



# LNGE40064 *Technical Writing for University*

## Term 3 - 2019

Profile information current as at 27/04/2024 03:03 pm

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 3 - 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 Student feedback

##### Feedback

Student requests for more experiment options (Assessment 2)

##### Recommendation

Broaden the experiment options available on Moodle by including an additional experiment that students can choose for the writing of their experimental report (Assessment 2).

#### Feedback from Teaching team

##### Feedback

Need to increase the importance of Recommendation Report outline

##### Recommendation

Include the report outline as a component of the recommendation report (Assessment 3) rather than as a separate non-assessed formative task. The aim is to encourage more students to submit report outlines so they receive timely feedback on the planning of their reports.

#### Feedback from Teaching team

##### Feedback

Need for assessment templates to improve learning.

##### Recommendation

Create an outline template to assist students with the organisation and layout of their report outline and their recommendation report (Assessment 3). Make the outline template available on Moodle and refer to the requirement for students to use the template both in the TWU Textbook and on Moodle.

## 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
<b>3 - Written Assessment - 50%</b>	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

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

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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

**Julie Willans** Unit Coordinator  
[j.willans@cqu.edu.au](mailto:j.willans@cqu.edu.au)

## Schedule

### Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>MODULE 1: HEALTH</b>	<b>1: You Are What You Eat</b> Discussion: The food revolution What is 'technical writing'? Written versus spoken communication Parts of speech - Nouns and Verbs	

### Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>MODULE 1: HEALTH</b>	<b>2: Brain Power</b> Discussion: Neuroscience How to write clear instructions Introduction to sentence types Parts of speech - Adjectives and Adverbs	

### Week 3 - 25 Nov 2019

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

### Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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<b>MODULE 2: TECHNOLOGY</b>	<b>4: Motion Capture</b> Discussion: Motion capture Experimental reports The Scientific Method Writing the Introduction Formulating and testing a hypothesis Integrating sources Verb tenses in the Introduction	<b>Assessment 1: Instructions</b> Due: Week 4 Monday (2 Dec 2019) 9:00 am AEST
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**Vacation Week - 09 Dec 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 5 - 16 Dec 2019**

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

**Week 6 - 23 Dec 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>MODULE 2: TECHNOLOGY</b>	<b>6: Machines in Motion</b> Discussion: Exo-suits Writing the Discussion Writing the Abstract Cautious language Punctuation	

**Week 7 - 06 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>MODULE 3: ENVIRONMENT</b>	<b>7: Waste and Consumption</b> 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	<b>Assessment 2: Experimental Report</b> Due: Week 7 Monday (6 Jan 2020) 9:00 am AEST

**Week 8 - 13 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>MODULE 3: ENVIRONMENT</b>	<b>8: Energy</b> Discussion: Alternative Energy Sources Locating and evaluating sources Reports vs Essays Structuring a report Writing a report outline Writing the Introduction Spelling	

**Week 9 - 20 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**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

**Week 10 - 27 Jan 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>MODULE 4: ENGINEERING</b>	<b>10: Gadgets and Gizmos</b> Discussion: Grown-up toys Writing the Executive Summary Cohesion, progression and logical order Using linking words purposefully Completing your draft	<b>Recommendation Report Outline</b> (a component of Assessment 3: Recommendation Report) Due: Week 10 Monday (27 Jan. 2020) 9 am AEST Note: Late submissions up to Week 11 Monday (3 Feb. 2020) will be accepted.

**Week 11 - 03 Feb 2020**

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

**Week 12 - 10 Feb 2020**

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

**Exam Week - 17 Feb 2020**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment 3: Recommendation Report</b> Due: Exam Week Monday (17 Feb 2020) 9:00 am AEST

**Term Specific Information**

**Unit Coordinator:** Dr Julie Willans  
**Office location:** Room 40 (Ground floor) Building 32, CQUniversity North Rockhampton  
**Telephone number:** (07) 49309607  
**Email:** j.willans@cqu.edu.au

**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. Many tasks have instructions available, but you are expected to write your instructions from your own actions of performing your task. You must avoid choosing a task that already has instructions, such as a recipe, a computer game or a physical exercise (e.g. plank). 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 set up your study area
- how to bathe your pet dog
- 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**

You are required to seek approval from your lecturer for your chosen task by the end of Week 2. Simply submit a brief 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.

### **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.

### **Word count**

600 (+/- 10%) words. The word count does *not* include figure titles or captions.

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

### **Assessment Due Date**

Week 4 Monday (2 Dec 2019) 9:00 am AEST

### **Return Date to Students**

Within two weeks of the assessment due date or received date, whichever is later.

### **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 three 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.

#### Word count

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

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

**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 (6 Jan 2020) 9:00 am AEST

## Return Date to Students

Within two weeks of the assessment due date or received date, whichever is later.

## 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. You must submit an outline showing a coherent report plan and include evidence of appropriate research by Monday of Week 10. This is worth 10% of the marks for this assessment. You will receive feedback from your marker. Use their feedback to identify areas for improvement and further research for your Recommendation Report.

### Purpose

The purpose of this task is to consolidate your information literacy and analytical and technical writing skills by applying 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

### **Sources**

You are required to use a minimum of six sources. Use the sources provided on Moodle as a starting point for your research. You must use two of those sources in your report. Then, you must find at least four more sources. Ensure that you only use reliable sources, such as journal articles, specialised books, government publications and reports from reputable organisations.

Note: Option 3 is an open topic, so no sources are provided on Moodle.

### **Word count**

Your report must be 1500 words long (+/-10%). 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).

### **Referencing**

All referencing must be in CQUniversity Harvard style.

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

### **Assessment Due Date**

Exam Week Monday (17 Feb 2020) 9:00 am AEST

### **Return Date to Students**

Results will be available prior to the certification of grades.

### **Weighting**

50%

### **Minimum mark or grade**

25/50

### **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. Referencing**

- Do the in-text citations support the ideas presented, and are they skillfully and accurately integrated into the writing?
- Is the reference list complete and accurate, and does it follow Harvard Referencing Style conventions?

#### **5. Outline**

- Does the outline show a coherent report plan that fully addresses the report topic?
- Is there evidence of sufficient and appropriate research?
- Is the information supported by relevant and reliable 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