



Danville Community College

ENG 131: Technical Report Writing

Research 11

Fall 2025

The Piedmont Governor's School for  
Mathematics, Science, and Technology

[www.pgsmst.com](http://www.pgsmst.com)

Danville Community College

**Instructor:** Jordan Owens **Office:** West 229 **Office hours:** 12:00 - 3:00 Monday-Friday

**Phone:** (276) 656-0328 **Email:** [jowens@pgsmst.com](mailto:jowens@pgsmst.com)

### **PGSMST Student Handbook:**

<https://drive.google.com/file/d/1mfFb1rS-pXH4yFzJR01YokzbQXKoPNsH/view?usp=sharing>

### **DCC Catalog Course Description:**

Offers a review of organizational skills including paragraph writing and basic forms of technical communications, various forms of business correspondence, and basic procedures for research writing. Includes instruction and practice in oral communication skills.

### **PGSMST Course Description:**

The course is an introduction to the research process which includes research design, sampling techniques, elementary statistical analysis, library research, scientific writing, presentation skills, and development of multimedia presentations. All students will complete the preliminary report of an original research project. Students design the study, collect and analyze data, and report results.

### **Course Student Learning Outcomes**

Upon completion of the course, the student will be able to do the following:

- *Written Communication (VCCS Core Competencies 1, 4)*
  - Review and strengthen the writing process
    - utilize paragraph structure to organize and develop content
    - clarify purpose through introduction, thesis statement, and closing
    - apply appropriate transitions to achieve effective flow
  - Understand and apply formal rules of grammar and sentence structure
    - use parts of speech correctly
    - understand construction of sentence clauses, fragments, and complete sentences
    - identify simple, compound, complex, and compound/complex sentences
    - apply punctuation properly
  - Utilize the revision process to strengthen written communication
    - analyze overall structure to identify strengths and weaknesses
    - apply changes to both structure and grammar

- *Technical Writing (VCCS Core Competencies 1, 4, 6)*
  - Understand utilize the unique style of technical writing:
    - identify the features of objective writing
    - analyze the purpose and application of technical writing in multiple fields
- *Resource Analysis (VCCS Core Competencies 2, 4, 6, 7)*
  - Read/Analyze fiction/non-fiction selections for application to research
    - utilize fiction-based resources to analyze the non-fiction applications
    - utilize non-fiction-based resources to strengthen understanding of the field of research
- *APA Documentation (VCCS Core Competencies 4)*
  - Obtain a working knowledge of the style outlined in the *Publication Manual of the American Psychological Association*:
    - understand the purpose of documentation in the field of research to avoid plagiarism and provide effective retrieval
    - analyze the structure of the manual to facilitate navigation
    - use the direction of the *Publication Manual of the American Psychological Association* for citations (both in-text and reference), non-biased language, overall paper formatting, and technical/research writing skills
- *Research Foundations (VCCS Core Competencies 2, 4, 6, 7)*
  - Understand and take ownership of the skills and concepts involved in the process of conducting inquiry:
    - understand the importance of maintaining academic integrity throughout the research process
    - read, understand, critique, and use published reports of research both primary and secondary
    - apply the principles of scientific inquiry to everyday problem solving
    - develop a healthy skepticism about “studies” that purport to advance our knowledge
    - understand the strengths and weaknesses of different methodologies used in research, including consideration of ethical issues
    - develop a knowledge of the way design and procedures may affect empirical findings
    - gain an understanding of how descriptive/inferential statistics are used in data analysis
    - prepare a logical and comprehensive outline for an investigative topic
    - work in groups to analyze inquiry utilizing the process of scientific research
- *Digital Literacy (VCCS Core Competencies 2, 4)*
  - Make use of technology as a tool for research and word processing:
    - become familiar with a variety of online resources and gain an understanding of their value as learning tools
    - learn to effectively evaluate the credibility of online resources
- *Presentation Skills (VCCS Core Competencies 1, 4)*
  - Prepare and deliver effective oral presentations for a variety of audiences:
    - effectively demonstrate knowledge/use of online presentation tools
    - emphasize strong content and design

- Demonstrates professional presentation skills

### *Interpersonal Skills (VCCS Core Competency 1, 3)*

- Understand and demonstrate strategies that support effective relationships:
  - illustrate respect for others through communication skills
  - strengthen cultural awareness and appreciation of unique differences.

### **Course Materials**

1. A charged device with the charger (required for each and every class meeting)
2. Class notebook and pencils (**recommended but not required**)
3. A planner/calendar (if you already have one for another teacher, use that one for this class too!).

### **Procedures**

- Due to the nature of this course, direct instruction is not typically provided. Instead, you will be engaged working on your independent projects with my role being to support and facilitate your learning. It is imperative that you utilize class time wisely and manage your time (both in and out of class) effectively.
- Class time is designated exclusively for research assignments. There is always productive work that can be done—revising, reading sources, finding additional sources, etc. I reserve the right to confiscate any work that is unrelated to this course and assign a zero on the assignment on which you are supposed to be working. Effective use of class time will help minimize the need for extensive work outside of class.
- The Pomodoro Technique is a time management method that will be used throughout the duration of the course.
- At the discretion of the instructor, students will be required to submit “work check ins” to show a responsible and productive use of class time. Students will be expected to peer review and annotate each other’s work. This is in order to help each other learn as well as further prepare work prior to submitting and presenting.
- Students are expected to check their PGS emails and Google Classroom regularly as these are used to communicate vital course information.
- Regular class presentations and public speaking is a vital requirement of this class. For further details, see below...

### **Course Requirements**

- The Senior Research Project is a year-long project that is designed to demonstrate the knowledge gained at PGSMST through a comprehensive paper and formal ten-minute presentation of the original research each student conducts over the course of the program, including data collection. The ten-minute presentation will take place towards the end of the Spring semester of senior year; students will present their findings to a panel of community adjudicators and an authentic audience. The final paper will include reviewed literature, methodology, data analysis, and discussion/interpretation of results. Junior year requires students to

select an **original** research topic based on a gap in the existing literature and prepare a **topic proposal**.

**Course Expectations:** In addition to my classroom guidelines, all students are expected to follow the policies outlined in the PGSMST handbook.

**Guidelines are liable to change at the discretion of the instructor.**

1. **Attendance:** The PGSMST attendance policy will be strictly followed. All students must arrive to class on time to avoid interruption and missed instruction. Much material is covered within a limited amount of time. It is imperative that all students are present to obtain information during class time. Should a student miss class, it is the **responsibility of the student** to acquire any information or assignments that were given that day.
2. **Assignments:** All assignment deadlines will be posted to Google Classroom, and it is the responsibility of students to meet these deadlines. It is recommended that students utilize a planner to stay organized, keep up with due dates, and manage time effectively. In cases of absence or inclement weather, assignments should still be submitted unless otherwise communicated by the instructor. Electronic assignments are to be submitted by the due date even if a student is absent. *Late submissions will incur a 10-point deduction per 24 hour period after the deadline. After 72 hours, the assignment will no longer be accepted.* In addition, any assignments submitted late forfeit the courtesy of receiving feedback. *Technological difficulties will never be an acceptable excuse for late work.* I do not accept technological excuses such as a “crashed computer,” “no internet access,” “I emailed you yesterday,” or “I did not have the proper software or access.” To avoid technical problems, students are required to work in Google Apps; it is strongly recommended that students always “give Google permission” to work offline in Google applications.

In order to be successful in this class, all assignments must be completed. Each assignment is designed with purpose and should not be merely completed for submission; rather, it should demonstrate deep thought and mastery of the learning objectives. It is important that students show their levels of mastery of skills for the instructor to evaluate and provide feedback. Assignments in this class typically build upon one another, and it is expected that students read, reflect upon, and utilize feedback. Not completing an assignment will make the next assignment difficult or impossible to complete, and not implementing feedback will have negative effects on future assignments.

All written assignments are composed in Google Docs unless stated otherwise. All writing assignments should be in APA format. All written assignments will be submitted electronically using Turnitin.com. All digital submissions on the

turnitin.com site are due at the same time as the assignment itself. Failure to submit written work to turnitin.com by the due date will result in a letter-grade deduction from the final grade. Any paper indicated as plagiarized and/or composed with the help of AI will be thoroughly investigated.

- 3. Makeup Work:** *Your absence is not an extension.* It is the sole responsibility of the student to gather and complete makeup work. Class notes should be obtained from a peer. Assignments in this class are typically not assigned one class period and due the next, and class time is given for most, if not all, assignments-- you need to plan and use class time wisely to avoid late penalties. **Assignments that are submitted online are due on the due date, regardless of absence.** Any graded work that is not an electronic submission must be submitted the day a student returns regardless if it is a scheduled Research class day and will only be accepted if the absence is excused. Absences determined as unexcused will result in a zero.

This class is heavily reliant upon oral presentations as the year progresses. If you are absent during a class period in which you were to present and you have an unexcused absence, you will receive a zero. If you miss a presentation and have an excused absence, you will be expected to present the following class period. With that being said, the assignment (typically a slideshow) should still be submitted to Google Classroom on time even if you are not in class to present.

If makeup work is not submitted on time (electronic assignments by original due date, nonelectronic assignments and presentations the day the student returns), the late penalty applies.

- 4. Extra Credit:** Additional points for a final grade average may be offered throughout the year at my discretion. Also, depending upon class averages, students will be given “second chance” opportunities to amend an original grade. It is strongly suggested that students take advantage of any extra credit opportunities. *Extra credit is not offered to individual students; if extra credit opportunities are given, they are given to an entire class.*
- 5. Cell Phones and Electronic Devices:** *In accordance with Executive Order 33,* phones and smartwatches should be OFF or in airplane mode and kept out in the cell phone holder on the back of the classroom door until students leave class for the day.

### **Grading and Evaluation**

The final grade of any submitted assignment is based on completion and presentation of quality work. A rubric will be generated and utilized at my discretion based on assignment type. *Grades are not negotiable.* Grades are posted to Thinkwave, the school-wide, grading management system, and parents and students are encouraged to check Thinkwave

regularly. Assignments may be formative or summative, and grading practice will depend upon the objective of the skill being assessed. Students will complete practice beyond the scope of what I can practically provide feedback on— every assignment should be approached as if being completed for a final grade. I request a two-week grading window for written work.

All grades are entered as point values to calculate a percentage for each category below.

Grading scale:100-90=A;

89-80=B;

79-70=C;

69-60=D;

59 and below=F All assignments are graded on a 100-point scale and will be weighted as follows:

**Summative Assessments (tests and presentations) 65%**

**Formative Assessments (homework and classwork) 35%**

### **Academic Honesty**

Plagiarism, cheating, and the unethical use of AI are all acts of academic dishonesty. All work submitted must be original to the student. Any idea that does not belong solely to the student should be properly cited in APA format. Acceptable collaboration includes group discussion to brainstorm and explore concepts and ideas and peer review of drafts for general feedback. All individual assignments, including written assignments, projects, presentations, and assessments, must be completed independently and reflect your own personal research and analysis.

To ensure academic integrity, all written assignments will be subject to plagiarism detection using Turnitin. Turnitin's AI detection software will be utilized to identify any work generated or significantly assisted by AI tools. Turnitin compares submissions against an extensive database of academic and web content to identify instances of plagiarism. I reserve the right to thoroughly investigate instances of plagiarism and potential AI-generated work. Methods of investigation can include student conferences, utility and analysis of Google history, and Internet reading assistant comparisons. Any suspicion of plagiarism will be thoroughly investigated and reported to the Director of PGSMST. The action WILL RESULT IN A "ZERO" FOR THE ASSIGNMENT.

**Statement on Generative AI:** Submitting work that incorporates **any** form of generative AI without proper APA citation is academic dishonesty. Unless explicitly instructed to do so, students **may not** use generative AI for completing class work, written assignments, presentations, projects, or assessments for class. Using AI as a replacement tool for writing processes, analysis, critical thinking, original thought, and/or final products include the

potential for plagiarism and results in the lack of originality in thought and assignments. Additionally, AI-generated essays may not account for the nuances of the topic or the specific requirements of the assignment.

### **Student Conduct Policy**

- o Students are expected to be active and engaged during each class period.
- o Students are expected to show respect to each other and the instructor at all times.

### **Revisions/Updates to Syllabus**

- o Students will be notified of any revisions or updates to course policy and/or the syllabus in class.
- o The most current version of the syllabus will be maintained on Google Classroom.

### **Additional Resources**

Online Learning Resources:

<https://danville.libguides.com/canvas>

Library Resources:

<https://danville.edu/library>

Assistance with Distance Learning: [canvas@danville.edu](mailto:canvas@danville.edu)

Help & Support Link within Canvas Course site: <https://help.instructure.com>

Help with Login/Multi-Factor Authentication (MFA):

<https://support.vccs.edu/email.php?inst=DC279> or (434) 797-8467

### **Disability Accommodation Policy**

Danville Community College is committed to insuring that students with documented disabilities have the opportunity to take part in educational programs and services in accordance with the requirements of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Students seeking accommodations must make an appointment with the ADA Coordinator in the Accessibility Services Office.

Accommodations will be made in accordance with the Accommodation Letter from the ADA Coordinator. This letter should be presented to the instructor during the first week of class.

For more information go to <https://danville.edu/accessibility-services> .

- For more information on ADA Services:
  - o Phone: (434) 797-8443
  - o Email: [ada@danville.edu](mailto:ada@danville.edu)

### **Testing Center**

The Testing Center proctors both make-up tests and distance learning exams. It can also facilitate testing for distance learning students at off-campus locations. The Testing Center is

located on the upper-level of the Learning Resources Center. Exams can be administered as paper & pencil, Internet, or secure browser based exams. Tests are proctored during regular LRC hours (<https://danville.libguides.com/hours>).

For additional information, contact the Testing Center:

- Phone: (434) 797-8404
- Email: [testingcenter@danville.edu](mailto:testingcenter@danville.edu)

## **Tutoring**

1. **Face-to-Face:** DCC Tutoring Center. Trained peer and professional tutors are available to tutor specific subject areas and to assist students in developing effective learning strategies. Tutoring is designed to support and enhance your classroom learning. DCC's tutorial services are nationally certified by the College Reading and Learning Association. The Tutoring Center is located in the upper level of the Learning Resources Center.
  - For more information on tutoring services:
    - o Phone: (434) 797-6432
    - o Email: [tutoring@danville.edu](mailto:tutoring@danville.edu).
2. **Online:** Brainfuse is a 24/7 online tutoring service provided free to students at Danville Community College. Students can get help in Math, Biology, Chemistry, Physics, Economics, Accounting, Statistics, Spanish, Writing and more. Access to Brain-fuse is provided through Canvas.
  - If you have any questions about Brainfuse please contact the Tutoring Center:
    - o Phone: (434) 797-6432
    - o Email: [tutoring@danville.edu](mailto:tutoring@danville.edu)

## **DCC Title IX (Sexual Harassment and Misconduct): Your Rights and How to Make a Report**

Consistent with its mission, Danville Community College is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community. Sexual misconduct, which encompasses a range of behavior used to obtain sexual gratification against another's will or at the expense of another in any form will not be tolerated. Sexual misconduct includes sexual harassment, sexual assault, sexual exploitation, and sexual violence. Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Thus, sexual harassment prohibited by Title IX can include conduct such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; gender-based stalking or bullying; conditioning a benefit on submitting to sexual advances; or circulating, showing, or creating e-mails or websites of a sexual nature. Under Title IX, this constitutes sexual misconduct and includes rape or sexual assault. If you have been the victim of sexual harassment or other sexual misconduct, you have certain rights under Title IX. For additional information regarding

your rights, please consult the DCC Title IX website at <https://danville.edu/titleix>.

In accordance with College policy and federal law, all faculty and staff members are required to report incidents of sexual harassment including sexual violence to one of the individuals below whose responsibility it is to investigate all complaints. In order to contact file a complaint against a Danville Community College faculty or staff member for sexual harassment, sexual assault, sex discrimination, or other forms of sexual misconduct, go to the following link:

- [https://cm.maxient.com/reportingform.php?DanvilleCC&layout\\_id=1](https://cm.maxient.com/reportingform.php?DanvilleCC&layout_id=1)

### **TimelyMD**

Danville Community College students have FREE, 24/7 access to virtual care services with TimelyCare – the virtual health and well-being platform from TimelyMD, designed for college students. Students do not need insurance to access TimelyCare services.

- It can be accessed in the following ways:
  - o In the Canvas course on the left hand menu under “TimelyCare”
  - o By visiting <https://app.timelycare.com/auth/login>

### **Office of Veterans’ Affairs**

DCC Campus is a “Military Friendly Campus,” and this office is dedicated to helping eligible veterans, dependents, reservists, guardsmen, and disabled veterans (service connected) in the pursuit of education, be it higher education, retraining, vocational skills or just lifelong learning. We will assist veterans in using their earned Veterans benefits through the Department of Veteran Affairs.

- Please contact Mr. Sam Lowery:
  - Phone: 434 797-8506
  - Email: [sam.lowery@danville.edu](mailto:sam.lowery@danville.edu)

### **Single Stop Program for Enhanced Student Access to Public Benefits**

Single Stop, a one-stop shop for meeting the basic needs of families, is partnering with the Virginia Community College System (VCCS) and Danville Community College (DCC) to help students access public benefits without the hassle of applying through each individual public benefit agency. This resource will confidentially screen candidates for public benefits and provide them with specialized staff follow-up.

When a student works with Single Stop to apply for public benefits like the Supplemental Nutrition Assistance Program (SNAP), Women, Infants, and Children Nutrition Program (WIC), and Medicaid, there are no language barriers or waiting in line. The Single Stop screening tool determines eligibility for a wide variety of public benefit programs and dedicated Single Stop staff to help applicants navigate the process, as well as assistance with filing tax returns at no cost.

- For more information about DCC’s collaboration with the Single Stop program:
  - Email: [singlestop@danville.edu](mailto:singlestop@danville.edu)
  - Visit <https://danville.edu/single-stop>

## Course Agenda and Dates

**Note:** Dates are subject to change throughout the school year on a case by case basis.

Juniors	Seniors
<p>Week 1- Introduction slideshow, Google form</p> <p><a href="#">1st day Google form</a></p> <p><a href="#">Student slideshow</a></p> <p><a href="#">Owens Slideshow</a></p>	<p>Week 1- introduction slideshow, presentations, google form</p> <p><a href="#">1st day Google form</a></p> <p><a href="#">Student slideshow</a></p> <p><a href="#">Owens Slideshow</a></p>
<p>Week 2- APA information</p> <p><a href="https://txla.org/wp-content/uploads/2018/12/One-Shot-APA-Instruction.pdf">https://txla.org/wp-content/uploads/2018/12/One-Shot-APA-Instruction.pdf</a></p> <p><a href="https://lib.manhattan.edu/c.php?g=681959&amp;p=8621451">https://lib.manhattan.edu/c.php?g=681959&amp;p=8621451</a></p> <p><a href="https://apastyle.apa.org/instructional-aids/handouts-guides">https://apastyle.apa.org/instructional-aids/handouts-guides</a></p> <p>Students pair up and pick one of these pieces to discuss with the class.</p>	<p>Week 2- Finalize topic based on instructor feedback. Final touches on research, conferences about research projects via elevator pitch (2-3 minutes max). Peer review and with instructors.</p>
<p>Week 3- Possible second APA week, foundations of academic research (using college databases, annotating scholarly articles, etc)--- Scavenger hunt using database</p>	<p>Week 3- APA review</p> <p>Students make literature review</p>
<p>Week 4- Annotating articles— notetaking, modeling, <a href="https://vimeo.com/mcconnelllibrary">https://vimeo.com/mcconnelllibrary</a></p>	<p>Week 4- Review of literature</p> <p><b>History and background</b></p> <p><a href="https://writingcenter.unc.edu/tips-and-tools/literature-reviews/">https://writingcenter.unc.edu/tips-and-tools/literature-reviews/</a></p>
<p>Week 5- Project Based Learning projects throughout the semester to include creating surveys.</p> <p><a href="https://www.pblworks.org/">https://www.pblworks.org/</a></p>	<p>Week 5- Review of literature</p> <p><b>Discourse and terms</b></p> <p><a href="https://writingcenter.unc.edu/tips-and-tools/literature-reviews/">https://writingcenter.unc.edu/tips-and-tools/literature-reviews/</a></p>
<p>Week 6- Conducting academic research</p>	<p>Week 6- Review of literature</p> <p><b>Methods and standards</b></p> <p><a href="https://writingcenter.unc.edu/tips-and-tools/literature-reviews/">https://writingcenter.unc.edu/tips-and-tools/literature-reviews/</a></p>

Week 7- Writing APA style papers	Week 7- Review of literature: final touches with peer review  <a href="https://writingcenter.unc.edu/tips-and-tools/literature-reviews/">https://writingcenter.unc.edu/tips-and-tools/literature-reviews/</a>
Week 8- Presenting academic research	Week 8- Methodology  <a href="https://akjournals.com/page/types-of-scientific-research/what-are-the-different-types-of-scientific-research">https://akjournals.com/page/types-of-scientific-research/what-are-the-different-types-of-scientific-research</a>
Week 9- Bee project	Week 9- Methodology finalization Create survey's handouts, consent forms...
Week 10- Juniors start researching ideas on PBL— <a href="https://my.pblworks.org/">https://my.pblworks.org/</a>	Week 10- Experimentation with note keeping.
Week 11- SRP topic exploration	Week 11- Experimentation with note keeping.
Week 12- 5 Annotations	Week 12- Experimentation with note keeping.
Week 13- 5 Annotations	Week 13- Experimentation with note keeping.
Week 14- 5 Annotations	Week 14- Experimentation with note keeping.
Week 15- 5 Annotations	Week 15- Experimentation with note keeping.
Week 16- Prospectus short paper  “a printed document that <a href="#">advertises</a> or describes a school, commercial enterprise, <a href="#">forthcoming</a> book, etc., in order to attract or inform clients, members, buyers, or investors.” on your topic.	Week 16- Experimentation with note keeping.
Week 17- Prospectus peer review, rubric grading, final instructor review	Week 17- Experimentation with note keeping.
Week 18- Finalize idea SRP for Senior year, make a list of all required materials you will need. Be as specific as possible	Week 18- Lab report due on experimentation successes, failures, additional questions  <a href="https://advice.writing.utoronto.ca/types-of-writing">https://advice.writing.utoronto.ca/types-of-writing</a>

[/lab-report/](#)

<https://en.wikipedia.org/wiki/IMRAD>

**Senior semester 2- January-May**

**Week 1- Data Analysis**

**Week 2- Data Analysis**

**Week 3- Results**

**Week 4- Discussion/conclusion**

**Week 5- Appendix and abstract**

**Week 6- Final paper compilation**

**Week 7- Presentation work**

**Week 8- Presentation work**

**Week 9- Presentation practice & editing**

**Week 10 - Presentation practice & editing**

**Week 11- Presentation practice & editing**

**Week 12- Presentation practice & editing**

**Week 13- Presentation practice & editing**

**Week 14- Presentation practice & editing**

**Week 15- Symposium**

**Week 16- Symposium**

**Week 17- Field Trip (Location TBD)**

**Week 18- Final group project**

## RESEARCH – Jordan Owens

### **AFFIDAVIT**

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep. I understand a copy is also available on Google Classroom.

Student Signature

Date

Parent Signature

Date

**\*\*\*This syllabus conforms to the Danville Community College syllabus guidelines. This syllabus may be adjusted and amended by the instructor to fit the needs of the class at any time.\*\*\***