

# ECTE250

1

## REPORT WRITING WORKSHOP 3 SPRING 2016

DR HEATHER JAMIESON  
LEARNING DEVELOPMENT  
HEATHERJ@UOW.EDU.AU

# Program

2

- This week: writing sentences and paragraphs
- Week 13: re-sit of writing task

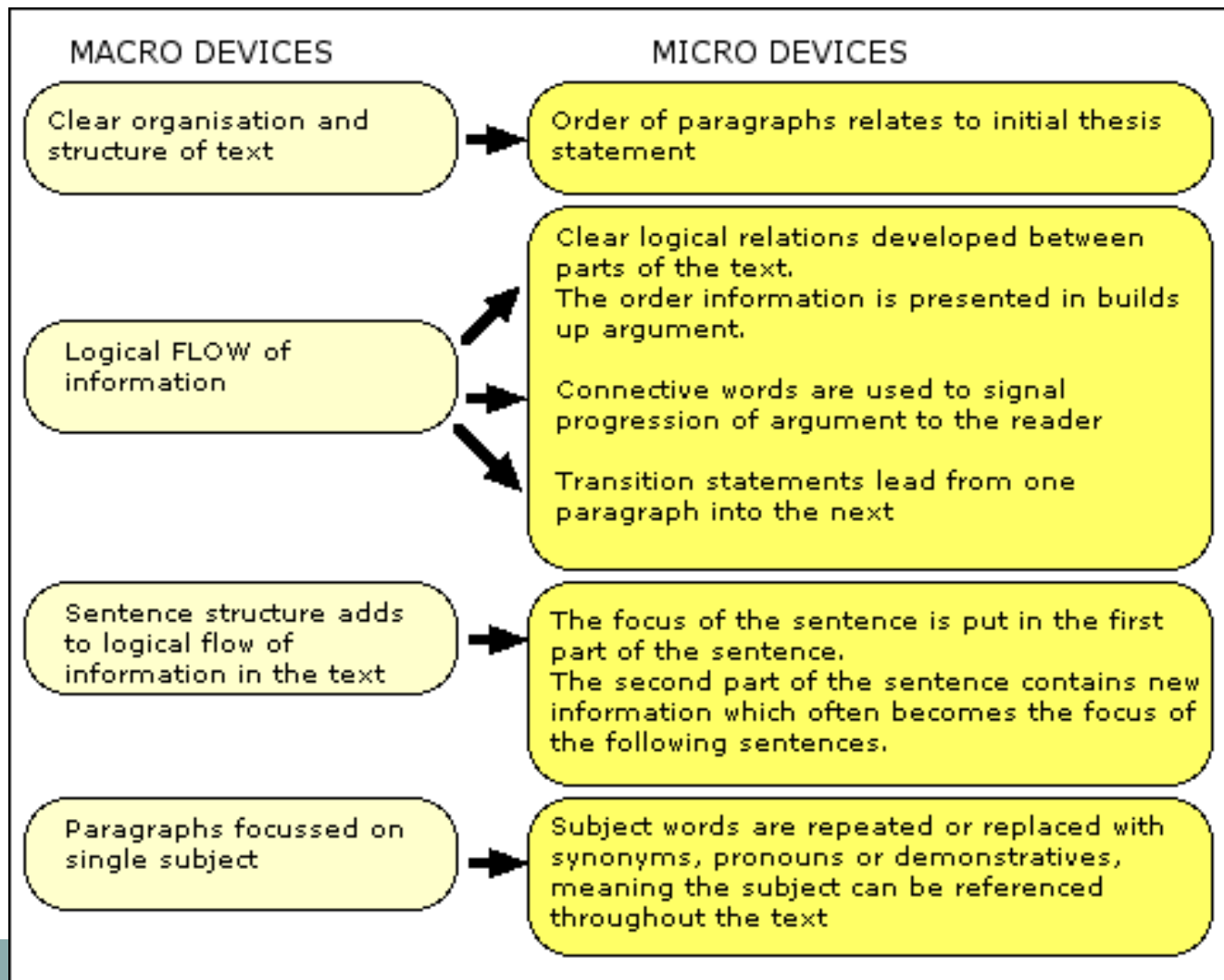
# Stages in effective academic writing

3

- Planning stage – logical structure
- Writing stage –
  - legitimate paragraphs and topic sentences
  - links to key subject words (pronouns, demonstratives, synonyms and repetition)
  - connective words
  - logical flow of information
- Editing stage – checking that these effective writing devices are included

# Effective writing

4



# Today – writing sentences and paragraphs

## A good example

5

### **2-1 Design solutions**

This design team generated 3 possible solutions to the tap design problem. Two of these designs (Design A and B) are of the add-on tool design, comprising identical attachment mechanisms, with different handle designs. The third design (Design C) incorporates a redesign of the tap operating mechanism. All three designs are potential solutions for the design problem, although they each offer quite different solutions.

- **2. 1.1 Design A:**

This design is of the extension type, a larger, extended handle that solves the design problem by providing the user with a larger turning moment.....

- **2.1.2 Design B:**

This design is a slight modification of design A. It solves the design problem with a handle that has been modified to specifically suit taps.....

- **2.1.3 Design C:**

Design C incorporates a redesign of the spindle operating mechanism of the outdoor tap. The design problem is solved by replacing the turning action of the conventional tap with a new system.....

# Clear structure

6

## 2-1 Design solutions

This design team generated **3 possible solutions** to the tap design problem. **Two of these designs (Design A and B)** are of the add-on tool design, comprising identical attachment mechanisms, with different handle designs. **The third design (Design C)** incorporates a redesign of the tap operating mechanism. All three designs are potential solutions for the design problem, although they each offer quite different solutions.

- **2. 1.1 Design A:**

This design is of the extension type, a larger, extended handle that solves the design problem by providing the user with a larger turning moment.....

- **2.1.2 Design B:**

This design is a slight modification of design A. It solves the design problem with a handle that has been modified to specifically suit taps.....

- **2.1.3 Design C:**

Design C incorporates a redesign of the spindle operating mechanism of the outdoor tap. The design problem is solved by replacing the turning action of the conventional tap with a new system.....

# Focused paragraphs - each dealing with one aspect of the subject of the report

7

## 2-1 Design solutions

This design team generated 3 possible solutions to the tap design problem. Two of these designs (Design A and B) are of the add-on tool design, comprising identical attachment mechanisms, with different handle designs. The third design (Design C) incorporates a redesign of the tap operating mechanism. All three designs are potential solutions for the design problem, although they each offer quite different solutions.

- **2. 1.1 Design A:**

This design is of the extension type, a larger, extended handle that solves the design problem by providing the user with a larger turning moment.....

### 2.1.2 Design B:

This design is a slight modification of design A. It solves the design problem with a handle that has been modified to specifically suit taps.....

### 2.1.3 Design C:

Design C incorporates a redesign of the spindle operating mechanism of the outdoor tap. The design problem is solved by replacing the turning action of the conventional tap with a new system.....

# Topic sentences – state the main idea clearly but do not give specific details

8

## 2-1 Design solutions

**This design team generated 3 possible solutions to the tap design problem.** Two of these designs (Design A and B) are of the add-on tool design, comprising identical attachment mechanisms, with different handle designs. The third design (Design C) incorporates a redesign of the tap operating mechanism. All three designs are potential solutions for the design problem, although they each offer quite different solutions.

- **2. 1.1 Design A:**

**This design is of the extension type.** It has a larger, extended handle that solves the design problem by providing the user with a larger turning moment.....

### 2.1.2 Design B:

**This design is a slight modification of design A.** It solves the design problem with a handle that has been modified to specifically suit taps.....

### 2.1.3 Design C:

**Design C incorporates a redesign of the spindle operating mechanism of the outdoor tap.** The design problem is solved by replacing the turning action of the conventional tap with a new system.....



# Good Paragraphs



- What makes a good paragraph?
- Reorganise the sentences on the next slide to make a good paragraph.

# Can you re-order these sentences and provide a heading?



1. This could include motivating someone to better their health (such as smoking patches) or keeping a person's health under observation (such as a pacemaker).
2. A simple but effective example of a personal health aid is the wheelchair.
3. A health aid includes anything which will give a person a better understanding of how to benefit or improve their health.
4. Wheelchairs improve people's lives by making them mobile and independent.

Class exercise: Find a word or phrase that would be an appropriate heading.

Smart Internet can be used to assist people in many ways. One particular way could be an Online Fitness Instructor. This would help people lose the desired amount of weight, advise them on what to eat and what exercises to do to obtain this. It could also be used by people wanting to gain weight and would work in the same manner. This use of the Smart Internet as Online Fitness Instructor would provide people with the comfort of exercising in their home and a tailored fitness schedule.

# Exercise: Turn these words into headings



1. Navigate
2. Cost
3. Develop
4. The way it looks
5. What it does
6. Points to consider in the inclusion of graphics
7. How to ensure reports are suitable to their audience and purpose

# Common errors in sentences

13

- Run-on sentences – “I love to write papers I would write one every day if I had the time.” [should be 2 sentences]
- Sentence fragments – “Functionality can be changed according to the feedback of the monitors and sensors. So that it is more flexible and giving response to various traffic conditions.” [should be 1 sentence, or edited to 2]
- Remember to punctuate clearly – full stop at end of sentence, capital letter at beginning.

## **ECTE250 2016 Writing Task 2: re-sit question**

Report writing is an essential skill for professionals in Engineering and Information Sciences. **Write a short report (1-2 pages) providing guidelines on how to write a good technical report.**

Your answer should include a range of factors involved in report writing. Some examples are: typical report structure; the value of headings; points to consider in the inclusion of graphics; steps in planning and writing; and how to ensure reports are suitable to their audience and purpose.

# Writing activity: construct a body paragraph about one aspect of the topic

15

- 1) Look again at the question and make a draft heading outline
- 2) select one of the headings and write down the key words and ideas that are relevant to it
- 3) develop the ideas into sentences
- 4) make the sentences into a draft paragraph for your report

# Questions, comments?

16

Individual writing consultations available Wed 26 and  
Thurs 27: email [heatherj@uow.edu.au](mailto:heatherj@uow.edu.au)



# Report writing resources

17

- Academic phrasebank
  - <http://www.phrasebank.manchester.ac.uk/>
- Unilearning (sentences)
  - <http://unilearning.uow.edu.au/writing/1b.html>
- Writing and Speaking Guidelines for Engineering and Science Students (reports)
  - <http://writing.engr.psu.edu/>

Next week: Writing task 2 (re-sit of Task 1).  
Closed book – i.e. no notes or preparatory materials allowed in classroom.

These slides will be on the Moodle site (Report writing resources)

Thank you for coming and happy writing.

