

Title (Units): COMP7950 IT Project Skills (1,*,*)

Course Aims: Students will learn and develop advanced information searching skills, technical writing skills and effective presentation skills to improve business communication in IT projects.

Prerequisite: Nil

Course Intended Learning Outcomes (CILOs):

Upon successful completion of this course, students should be able to:

No.	Course Intended Learning Outcomes (CILOs)
	Knowledge
1	Acquire professional techniques in writing and presentation, compare/contrast effective and ineffective writing and presentations.
	Transferable Skill
2	Analyze relevant and useful information about IT projects
3	Write properly formatted and organized academic/business/technical documents
4	Present projects in clear and organized manner

Calendar Description: Students will learn and develop advanced information searching skills, technical writing skills and effective presentation skills to improve business communication in IT projects.

Teaching and Learning Activities (TLAs):

CILOs	Type of TLA
1	Lectures, discussions and assignments
2, 3	Lectures, discussions, assignments and project
4	Lectures, discussions, assignments and project

Assessment:

No.	Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
1	Continuous Assessment	100%	1-4	Assignments and project are designed to test students' understanding in the Knowledge and Skills domains

Assessment Rubrics:

1. Assignment on information searching and citation management

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
a. Information Search				
Relevancy	• The information found comes from multiple sources and is rich and <i>highly related</i> to the topic of interest	• The information found comes from multiple sources and is <i>generally related</i> to the topic of interest	• The information found comes from a limited number of sources and is <i>slightly related</i> to the topic of interest	• The information found comes from a single source and is <i>not related</i> to the topic of interest
b. Use of Citation Manager				
Proficiency with the software	• Able to use the citation manager to store <i>almost all</i> the references correctly and present them in a	• Able to use the citation manager to store only <i>some</i> the references correctly and	• Able to use the citation manager to store only <i>a few</i> the references correctly and	• Fail to use the citation manager to store any references and they are

	<i>consistent and appropriate</i> documentation style	mistakes and inconsistencies in documentation style appears <i>occasionally</i>	mistakes and inconsistencies in documentation style appears <i>frequently</i>	presented in an <i>incorrect</i> documentation style
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2. Assignment on writing skills

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
Content	<ul style="list-style-type: none"> • <i>Almost all</i> key points are thoroughly addressed • Materials is clear, relevant, accurate, and concise 	<ul style="list-style-type: none"> • <i>Major</i> key points are addressed • Materials is clear, relevant, accurate but not concise 	<ul style="list-style-type: none"> • <i>Some</i> key points are addressed • Materials is appropriate but may be irrelevant sometimes 	<ul style="list-style-type: none"> • <i>Only a few</i> key points are addressed • Plagiarism
Sources of Information	<ul style="list-style-type: none"> • Sources are <i>clearly integrated</i> into and advance the argument through accurate use of summary paraphrase, and quotation • The paper <i>consistently</i> and accurately uses appropriate documentation style 	<ul style="list-style-type: none"> • Sources are <i>clearly related</i> to and advance the argument through accurate and appropriate use of summary paraphrase, and quotation • There is <i>some</i> accurate use of appropriate documentation style 	<ul style="list-style-type: none"> • Some of the sources are <i>weakly related</i> to the argument • There is <i>occasional</i> use of appropriate documentation style 	<ul style="list-style-type: none"> • Source material is misquoted, used <i>out of context</i>, poorly paraphrased, or not related to the argument • <i>Inaccurate</i> use of documentation style interferes with the reader's ability to check sources
Organization	<ul style="list-style-type: none"> • The organization is <i>logical</i>; paragraphs are unified and exceptionally coherent • Transitions are <i>highly effective</i>; the sequence of ideas are clear and easy to follow with the aid of effective topic sentences in each of the paragraphs or sections • There is <i>no</i> unnecessary duplication of ideas or information 	<ul style="list-style-type: none"> • The organization is <i>very clear</i>; paragraphs are somehow unified and coherent • Transitions are <i>effective</i>; the sequence of ideas are easy to follow although topic sentences are missing • There is <i>little</i> unnecessary duplication of ideas or information 	<ul style="list-style-type: none"> • The organization is <i>generally clear</i>; paragraphs are somehow unified and coherent • Transitions are <i>clear but mechanical</i>; the sequence of ideas are difficult to follow • There is <i>some</i> unnecessary duplication of ideas or information 	<ul style="list-style-type: none"> • The organization is <i>unclear</i>; paragraphs are incoherent or underdeveloped • Transitions are <i>unclear or missing</i>; the sequence of ideas is difficult to follow • Unnecessary duplication of ideas or information exists <i>frequently</i>
Language	<ul style="list-style-type: none"> • Sentences are mature, varied and coherent • Accurate vocabulary and 	<ul style="list-style-type: none"> • Sentences are varied and coherent • Accurate vocabulary, 	<ul style="list-style-type: none"> • Sentences are correctly structured but with little variety 	<ul style="list-style-type: none"> • Sentences are fragmented and lack variety • The language used is very poor

	consistent use of standard grammar and mechanics demonstrate outstanding communication mastery	standard grammar and mechanics demonstrate a command of the language	<ul style="list-style-type: none"> Vocabulary, grammar and mechanics somehow limit the readability of the write-up 	and seriously limit the paper's readability
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3. Oral Presentation

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
Content	<ul style="list-style-type: none"> Exceptional use of material that clearly relates to a focused thesis with <i>abundance</i> of various supported materials 	<ul style="list-style-type: none"> Information relates to a clear thesis with many <i>relevant but unstructured</i> points 	<ul style="list-style-type: none"> The thesis is clear, but the supporting information is <i>disconnected</i> 	<ul style="list-style-type: none"> Thesis is unclear and information appears <i>randomly chosen</i>
Clarity	<ul style="list-style-type: none"> Development of thesis is clear through use of specific and appropriate examples Transitions are clear and create a succinct and even flow 	<ul style="list-style-type: none"> Sequence of information is well-organized for the most part More clarity with transitions is needed 	<ul style="list-style-type: none"> Content is loosely connected Transitions lack clarity 	<ul style="list-style-type: none"> No apparent logical order of presentation, unclear focus Poor transitions
Attention of audience	<ul style="list-style-type: none"> Engage audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation Able to answer <i>almost all</i> questions from the audience or suggest resources to answer questions 	<ul style="list-style-type: none"> Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm Able to accurately answer <i>most</i> questions posed by the audience 	<ul style="list-style-type: none"> Little attempt to engage audience Able to accurately answer <i>a few</i> questions posed by the audience 	<ul style="list-style-type: none"> Did not attempt to engage audience <i>Unable</i> to accurately answer questions posed by the audience
Speaking skills	<ul style="list-style-type: none"> Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm; appropriate use of visual aids <i>A very few</i> grammatical mistakes are made and the use of language is highly effective in 	<ul style="list-style-type: none"> Clear articulation of ideas, but apparently lacks confidence with material <i>Some</i> grammatical mistakes are made and the use of language enables delivering the thesis 	<ul style="list-style-type: none"> Little eye contact; fast speaking rate or mumbling <i>Significant</i> grammatical mistakes are made and simple language is used 	<ul style="list-style-type: none"> Lack of eye contact with the audience; speak in monotone The grammar and vocabulary are so <i>poor</i> that fails to deliver the thesis

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
	delivering the thesis			

Course Content and CILOs Mapping:

Content	CILO No.	Hours
I Principles of effective business communication in IT context	1	3
II Information searching and citation management	2, 3	3
III Writing skills for IT documentation	3	3
IV Oral presentation skills for IT projects	4	3

References:

- M.E. Guffey, D. Loewy, Essentials of Business Communication, 11th Edition, Cengage Learning, 2018
- P. Cardon, Business Communication: Developing Leaders for a Networked World, 3rd Edition, McGraw-Hill Education, 2017
- C.L. Bovee, J.V. Thill, Business Communication Today, 14th Edition, Pearson, 2017
- Selected articles from journals, magazines, the Internet, etc.

Course Content:

Topic

- I. Principles of effective business communication in IT context
- II. Information searching and citation management
- III. Writing skills for IT documentation
- IV. Oral presentation skills for IT projects