Technical Communication 3 FSP011
Session 5: Report criteria, structure/content development

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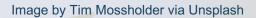
Today's agenda

- Clarification from questions posed in the mid-course meeting between course reps & instructors

- Report criteria: how to use them

- Workshop: structure / content development

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Questions raised in the mid-course meeting
AUDIENCE

Q: Who is the **audience** for the report?

A: Your fellow coursemates. That means that you cannot simply rehash the basics from the KBT course once more, but that you should explore the analysis methods, sample preparation and the analytical method in the context of the topic that you have chosen

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Questions raised in the mid-course meeting
FOCUS
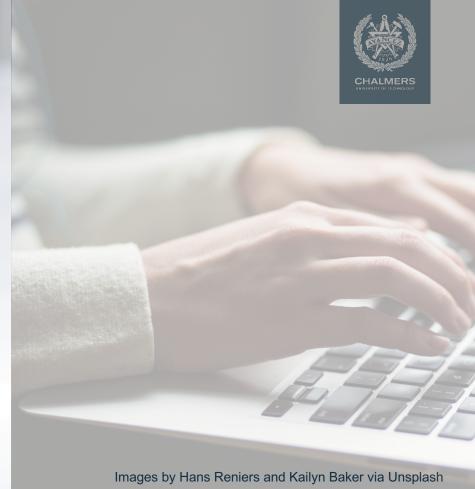

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Q: Do we **focus** more on the chemical analysis method in the report, or on the specific topic more?

A: While there will need to be specific information about the specific topic as a context, the report is written in the service of providing information about and insight into the analysis method.

Complicated? Yes – but think of this as a balance between the two, with the specifics of your topic allowing you to teach your classmates about the analysis method.

Also, some topics will differ a bit, so Per or Ann-Sofie made specific recommendations in the tutorials relating to that (i.e. follow their advice!).

Report critieria

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Use the criteria

- Criteria convey what is expected of the report
  - Show what is desired
  - Show what causes a U (revision)
- Check the criteria with your group to measure what your report contains / what it lacks

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Criteria for the report

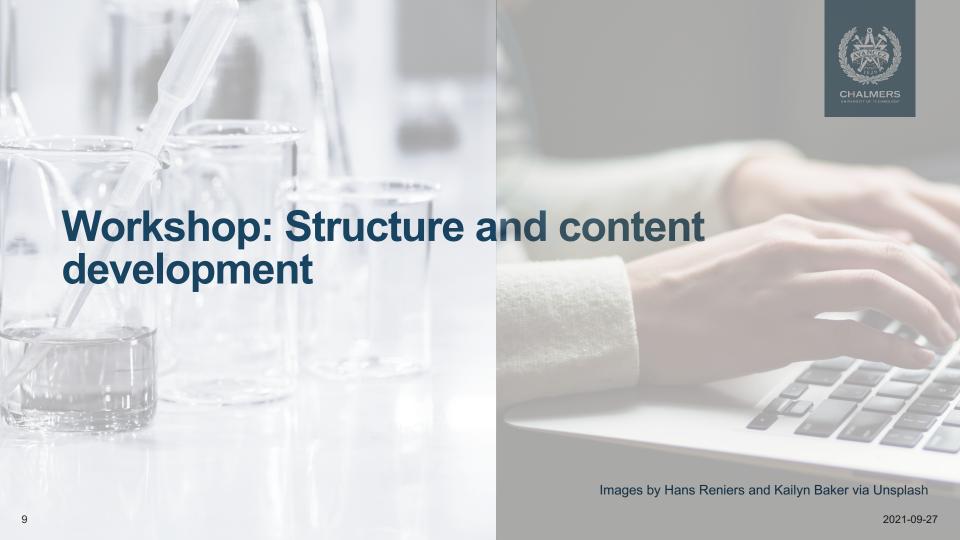| Mark	Language and style	Organization and structure	Content and referencing
5	• Consistently correct, effective use of sentence constructions and grammar, demonstrating strong knowledge of writing conventions • Consistently accurate use of vocabulary • Consistently appropriate register (level of formality)	• Consistently logical progression through text • Clear paragraphing and transitions • Excellent use of cohesive devices/transitions • Text clearly & effectively divided into sections with clear & well-chosen headings	• Informative introduction and clear conclusion • Clear, precise statement of a problem and/or a goal for the paper • Information in the body is relevant and explained well in terms of how it relates to the purpose of the text • Abstract effectively summarizes content and works as a standalone text • Ample well-chosen source material used for the task concerned • In-text references always appropriately used and accurate & consistent reference list • Has consistently used proper praxis for handling of figures/tables
4	• Generally correct and effective use of sentence constructions and grammar, demonstrating good knowledge of writing conventions • Generally accurate vocabulary • Generally appropriate register (level of formality)	• Logical progression through text on the whole • Good processing/ analytical understanding • Paragraphing and transitions clear on the whole • Generally good cohesion/transitions • Text on the whole clearly divided into sections with generally informative headings	• Functional introduction and conclusion • Functional purpose statement and/or goal • Information in the body is effective and relevant in terms of how it supports the purpose of the text • Abstract sufficiently covers main ideas & generally functions as a standalone text • Sufficient and generally adequate source material used for the task concerned • In-text references generally appropriately used and generally accurate reference list • Has used proper praxis for handling of figures/tables on the whole.
3	• Adequate use of sentence constructions and grammar, demonstrating an awareness of writing conventions • Adequate vocabulary but a little restricted and/or unidiomatic • Language communicates despite sometimes being in the wrong register (formality level)	• A progression can be seen but is not always logical or is faulty in some sections • Processing is adequate • Paragraphing sufficiently clear, despite occasional inconsistency • Cohesion/transitions adequate • Text adequately divided into sections, though some material might be not well-placed; headings present, though they may be generic	• Introduction and conclusion are present, even if not completely effective/clear • Purpose or goal can be seen, even if not clearly stated • Information in the body is sufficient to support the topic and generally relates to the purpose of the text • Abstract gives some indication of contents; abstract not fully a standalone text • Some source material used for the task • In-text references and reference list present, but partially incorrect • Some mishandling of figures/tables
U	• Ineffective and/or incorrect use of sentence construction and grammar • Inappropriate and/or restricted use of vocabulary • Errors obscure meaning in places	• Difficult to see a logical progression, and/or text is organized in a way that confuses the reader • Large chunks plagiarized • Has not followed instructions • Significantly under length/over length	• Lack of introduction and/or conclusion; information in the body is not sufficient to support the purpose of the text. • Missing purpose statement • References not appropriately used, and/or incomplete list of references • No figure or table included

Use the criteria

- Consult them before starting your draft (or as you are starting it)

- Consult them when preparing first draft (to submit to FSP011 instructors)

- If you ensure that your report contains what is expected, our feedback on the first draft will be more effective and targeted.

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Workshop: Structure and content development

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Global vs. localized concerns

- Structure and content are "global" writing concerns
    - This means that they affect the success of the text in the largest way
    - Therefore, they should be your primary focus (in drafting, and in revision)
    - That is why we look at these first
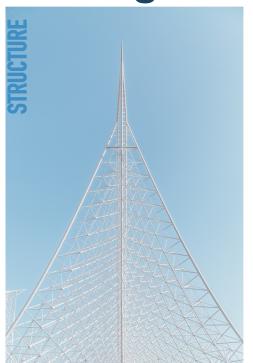- Next week, localized concerns: sentence structure, grammar, & style

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Structure

- Some of the items to consider with structure include:

  - Headings and subheadings

  - Cohesion / transitions

  - Order of information

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Headings & subheadings

STRUCTURE

- Should be numbered

- Should guide the reader to find information easily

  - Should be specific when possible

  - Is "Background" (or other function heading) helpful enough, or should it be more specific?

- Should be concise and clear

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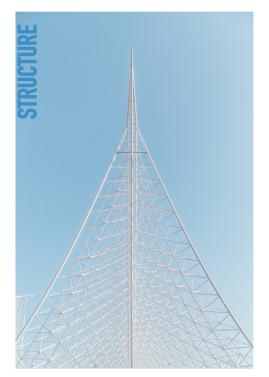2021-09-27

Cohesion / transitions

STRUCTURE

- Should guide the reader smoothly from one idea to the next, one paragraph to the next, and one section to the next

- How?

  - Indicate how elements connect

  - Linking words/phrases like "however" or "in addition"

  - Content bridges like "A more complex example of this phenomenon is" or "As previously mentioned")

- Should be varied (i.e. aim to avoid too much repetition)

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Order of information

STRUCTURE

- Usually moves from general to specific, known information to new information

- Should build logically

  - A reader unfamiliar with the topic should be able to follow along

- Information should appear under a logical section / subsection heading

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Content

- Some of the items to consider with content include:
  - Purpose / aim
  - Coherence
  - Argument

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Purpose / aim

- Purpose is **not** what the activity /assignment teaches you

- Should be written with the reader in mind (what is the purpose for the audience to read your report?)
    - What does the reader learn from the report?

- Can maintain formality with phrases like "this report aims" or "this report explains" (rather than "we aim" or "we discuss")

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Coherence

- Unity of idea is important

- Everything in the report should work to fulfil the aim

- Ask yourself how each idea, paragraph, and example connects to the aim

  - If you don't know, the reader is not likely to know, either

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Argument

CONTENT

- Do argumentative statements have proof?
  - If a statement is not merely factual, it needs to be proven (through further explanation and/or a reference source)
  - Statements of fact need to be referenced
- Have you explained complex ideas fully?
- Good question when you are drafting AND to ask peer reviewers: are there areas that do not seem to have enough evidence or justification?

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Questions?

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Report-writing process

Stage one
- Sign up to groups (same group for report AND for presentation)
- Decide on a topic and research it
- Write an outline and consult with a KBT241 instructor on its content

Stage two
- Write a first draft, which will receive FSP011 instructor feedback
- Write a second draft, which will undergo mandatory peer review

Stage three
- Receive feedback from opposition group after presentation
- Make final revisions and proofread report
- Submit final draft to be graded

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Go, go go!

- Use this time to work

- What should you do? This depends on what your group has already done, but some ideas are:

    - Review the planned / drafted sections and check their organization

    - Research topic through the Chalmers Library online searching tools, finding possible report sources

    - Work on writing report sections

    - Check existing report sections for how well they fulfil the report's aim

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Next steps

1. Continue writing report.

2. Recommended: review information on paragraphing in Chalmers Writing Guide

3. If needed, continue research topic via the Chalmers Library

4. Review the criteria for the presentation and out-of-class information about presentation technique (bring any questions to the next session)

   FSP011 Canvas page → Modules → "Presentation creation process" module

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