

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 103
Course Title: Report Writing

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Report Writing incorporates discussion, analysis and design of the principal types of formal and informal reports including incident, field trip, investigation, evaluation, feasibility, instructions, and description. Students are introduced to the basics of report writing style. A review of fundamentals of grammar and usage needed for clear, concise reports, as well as the mechanics of writing are included. ENGL 103 fulfills the SUNY General Education Basic Communication requirement. Prerequisites: ENGL 100 with grade of C or better; prior completion or concurrent enrollment in MATH 090 and RDNG 099 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course is designed for students in all academic disciplines and programs.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

Reading: R3 Prior completion or concurrent enrollment in RDNG 116 if required by placement testing.

Course Goals

Students successfully completing this course will acquire and practice the skills needed to analyze data and to present that data in clear, concise reports, memos, e-mails and presentations. They will use the computer to implement the communications techniques.

Course Objectives/Topics

Objective/Topic	# Hours
Technical writing style and skills: Audience Analysis, Organizational Patterns, Analytical Skills, Report Writing Skills (3 weeks)	9 Hours
Informal Reports: Occurrence/Incidents; Field Trip/Inspection; Evaluation/Investigation; Feasibility; Description; Instruction (7 weeks)	21 Hours
Formal Reports: Research; Documentation; Formats (3 weeks)	9 Hours
Illustrations in reports (1 week)	3 Hours
E-Mail writing techniques (1 week)	3 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will determine the purpose of a report (the problem) and identify and present solutions. Using a case study approach, students will review the given data to determine what is relevant and needed in a report. Discussion of a case study will help to achieve the goals. Prewriting a report is another useful activity.</p> <p>Students will gather data through a survey of the literature or through interviews, observation and testing. This may be achieved using library research or physical research or through analysis of a case study.</p> <p>With few exceptions, reports include INFERENCES and RECOMMENDATIONS. These are the result of the analysis of the data presented in the report. Prewriting a report allows a student to focus on its content: the facts presented and the Inferences drawn based on analysis of the facts.</p> <p>Investigation, evaluation and feasibility reports require ALTERNATIVES & ANALYSIS. These are options to solving a problem. In the Prewriting Process, students may share ALTERNATIVES and ANALYSES. This will allow students to analyze and understand different solutions to the same problem.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Clear, concise communication is the essence of report writing. The subject of reports reflects the situations and problems in business, industry, and society. Incident reports are a common tool of law enforcement. The instructor should make the subject of writing assignments relevant.</p> <p>Report writing Style focuses on being concise and precise. Errors have effects. Emphasis must be placed on the revising process. The "typo" affects people's reputations: "Mary LIVES here" vs. "Mary LOVES here." A writer's errors tell us about the writer.</p> <p>The Feasibility Report requires that students consider costs of a process both today and in the future. Students will use various ways to present cost data and its analyses.</p> <p>Being concise saves words and saves paper which will save trees.</p>

Instructional Methods

Lecture, workshop, discussion, online communication, lab/studio are all appropriate instructional methods for this course. Students should be required to use basic skills to survey the literature in their chosen subject either through the library or on-line. Physical, Library and Online research are the data-gathering tools that should be used. Methods should include observation, experimentation, and survey.

Methods of Assessment/Evaluation

Method	% Course Grade
Students will complete Informal Reports	55%
Students will acquire, implement and polish Report Writing Style Skills	25%
Students will research and provide a context or background of information necessary for presenting Formal Reports	20%

Required Text

Blicq, Ron and Moretto, Lisa. 2004: Technically - Write!. 6th Ed. New Jersey: Prentice Hall.

Bibliography

McMurrey, David A. © 1988. Processes in Technical Writing. New York: Macmillan.

McMurrey, David A. Power Tools for Technical Communication. Thomson Learning / Heinle Publishers.

Daniel G. Riordan, Steven E. Pauley. Technical Report Writing Today. Boston: Houghton Mifflin.

Other Learning Resources

Audiovisual

No resources specified

Electronic

TechComm Web

Mike Markel

<http://bcs.bedfordstmartins.com/techcomm/default.asp?s=&n=&i=&v=&o=&ns=0&uid=0&rau=0>

Dennis G. Jerz, How to Write Routine Technical Documents.
<http://jerz.setonhill.edu/writing/technical/reports/index.html>

Austin Community College Online Technical Writing: Online Textbook
<http://www.io.com/~hcexres/textbook/>

[Society for Technical Communication](#) Probably the best central site for information on tech communication. The STC is an international organization of tech communication professionals and educators who will be happy to help you with your needs. Chances are, there's a local and regional chapters somewhere close to you. Memberships are not expensive, and the value of being a part of this organization is vast. Check it out.

[Scientific and Technical Communication Overview](#) The University of Minnesota.

[Summary of Technical/Professional Communication](#) John December

[Macmillan Information SuperLibrary](#)

[Internet Resources for Technical Communicators](#)

[International Technical Communication](#)

Other

No resources specified