



LNGE40064 *Technical Writing for University*

Term 1 - 2019

Profile information current as at 21/04/2024 02:14 am

All details in this unit profile for LNGE40064 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces students to the writing skills they will need to succeed in university science and technology units. Students will develop skills in writing clearly and concisely, organising and presenting information in a logical way, and applying relevant conventions of style and grammar. Through intensive reading and writing, they will learn to critically analyse, paraphrase and summarise a range of scientific and technical texts. Students will consolidate their learning by researching and writing a report.

Details

Career Level: *Non-award*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Non-award unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Teaching team

Feedback

Positive feedback on the annotated sample student texts for assessments 1 and 2

Recommendation

Create an annotated sample for Assessment 3: Recommendation Report. The use of annotated samples for the first two assessments has improved student understanding of the language and structure requirements for each section of the text they are required to produce. The annotations will complement the existing resources for Assessment 3.

Feedback from Unit evaluation responses

Feedback

Student requests for more resources for language development

Recommendation

Provide additional links to online external resources for students to practise their general English language skills.

Feedback from Teaching team

Feedback

Need to facilitate the transition of students to undergraduate studies by creating awareness of future support for academic literacy.

Recommendation

Create a final message to students at the end of the unit to increase awareness of future support and resources available for academic literacy. The message will show students that the support for language development does not end with the writing units but is available as ongoing academic support via the Academic Learning Centre (ALC).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Write in clear, correct, concise English appropriate for audience and purpose
2. Identify and apply style conventions for assignment writing in scientific and technical units
3. Critically analyse a range of texts on scientific and technical topics
4. Identify and summarise key ideas in a variety of scientific and technical texts
5. Write a report using contemporary conventions of academic writing

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Written Assessment - 20% | • | | | | |
| 2 - Written Assessment - 30% | • | • | • | • | |

| Assessment Tasks | Learning Outcomes | | | | |
|-------------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 3 - Written Assessment - 50% | • | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Self Management | | | | | — |
| 2 - Communication | — | — | — | — | — |
| 3 - Information Literacy | | — | | | — |
| 4 - Information Technology Competence | | | | | |
| 5 - Problem Solving | | | | — | — |
| 6 - Critical Thinking | | | — | — | — |
| 7 - Cross-Cultural Competence | | | | | |
| 8 - Ethical Practice | | | | | — |
| 9 - Aboriginal and Torres Strait Islander Cultures | | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | |
|-------------------------------------|---------------------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 - Written Assessment - 20% | — | — | | — | | — | | | |
| 2 - Written Assessment - 30% | — | — | | — | | | | | |
| 3 - Written Assessment - 50% | — | — | — | — | — | — | | — | |

Textbooks and Resources

Textbooks

LNGE40064

Prescribed

Technical Writing for University

Edition: 6 (2019)

Authors: School of Access Education

Central Queensland University Publishing Unit

Rockhampton , QLD , Australia

Binding: Spiral

Additional Textbook Information

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Caroline Henderson-Brooks Unit Coordinator

c.henderson-brooks@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|--|------------------------------|
| MODULE 1: HEALTH | 1: You Are What You Eat Discussion: The food revolution What is 'technical writing'? Written versus spoken communication Parts of speech - Nouns and Verbs Start preparing for Assessment 1: Instructions | |

Week 2 - 18 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---|------------------------------|
| MODULE 1: HEALTH | 2: Brain Power Discussion: Neuroscience How to write clear instructions Introduction to sentence types Parts of speech - Adjectives and Adverbs Writing and piloting your Instructions | |

Week 3 - 25 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---|------------------------------|
| MODULE 1: HEALTH | 3: Alternative Healing Discussion: Complementary alternative medicine Streamlining your writing Parallel structure Easily confused words Writing numbers Integrating visuals, editing and proofreading | |

Week 4 - 01 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|---|---|
| MODULE 2: TECHNOLOGY | 4: Motion Capture Discussion: Motion capture Experimental reports The Scientific Method Writing the Introduction Formulating and testing a hypothesis Integrating sources Verb tenses in the Introduction Brainstorming your experiment and writing the Introduction | Assessment 1: Instructions Due: Week 4 Monday (1 Apr 2019) 11:45 pm AEST |

Week 5 - 08 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|--|------------------------------|
| MODULE 2: TECHNOLOGY | 5: The Wonderful World of Graphene Discussion: The next big thing Conducting an experiment Writing the Method and Results sections Visual representation of data Data commentary Conducting your experiment | |

Vacation Week - 15 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Week 6 - 22 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|--|------------------------------|
| MODULE 2: TECHNOLOGY | 6: Man in Machine Discussion: Exo-suits Writing the Discussion Writing the Abstract Cautious language Punctuation Completing your Experimental Report | |

Week 7 - 29 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

7: Waste and Consumption

Discussion: The price of waste
Breaking down the assignment task
Brainstorming your response
Reading and note-making from sources
Summarising, paraphrasing and quoting sources
Academic integrity vs plagiarism
Harvard vs APA referencing
Reading and note-making for Assessment 3: Recommendation Report

MODULE 3: ENVIRONMENT

Assessment 2: Experimental Report Due: Week 7 Monday (29 Apr 2019) 11:45 pm AEST

Week 8 - 06 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---|------------------------------|
| MODULE 3: ENVIRONMENT | 8: Energy Discussion: Alternative Energy Sources Structuring a report Recommendation report outline Searching for additional sources Spelling | |

Week 9 - 13 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|--|------------------------------|
| MODULE 3: ENVIRONMENT | 9: The Web of Life Discussion: Mankind's role in the ecosystem Composing discussion paragraphs Integrating evidence Forming conclusions and recommendations Cohesion and coherence within your report Writing your Discussion, Conclusion and Recommendations | |

Week 10 - 20 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---|---|
| MODULE 4: ENGINEERING | 10: Gadgets and Gizmos Discussion: Grown-up toys Writing the Executive Summary Cohesion, progression and logical order Using linking words purposefully Completing your draft | Recommendation Report Outline (formative non-graded assessment). Due: Week 10 Monday (19 May 2019) 11:45 PM AEST |

Week 11 - 27 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---|------------------------------|
| MODULE 4: ENGINEERING | 11: Buildings and Bridges Discussion: Engineering feats Writing a letter of transmittal Peer-reviewing with constructive feedback | |

Week 12 - 03 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|--|------------------------------|
| MODULE 4: ENGINEERING | 12: Get a Move On Discussion: Stellar transport Formatting and polishing Reflecting on your writing and learning Making the final touches on your Recommendation Report | |

Review/Exam Week - 10 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|--|
| | | Assessment 3: Recommendation Report Due: Review/Exam Week Monday (10 June 2019) 11:45 pm AEST |

Exam Week - 17 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

Unit Coordinator : Dr Caroline Henderson-Brooks c.henderson-brooks@cqu.edu.au 07 4930 6954 Office days: Mon-Wed , Thursday morning

Important update about the TWU Textbook:

The textbook for Technical Writing for University (TWU) is available on the Moodle unit site; however, we strongly advise you to print out your own copy. You will need a hard copy to complete activities and take notes. A printed study guide **cannot** be purchased from the CQUniversity Bookshop this term, but your Access Coordinator will provide you with advice on how to access a printed copy and the approximate cost.

Assessment Tasks

1 Assessment 1: Instructions

Assessment Type

Written Assessment

Task Description

Introduction

Instructions are a common part of technical writing. Students and employees follow instructions to complete tasks, supervisors write instructions and procedures for other staff to follow, and customers read instructions to learn how to use products.

Task

Your task is to write a set of instructions (600 words) for a specific task that involves several steps to complete. You should choose a task that is very familiar to you, is low risk, has an appropriate level of difficulty (i.e. not too easy, but not too hard for someone who is unfamiliar with the task to perform), and is able to be completed in approximately 10 minutes using readily available materials. You must avoid choosing a task that already has instructions, such as a recipe or a computer game. You must take and use your own photographs and/or create your own illustrations as figures for your steps.

Suggestions include (but are not limited to):

- how to stack a dishwasher at *the Smiths'* residence
- how to bathe a Great Dane
- how to clean a microwave oven without chemicals
- how to cast a bait net
- how to contact cover a book
- how to raise seedlings.

Notes:

1. You are required to seek approval from your lecturer for your task by the end of Week 2 by submitting an outline of the task to the *Assessment 1: Instruction Approval* forum on Moodle. This is to ensure that your task is safe and appropriate in size and scope.
2. Word length: 600 (+/- 10%) words. The word count does *not* include figure titles or captions.

Purpose

The purpose of this task is to:

- draw your attention to the importance of considering audience and purpose when writing technical texts
- develop your ability to write concisely and consistently using a formal and objective tone
- develop your ability to incorporate figures (diagrams, flow charts, photographs, etc.) into a document according to conventions required by CQUniversity.

Format

Your instructions *must* contain the following sections:

1. **Title**
2. **Introduction** (including a description of the task and why people do it, how long it takes, where it should be performed and any precautions or warnings - approx. 150 words)
3. **Materials**
4. **Method** (a list of the steps required to complete the task in chronological order)
5. **Hints, tips or troubleshooting advice, if applicable.**

The instructions *must* also contain **at least one figure**, although more than one will be required in many cases to make the instructions clear. You must use your own photos or illustrations.

Full details of the requirements and grading criteria can be found in the *Assessment* block on Moodle.

Assessment Due Date

Week 4 Monday (1 Apr 2019) 11:45 pm AEST

Return Date to Students

Vacation Week Monday (15 Apr 2019)

Within two weeks of the assessment due date or, if the assessment is received after the due date, within two weeks of the submission date.

Weighting

20%

Assessment Criteria

This assessment will be graded on the following criteria:

1. Content

- Are the instructions complete?
- Is there sufficient supporting information (background, figures, warnings, etc.)?

2. Style

- Is the language appropriate for the audience, consistent and correct?
- Are the instructions clear and concise without being too simple or too complex?

3. Organisation

- Is the information sequenced in a logical order?
- Is the document formatted appropriately?

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

This assessment must be uploaded to Moodle as a single Word document.

Learning Outcomes Assessed

- Write in clear, correct, concise English appropriate for audience and purpose

Graduate Attributes

- Self Management
- Communication
- Information Technology Competence
- Critical Thinking

2 Assessment 2: Experimental Report

Assessment Type

Written Assessment

Task Description

Introduction

In scientific and technical fields, Experimental Reports (also known as laboratory or 'lab' reports) are a common way of describing an experiment you have conducted and discussing the results. They tend to follow a prescribed format and answer the following questions:

1. What did you do and why?
2. How did you do it?
3. What did you find out?
4. What do the findings mean?

Task

Your task is to choose one of the experiments from the two options in the *Assessment* block on Moodle, conduct the experiment, and then write an 800-word Experimental Report describing the experiment and discussing the results.

Purpose

The purpose of this task is to strengthen your ability to write a technical document that is clear, concise, correct and appropriate for the audience and purpose. This includes writing objectively, using grammatically correct technical language, using figures and/or tables to support your text, and following a prescribed format for presenting scientific research.

Format

Your Experimental Report **must contain the following sections:**

1. **Title**
2. **Introduction** (approx. 150 words)
3. **Methods**
4. **Results**
5. **Discussion**
6. **References** (this is not included in the word count).

The report **must** contain **at least one table or figure**, although at least one of each is likely to be required to make the report clear.

Optional: you may also include a title page, abstract and appendices (none of these will be included in the word count).

Word length: 800 (+/- 10%) words. The word count does *not* include figure/table titles or captions.

Full details of the experiment options, requirements and grading criteria can be found in the *Assessment* block on Moodle.

Assessment Due Date

Week 7 Monday (29 Apr 2019) 11:45 pm AEST

Return Date to Students

Week 9 Monday (13 May 2019)

Within two weeks of the assessment due date or, if the assessment is received after the due date, within two weeks of the submission date.

Weighting

30%

Assessment Criteria

This assessment will be graded on the following criteria:

1. Content

- To what degree is the task completed?

2. Style

- Is the writing clear, concise and grammatically correct?
- Has appropriate academic and technical jargon been used?

3. Organisation

- Is the organisation, cohesion between paragraphs and sentences, and presentation clear and suitable?

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

This assessment must be uploaded to Moodle as a single Word document.

Learning Outcomes Assessed

- Write in clear, correct, concise English appropriate for audience and purpose
- Identify and apply style conventions for assignment writing in scientific and technical units
- Critically analyse a range of texts on scientific and technical topics
- Identify and summarise key ideas in a variety of scientific and technical texts

Graduate Attributes

- Self Management
- Communication
- Information Technology Competence

3 Assessment 3: Recommendation Report

Assessment Type

Written Assessment

Task Description

Introduction

Recommendation Reports are a common way of presenting information in scientific and technical fields both at university and in the workplace. They typically investigate a problem, present factual information about the problem and then make recommendations for decision-makers to address the problem.

Task

Choose one of the three options provided in the *Assessment* block on Moodle and write a 1500-word (+/-10%) Recommendation Report.

Note on word count: The word count is taken from the first word of the Introduction to the last word in the Conclusion and Recommendations. The word count does NOT include the title page, Letter of Transmittal (optional), Executive Summary, Table of Contents, References or Appendices (optional).

Use a minimum of six sources. Ensure that you only use *reliable* sources, such as journal articles, specialised books, government publications and reports from reputable organisations. Use the sources provided on Moodle as a starting point for your research and refer to at least two of them in your report*. All referencing must be in CQU Harvard style.

*Note that Option 3 is an open topic and that no sources are provided on Moodle.

Purpose

The purpose of this task is to consolidate your information literacy and analytical and technical writing skills by getting you to apply all of the aspects of technical writing covered in this unit, i.e. clear, concise, correct, consistent and collegial writing that is appropriate for the audience and purpose.

Format

Your Recommendation Report **must** contain the following sections:

1. **Title page**
2. **Executive Summary**
3. **Table of Contents**
4. **Introduction**
5. **Discussion (with appropriate headings and subheadings)**
6. **Conclusions and Recommendations**
7. **References**

Optional: you may also include a Letter of Transmittal and appendices.

Full details of the requirements and grading criteria can be found in the *Assessment* block on Moodle.

Assessment Due Date

Review/Exam Week Monday (10 June 2019) 11:45 pm AEST

Return Date to Students

Results will be available prior to the certification of grades.

Weighting

50%

Minimum mark or grade

23/50

Assessment Criteria

This assessment will be graded on the following criteria:

1. Content

- To what degree does the report address the task?
- Does the content focus on the most significant issues?
- Is the content supported by authoritative, current, relevant and reliable sources?

2. Structure

- Is the report appropriately structured according to the conventions covered in this unit?

3. Language

- Is the language clear, concise and correct?
- Is the style and vocabulary appropriate for the audience and purpose?
- Are technical terms used consistently and explained appropriately where necessary?

4. In-text referencing

- Do the in-text citations support the ideas presented, and are they skillfully and accurately integrated into the writing?

3. Referencing list

- Is the reference list complete and accurate, and does it include an appropriate number and type of sources?

For a full description of the grading criteria, please refer to the information in the *Assessment* block on Moodle.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

This assessment must be submitted to Moodle as a single Word document.

Learning Outcomes Assessed

- Write in clear, correct, concise English appropriate for audience and purpose
- Identify and apply style conventions for assignment writing in scientific and technical units
- Critically analyse a range of texts on scientific and technical topics
- Identify and summarise key ideas in a variety of scientific and technical texts
- Write a report using contemporary conventions of academic writing

Graduate Attributes

- Self Management
- Communication
- Information Literacy
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Ethical Practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem