> <li><b>Research Proposal Assignment due Feb 12</b></li> </ul>
Week of February 17	Reading Week – No classes	
Week of February 24	Unit 6: Reports <ul style="list-style-type: none"> <li>Chapter 7: "Progress Reports, White Papers, and Recommendation Reports" (pages 111-131)</li> </ul>	<ul style="list-style-type: none"> <li>Draft recommendations</li> </ul>
Week of March 3	Unit 5: Workplace Communication <ul style="list-style-type: none"> <li>Chapter 6: "Essentials of Workplace Communication" (pages 97-109)</li> </ul>	<ul style="list-style-type: none"> <li><b>Slide Deck Assignment due March 5</b></li> </ul>
Week of March 10	Peer Review	<ul style="list-style-type: none"> <li>Recommendation Report Drafts</li> </ul>
Week of March 17	Unit 8: Design and Usability with Online Communication <ul style="list-style-type: none"> <li>Chapter 9: "Technical Communication Online" (pages 145-156)</li> </ul>	<ul style="list-style-type: none"> <li><b>Recommendation Report due Mar 20</b></li> </ul>

Date	Unit/Topic/Reading	Assessment
Week of March 24	Unit 9: Presenting Technical Information Orally <ul style="list-style-type: none"><li>Chapter 10: "Presenting Technical Information Orally" (pages 157-167)</li></ul>	<ul style="list-style-type: none"><li>Analyze a Formal Presentation</li></ul>
Week of March 31	Exam review	<ul style="list-style-type: none"><li><b>Presentation Video due Apr 4</b></li></ul>
Week of April 7	<b>Final Exam</b>	

**Final Exam Date and Location:** Asynchronous online

### **Assignment Descriptions:**

#### **Learning Activities** – value 15%

In this course, there are a variety of learning activities, including discussion forums, quizzes, worksheets, and labs. These activities allow you to apply your knowledge of course material and practice skills needed to complete assignments.

#### **Summary** – value 10%

A summary requires you to write concisely and accurately with a specific purpose and audience in mind. To be able to summarize effectively, first you need to understand what you have read. Summarizing can take many forms (summarizing the plot of a movie for a friend who hasn't seen it yet, for example). Summarizing in professional and technical writing typically means writing a summary or an abstract. This assignment requires you to write a summary of a technical report.

#### **Research Proposal** – value 10%

A research proposal is a plan that explains what you want to study and how you want to study it. It's a written document that you give to your instructor (or manager in an employment context) to get feedback and approval before you start your research project. The proposal should include information on what question(s) you want to answer, the research or data you will use, and your timeline for doing this work. The goal of a research proposal is to demonstrate that you have a solid plan in place and have identified the steps you will take to complete the research project.

#### **Slide Deck** – value 10%

A slide deck, using software such as PowerPoint or Google Slides is a key method of communication, and good slide design is crucial for getting your point across clearly and effectively. In this assignment you will be applying good design to do clear communication through a slide deck.

#### **Recommendation Report** – value 20%

This assignment requires students to choose a research question from a list of topics and find scholarly sources on the topic using the library databases. Students will then write a Recommendation Report in response to the research question based on their findings, following

appropriate formatting guidelines.

**Formal Presentation** – value 15%

Presentations are an important tool for professional communication. This assignment requires students to create and deliver a presentation based on the findings and research from their recommendation report. The assignment will consist of 4-6 slides featuring at least 2 original visual aids.

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<b>Minimum Instructor Qualifications:</b>	Master's Degree in English (or relevant discipline)
<b>Last Revised By:</b>	Brooklin Schneider, MA
<b>Revision Date:</b>	August 21, 2023
<b>Approved by</b> (Program Chair or Dean):	Taylor Scanlon, University Transfer Chair
<b>Methods of Obtaining PLAR:</b>	Transfer Credit
<b>Transferability to Other Institutions:</b>	See <a href="#">ACAT</a> for current transfer agreements

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