City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2019/ 20

Part I   Course Overview

Course Title:	Technical Communication
Course Code:	EN3241
Course Duration:	One semester
Credit Units:	**3**
Level:	**B3**
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**none**
Precursors: *(Course Code and Title)*	**none**
Equivalent Courses: *(Course Code and Title)*	**none**
Exclusive Courses: *(Course Code and Title)*	**none**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to introduce students to professional writing and instruct them in techniques to use when orally presenting data in professional contexts. The course helps students to develop and improve their technical writing skills and their oral presentation skills related to the building and construction industry.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Identify the structure and language characteristics in professional writing and apply them to an in-class mid-term quiz.		X	X	X
2.	Identify the structure and language characteristics of a formal trip report and apply them to the writing of a formal report.		X	X	X
3.	Plan and present an oral presentation (making effective use of A/V aids and demonstrating appropriate presentation techniques) and discuss the proposal.		X	X	X
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
	Reading the course manual and additional readings The student manual and additional readings contain information related to all the topics dealt with on the course. Students should complete the weekly reading assignment for the course.	X	X	X				
	Lectures and in-class tasks and activities There will be one three-hour lecture every week. In the lectures, concepts introduced in the course manual about various aspects of technical communication will be discussed. Students will be engaged in different in-class tasks and activities to identify the structure and language characteristics of technical communication, including the writing of a formal report and the delivering of an oral presentation	X	X	X				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 100%								
In-class quiz Students have to apply the identified structure and	X						30%	

language requirements of professional writing in various tasks presented.								
Formal Report Each group of 3-5 students has to apply the identified structure and language requirements of a standard formal report to the writing of a formal trip report to describe and analyze a shopping centre in Hong Kong. They should also offer suggestions, if any, for improving the shopping centre based on their investigations. The completeness & accuracy of the content, coherence in organization & format, accuracy in language and appropriateness of the tone of the formal trip report are assessed.		X					30%	
Group Oral Presentation Each group plans and gives a presentation based on the findings of the research for the trip report. The clarity of the oral presentation and appropriateness in the use of verbal delivery skills, non-verbal delivery skills,			X				30%	

language and quality of A/V aids are assessed.								
Class Participation	X	X	X				10%	
Students' in-class participation in all TLAs, using English, is assessed.								
Examination: _____% (duration: , if applicable)								

* The weightings should add up to 100%. | 100% |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. **In-class test**		Aspects of good professional writing as identified and demonstrated accurately	Aspects of good professional writing are mostly identified and somewhat demonstrated	Some aspects of good professional writing are identified and somewhat demonstrated	Few aspects of good professional writing are identified and there is little demonstration that the writer can produce such writing	Most questions left unanswered. Little or no demonstration of knowledge about professional writing.
2. **Formal Trip Report**	Content (45%)	All information is accurate, explained, & analyzed. Sufficient evidence is provided to support claims	Information is mostly accurate, explained, and analyzed. Evidence is mostly provided to support claims	Information is somewhat accurate, explained, and analyzed. Some evidence is provided to support claims	Information is frequently inaccurate, unclear, and poorly analyzed. Little evidence is provided to support claims	Information is either plagiarized, completely inaccurate, unexplained or unanalyzed. No evidence is provided to support claims
	Visuals (10%)	Visuals are always accurate, appropriate, useful, labeled and numbered.	Visuals are mostly accurate, appropriate and useful, labeled and numbered.	Visuals are average, and are not consistently labeled and numbered.	Visuals are inaccurate, inappropriate, unhelpful, and are not labeled and numbered.	Visuals are completely missing
	Language (35%)	Very minimal language errors, with good, complex grammar. Meaning is clear and tone is	Language errors are occasional and minor. Meaning is mostly not obstructed, and tone is mostly appropriate.	Consistent language errors. Meaning sometimes obstructed, and tone is not always appropriate	Frequent language errors. Meaning is obstructed, and tone is also inappropriate	Language is very inaccurate. Meaning is completely obstructed, and tone is totally inappropriate

		appropriate.			
	Organization + Format (10%)	Report is organized correctly in the right order. Readability is very effective.	Report is organized mostly correctly, with one or two sections not ordered correctly. Readability is quite effective.	Report is not organized correctly, with three or four sections incorrectly ordered. Readability is somewhat effective.	Report is not organized correctly, with four or more sections incorrectly ordered. Readability is rarely effective.	Report is haphazardly organized with no notion of order of sections. Readability is extremely poor.
3. Oral Presentations	Delivery (30%)	Presentation is excellently delivered with proper pace, eye contact, posture and gestures without reading from script. Captures attention successfully	Presentation is mostly delivered with proper pace, eye contact, posture and gestures, and refers to script occasionally. Captures attention with moderate success	Presentation is delivered tentatively with inappropriate pace, eye contact, posture and gestures, and reads from script. Captures attention occasionally	Presentation is delivered quite tentatively with inappropriate pace, eye contact, posture and gestures, and reads from script frequently. Rarely captures attention	Presentation is delivered poorly with lack of pace, eye contact, posture and gestures, and relies completely reading from script. Does not capture attention at all
	Visuals (10%)	Visuals are always accurate, appropriate, useful, font is large enough to read.	Visuals are mostly accurate, appropriate and useful, font mostly large enough to read.	Visuals are average, and font size is not consistently large enough to read.	Visuals are inaccurate, inappropriate, unhelpful, and font size is small.	Visuals are completely missing, and font size is too small.
	Language (30%)	Very minimal language errors, with	Language errors are occasional and minor. Meaning is mostly not	Consistent language errors. Meaning sometimes obstructed, and tone	Frequent language errors. Meaning is obstructed, and tone is also inappropriate	Language is very inaccurate. Meaning is completely obstructed, and tone is totally

		good, complex grammar. Meaning is clear and tone is appropriate.	obstructed, and tone is mostly appropriate.	is not always appropriate		inappropriate
	Structure (25%)	Preview and summary are clearly given. Information is correctly structured	Preview and summary is given, but not always clear. Information is mostly correctly structured	Preview or summary is lacking, or is unclear. Information is somewhat correctly structured	Preview and summary is missing. Information is incorrectly structured	There is no structure to the presentation
	Teamwork (5%)	Division of sections is very appropriate. Excellent flow between speakers.	Division of section is suitable. Good flow between speakers	Division of section is not always appropriate. Average flow between speakers	Division of section is largely inappropriate. Poor flow between speakers	Division of section is completely unfair or inappropriate. Extremely poor flow between speakers
4. Class Participation		Made excellent contributions in all class discussions. Always spoke in English.	Made good contributions in class discussions. Frequently spoke in English and seldom spoke in languages other than English in class.	Made adequate contributions in class discussions. Often spoke in English and occasionally spoke in languages other than English.	Made few contributions in class discussions. Frequently spoke in languages other than English and some use of English in class.	Made no contributions in class discussions. Always spoke in languages other than English and never spoke in English in class.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)
     Professional writing: style, language, summarising. Trip Report: format, content and language of trip reports. Oral Presentation: planning a presentation as a team, oral persuasion, asking and answering questions.

2.   **Reading List**

     2.1

     Recommended Reading:
     Text(s):

1.	Blicq, Ron S., 1999, *Technically Write!* (5th ed), New Jersey: Prentice Hall.
2.	Guffey, Mary E., 2004, *Essentials of Business Communication* (6th ed), International Thomson Publishing.
3.	Borowick, Jerome N., 2002, Technical Communication and its Applications (2nd ed), New Jersey: Prentice-Hall, Inc.

     Online Resources:

     Student manual prepared by EN Department Staff.