



Course Outline

Course Name: Technical Workplace Writing Skills (WRIT 220)

Academic Period: 2022 - 2023

Faculty:

Faculty Availability:

Associate Dean:

Patrice Esson

patrice.esson@humber.ca

Schedule Type Code:



Land Acknowledgement

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok [A-doe-bee-goke], the "Place of the Alders" in Michi Saagiig [Mi-Chee Saw-Geeg] language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe [Ah-nish-nah-bay], Haudenosaunee [Hoeden-no-shownee], and Wendat [Wine-Dot] peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

Equity, Diversity and Inclusion Statement

Humber College and the University of Guelph-Humber (Humber) are leaders in providing a learning, working and living environment that recognizes and values equity, diversity and inclusion in all its programs and services. Humber commits to reflect the diversity of the communities the College serves. Students, faculty, support and administrative staff feel a sense of belonging and have opportunities to be their authentic selves.

Faculty or Department	Faculty of Liberal Arts & Sciences
Course Name:	Technical Workplace Writing Skills (WRIT 220)
Pre-Requisites	none
Co-Requisites	none
Equates	none
Restrictions	Applied Technology students
Credit Value	3
Total Course Hours	42

Developed By:

Prepared By:

Approved by:

Patrice Esson

Humber Learning Outcomes (HLOs) in this course.

The HLOs are a cross-institutional learning outcomes strategy aimed at equipping Humber graduates with the employability skills, mindsets, and values they need to succeed in the future of work. To explore all the HLOs, please consult the [Humber Learning Outcomes framework](#).

Course Description

N/A

Course Rationale

The critical reading, thinking, writing, and research skills acquired in this course are indispensable for effective academic work in post-secondary technical programs and communications in the workplace. This course will contribute to the learner's growth as (1) A thoughtful communicator who engages with a variety of audiences using the genre, content, language, tone, and medium appropriate to the communication context; (2) An ethical researcher who analyzes problems within a workplace or community and proposes sustainable solutions that consider a variety of perspectives; (3) A critical reader who uses context-appropriate strategies for interpreting and synthesizing information; (4) A reflective writer who develops purposeful content and revises for clarity, accuracy, organization, and formatting; and (5) An engaged citizen and professional who can articulate how their communication skills bring value and integrity to their communities and workplaces.

Course Learning Method(s)

- Collaborative Learning

Learning Outcomes

- Analyze the purpose, audience, and context for creating communications in the technical workplace
- Develop appropriate structure, content, language, and design in technical workplace communications
- Collaborate on workplace tasks according to specified processes and timelines
- Synthesize information researched from a variety of appropriate secondary sources
- Determine effective solutions to technical problems
- Produce technical workplace documents and presentations for various purposes and contexts
- Articulate the ways in which students' communication skills will bring value to their careers, workplaces, and communities

Assessment Weighting

Assessment	Weight
Writing Assignment	
Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats)	70%
Report	
Technical research report (at least 1200 words)	30%
Total	100%

Modules of Study

Module	Course Learning Outcomes	Resources	Assessments
Principles of workplace communication	<ul style="list-style-type: none"> Analyze the purpose, audience, and context for creating communications in the technical workplace Produce technical workplace documents and presentations for various purposes and contexts 	Instructor-provided resources	<ul style="list-style-type: none"> Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats) Technical research report (at least 1200 words)
The conventions, grammar, and mechanics of language	<ul style="list-style-type: none"> Develop appropriate structure, content, language, and design in technical workplace communications Produce technical workplace documents and presentations for various purposes and contexts 	Instructor-provided resources	<ul style="list-style-type: none"> Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats) Technical research report (at least 1200 words)
Correspondence	<ul style="list-style-type: none"> Analyze the purpose, audience, and context for creating communications in the technical workplace Develop appropriate structure, content, language, and design in technical workplace communications Produce technical workplace documents and presentations for various purposes and contexts 	Instructor-provided resources	<ul style="list-style-type: none"> Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats)
Collaboration in technical workplaces	<ul style="list-style-type: none"> Collaborate on workplace tasks according to specified processes and timelines 	Instructor-provided resources	<ul style="list-style-type: none"> Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats)
Problem solving	<ul style="list-style-type: none"> Synthesize information researched from a variety of appropriate secondary sources Determine effective solutions to technical problems 	Instructor-provided resources	<ul style="list-style-type: none"> Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats) Technical research report (at least 1200 words)

Module	Course Learning Outcomes	Resources	Assessments
Research methods	<ul style="list-style-type: none"> • Synthesize information researched from a variety of appropriate secondary sources • Determine effective solutions to technical problems 	Instructor-provided resources	<ul style="list-style-type: none"> • Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats) • Technical research report (at least 1200 words)
Short reports	<ul style="list-style-type: none"> • Develop appropriate structure, content, language, and design in technical workplace communications • Synthesize information researched from a variety of appropriate secondary sources • Determine effective solutions to technical problems • Produce technical workplace documents and presentations for various purposes and contexts 	Instructor-provided resources	<ul style="list-style-type: none"> • Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats)
Technical research reports	<ul style="list-style-type: none"> • Develop appropriate structure, content, language, and design in technical workplace communications • Synthesize information researched from a variety of appropriate secondary sources • Determine effective solutions to technical problems • Produce technical workplace documents and presentations for various purposes and contexts 	Instructor-provided resources	<ul style="list-style-type: none"> • Technical research report (at least 1200 words)
Infographics and presentations	<ul style="list-style-type: none"> • Develop appropriate structure, content, language, and design in technical workplace communications • Synthesize information researched from a variety of appropriate secondary sources • Produce technical workplace documents and presentations for various purposes and contexts 	Instructor-provided resources	<ul style="list-style-type: none"> • Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats)

Module	Course Learning Outcomes	Resources	Assessments
Reflection and professionalism	<ul style="list-style-type: none"> Articulate the ways in which students' communication skills will bring value to their careers, workplaces, and communities 	Instructor-provided resources	<ul style="list-style-type: none"> Workplace and project scaffolding assessments (emails, memos, letters, blogs, reports, proposals, infographics, presentations, quizzes, or other formats)

Required Resources

This course is supported by a Blackboard site. You should access this site every day as this site contains a copy of this course outline and the professor's week-by-week syllabus. The professor will also inform you if other materials will be posted to the class Blackboard site and what those materials will be.

Supplemental Resources

The Library

Located on the fourth floor of the Learning Resource Commons at the North Campus and in B202 at the Lakeshore Campus, the library houses books, journals, and audio-visual materials, and provides access to online resources, such as e-books, journals and articles. The librarians are able to help you find research and archived materials and assist you with inter-library loans, booking study spaces, and checking out materials. Visit the library online at <https://library.humber.ca/>

The Writing Centre

The staff in the Writing Centre can suggest ways for you to improve your writing. You can visit the Writing Centre website for hours of operation and to book an appointment with a writing tutor: <https://liberalarts.humber.ca/current-students/resources/learning-resources/writing-centre.html>

Essential Skills

Section	Skills	Measurement	Details
Communication	<ul style="list-style-type: none"> Reading Writing Speaking Listening Presenting Visual Literacy 	Teach and measure	<ul style="list-style-type: none"> See learning outcomes See assessments
Critical Thinking and Problem-Solving	<ul style="list-style-type: none"> Analysing Synthesizing Evaluating Decision-Making Creative and Innovative Thinking 	Teach and measure	<ul style="list-style-type: none"> See learning outcomes See assessments
Interpersonal Skills	<ul style="list-style-type: none"> Teamwork Relationship management Conflict resolution Leadership 	Teach and measure	<ul style="list-style-type: none"> See learning outcomes See assessments

Section	Skills	Measurement	Details
Personal Skills	<ul style="list-style-type: none"> Managing self Engaging in reflective practice Demonstrating personal responsibility 	Teach and measure	<ul style="list-style-type: none"> See learning outcomes See assessments
Information Management	<ul style="list-style-type: none"> Gathering and managing information Selecting and using appropriate tools and technology for a task or project Computer literacy Internet skills 	Teach and measure	<ul style="list-style-type: none"> See learning outcomes See assessments

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby candidates may obtain credits for prior learning. Prior learning includes the knowledge competencies and skills acquired, in both formal and informal ways, outside of post-secondary education. Candidates may have their knowledge, skills and competencies evaluated against the learning outcomes as defined in the course outline. Please review the [Assessment Methods Glossary](#) for more information on the Learning Portfolio assessment methods identified below.

The method(s) that are used to assess prior learning for this course may include:

- Learning Portfolio (results reflected as SAT and not added to student's CGPA)

Please contact the Program Coordinator for more details.

Academic Regulations

It is the student's responsibility to be aware of the College Academic Regulations. The Academic Regulations apply to all applicants to Humber and all current students enrolled in any program or course offered by Humber, in any location.

Information about academic appeals is found in the [Academic Regulations](#).

Anti-Discrimination Statement

At Humber College, all forms of discrimination and harassment are prohibited. Students and employees have the right to study, live and work in an environment that is free from discrimination and harassment. If you need assistance on concerns related to discrimination and harassment, please contact the [Centre for Human Rights, Equity and Inclusion](#) or the [Office of Student Conduct](#).

Accessible Learning Services

Humber strives to create a welcoming environment for all students where equity, diversity and inclusion are paramount. Accessible Learning Services facilitates equal access for students with disabilities by coordinating academic accommodations and services. Staff in Accessible Learning Services are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

[Accessible Learning Services](#)

North Campus: (416) 675-6622 X5090

Lakeshore Campus: (416) 675-6622 X3331

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in

writing, with approval from the Dean (or designate) of the School.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright- protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the [Humber Libraries website](#) for additional information regarding copyright and for details on allowable limits.

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