** NATIONAL UNIVERSITY OF COMPUTER & EMERGING SCIENCES**

**SS 153- Technical and Business Writing**

**FALL 2021**

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| **COURSE CODE** | SS153 |
| **COURSE TITLE** | Technical and Business Writing |
| **CREDIT HOURS** | **3** |
| **COURSE DESCRIPTION** | TBW is a technical and scientific writing course focusing on important areas such as, technical reporting, information collection skills, appropriate exposition techniques, skills of organization, generating solutions, and electronic communication. Some other areas covered are: types of reports and electronic documents, document design and structure, formats and formatting, research and bibliography, style and refinement, professional/business communication |
| **MODE OF INSTRUCTIONS** | * Lectures * Presentations * Case studies * Group discussion * Tutorials * Writing practice * Self-assessment and peer reviews |
| **COURSE LEARNING OBJECTIVES** | **Students will be able to:**   1. Analyze and evaluate audience/purpose/situation as they apply to business writing contexts. 2. Practice the unique qualities of professional rhetoric and writing style, such as sentence conciseness, clarity, accuracy, honesty, avoiding wordiness or ambiguity, using direct order organization, readability, coherence and transitional devices. 3. Incorporate process (research, invention, writing, revision, and editing) into all writing tasks and, through multiple drafts, create document fluency. 4. Analyze multiple writings from appropriate business professions. 5. Adapt tone and style for appropriate rhetorical business purposes. 6. Conduct primary and secondary research relevant to topic; integrate appropriate sources using APA style 7. Incorporate analytical /technical data in the form of charts, graphs, etc. 8. Design accurate and visually appealing documents. 9. Develop strategies to facilitate communication across ethnic and/or business cultures. |
| **TEXT BOOKS** | * ***Business Communication Today***, Courtland L. Bovee & V. Thill, Pearson Education Singapore. * ***Business Communication,***  P.D. Chutervedi, Pearson Education, Singapore * ***Technical Report Writing Today,*** Pauley and Riordan   Fifth Edition, A.I.T.B.S Publishers Dehli.\*   * ***Technical Communication,*** Paul V Anderson, Fifth Edition, Thomson Wadsworth, Singapore, UK.\*   (\*only relevant chapters and topics from these books)   * ***Technical Writing Process and Product***, Sharon J. Gerson, Steven M. Gerson, Third Edition * ***Technical Communication,*** Mary M lay et al.Second Edition,   Mcgraw-Hill Irwin   * ***Business Communication Design*** Pamela A. Angell Mcgraw-Hill Irwin |
| **GRADING CRITERIA** | * Mid-Terms (2) 30 * Quizzes 10 * Assignments 05 * Class Participation 05 * Final Exam 50 |
| **CLASSROOM COURTESIES** | * Dress code: Formal * Attendance is compulsory * Deadlines must be observed |
| **PLAGIARISM / ACADEMIC DISHONESTY** | * All work submitted must be the student’s own work. Cases of plagiarism shall be sent to the Disciplinary Committee. Research format is expected to follow standard documentation APA guidelines. |

**Program Learning Outcomes:**

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| **PLOs** | **PLO Titles** | **PLO Statements** |
| PLO 2 | **Problem Analysis** | Identify, formulate, research literature, and analyse complex computing problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and computing sciences. |
| PLO 6 | **Society Responsibility** | Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues relevant to context of complex computing problems. |
| PLO 8 | **Ethics** | Apply ethical principles and commit to professional ethics and responsibilities and norms of computing practice. |
| PLO 9 | **Individual and Team Work** | Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings. |
| PLO 10 | **Communication** | Communicate effectively on complex computing activities with the computing community and with society at large. |
| PLO 12 | **Life Long Learning** | Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological changes. |

**Course Learning Outcomes:**

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

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| **S. No** | | **CLO** | **Domain** | **Taxonomy level** | **PLO** | **Assessment Tools** |
| 1. | | **Analyze** and **evaluate** audience/purpose/situation as they apply to business writing contexts.  **Practice** the unique qualities of professional rhetoric and writing style, such as sentence conciseness, clarity, accuracy, honesty, avoiding wordiness or ambiguity, using direct order organization, readability, coherence and transitional devices. | | Cognitive | 3, 4 & 6 | 2, 6, 8, 10, 12 | S-I  A-I  A-II  F-I |
| 2. | | **Incorporate process** (research, invention, writing, revision, and editing) into all writing tasks and, through multiple drafts, create document fluency.  **Analyze** multiple writings from appropriate business professions. | | Cognitive | 4 | 2, 6, 9, 10, 12 | S-I  Q-I  A-II  A-III  F-I |
| 3. | | **Adapt** tone and style for appropriate rhetorical business purposes.  **Conduct** primary and secondary research relevant to topic; integrate appropriate sources using APA style  **Incorporate** analytical /technical data in the form of charts, graphs, etc. | | Affective | 2 & 6 | 9, 10, 12 | S-II  Q-II  F-I |
| 4. | | **Design** accurate and visually appealing documents.  **Develop** strategies to facilitate communication across ethnic and/or business cultures. | | Affective | 5 & 6 | 9, 10, 12 | A-IV  S-II  F-I |

**Course Contents:**

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| **Week** | **Topics** | **CLOs** | **Assessments** |
| **Week 1** | **Introduction to Technical writing**   * Definition, purposes, characteristics and examples of technical writing, ethics. | 1 | Case Study 1 |
| **Week 2** | **Technical writing style:** (language aspect)   * The seven Cs, organization, tone. | 1 | Assignment 1 |
| **Week 3** | **Technical writing style:** (language aspect)   * The seven Cs, organization, tone. | 1 | Assignment 2  Quiz 1 |
| **Week 4** | **The technical writing process**.   * Letters format & Styles | 1 & 2 | Case Study 2 |
| **Week 5** | **Types of Letters & Memos**   * Positive / Routine * Negative / Bad-News * Persuasive | 2 & 4 | Assignment 3 |
| **Week 6** | **Reports & Proposals**:   * An Introduction & Classifications   **Sessional-I** | 2, 3 & 4 | Quiz 2 |
| **Week 7** | **Types of Reports**   * Explanatory * Expository * Exploratory Reports * Planning Reports & Proposals | 2, 3 & 4 | Assignment 4 |
| **Week 8** | **Researching:**   * Sources, Methods, and Guidelines for making Questionnaires, * Structuring Interviews and making Observations (Participant & non-participant). | 2, 3 & 4 | Case Study 4 |
| **Week 9** | **Structure of Informational & Analytical Reports** | 2, 3 & 4 | Assignment 5 |
| **Week 10** | **Drafting Reports & Proposals**:   * Introduction * Body * Closing | 2, 3 & 4 | Assignment 6 |
| **Week 11** | **Use of visuals in reports.**  Different kinds of graphics | 2, 3 & 4 | Assignment 7 |
| **Week 12** | * **MID TERM II** |  |  |
| **Week 13** | **Revising Reports & Proposals**   * Components of Formal Reports, * Prefatory Parts of Formal Reports | 2, 3 & 4 | Quiz 3 |
| **Week 14** | * **Supplementary Parts of a Report** (documentation, bibliography/ references, style-sheets ) * Proofreading | 2, 3 & 4 | Case Study 5 |
| **Week 15** | **Other Types of Professional Writings**   * Statement of purpose * Resumes * Brochures & Leaflets * Manuals | 2, 3 & 4 | Assignment 8 |
| **Week 16** | **Project/Presentation**  2, 3, 4 | | |
|  | **FINAL EXAMS** | | |

**Mapping PLOs with CLOs**

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|  | **PLO 1** Computing Knowledge | **PLO 2** Problem Analysis | **PLO 3** Design Solutions | **PLO 4** Investigation | **PLO 5** Modern Tool | **PLO 6** Society | **PLO 7** Sustainability | **PLO 8** Ethics | **PLO 9** Team Work | **PLO 10** Communication | **PLO 11** Project Mgmt. | **PLO 12** Life Long Learning |
| **CLO 1** | - | ✔ |  |  |  | ✔ | - | ✔ | - | ✔ | - | ✔ |
| **CLO 2** | - | ✔ | - | - | - | ✔ | - | - | ✔ | ✔ | - | ✔ |
| **CLO 3** | - | - | - | - | - | - | - | - | ✔ | ✔ | - | ✔ |
| **CLO 4** | - | - | - | - | - | - | - | - | ✔ | ✔ | - | ✔ |

**Rubric for Assessing Students Writing Assignments:**

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| **Criteria** | **4** | **3** | **2** | **1** | **0** | **Assmt. Score** |
| Audience and purpose | The purpose is evident for the appropriate audience | The purpose and audience are not fully developed. | There is a weak understanding of the document’s purpose and audience. | There is a poor understanding of the document’s purpose and audience. | The purpose and audience of the document is not identified. |  |
| Structure, organization, and format | The document is formatted, well-developed, and organized correctly with two or fewer errors:  1. Headings \_\_\_\_\_\_  2. Sequence \_\_\_\_\_\_  3. Transition\_\_\_\_\_\_  4. Intro/con\_\_\_\_\_\_ | The document is less well developed and organized and has three to four formatting errors: 1. Headings \_\_\_\_\_\_  2. Sequence \_\_\_\_\_\_  3. Transition \_\_\_\_\_\_  4. Intro/con \_\_\_\_\_\_ | The document is not well developed and organized and has five formatting errors:  1. Headings \_\_\_\_\_\_  2. Sequence \_\_\_\_\_\_  3. Transition \_\_\_\_\_\_  4. Intro/con \_\_\_\_\_\_ | The document is not well-developed and organized and has six to ten formatting errors: 1. Headings \_\_\_\_\_\_  2. Sequence \_\_\_\_\_\_  3. Transition \_\_\_\_\_\_  4. Intro/con \_\_\_\_\_\_ | There is no evidence of transitioning, intro/conclusion, development, nor organization and has ten or more formatting errors. |  |
| Mechanics | There are fewer than two of the following mechanical errors:  1. Spelling \_\_\_\_  2. Grammar \_\_\_\_  3. Punct. \_\_\_\_  4. Sent. Struct. \_\_\_\_ 5. Word choice \_\_\_\_ | There are between three and four of the following mechanical errors:  1. Spelling \_\_\_\_  2. Grammar \_\_\_\_  3. Punct. \_\_\_\_  4. Sent. Struct. \_\_\_\_  5. Word choice \_\_\_\_ | There are five of the following mechanical errors:  1. Spelling \_\_\_\_  2. Grammar \_\_\_\_  3. Punctuation \_\_\_\_  4. Sentence structure \_\_\_\_  5. Word choice \_\_\_\_ | There are between six and ten of the following mechanical errors:  1. Spelling \_\_\_\_  2. Grammar \_\_\_\_  3. Punctuation \_\_\_\_  4. Sentence structure \_\_\_\_  5. Word choice \_\_\_\_ | There are more than ten critical errors such as errors in dosages, data analysis, formulas, chemical or drug names, liability issues, equations, etc. |  |
| Discipline specific (referencing) | The document is cited appropriately with either MLA, APA, How 12, (for Business courses), and/or Investigating Biology Lab Manual, by Judith Morgan and M. Eloise Brown Carter (for life science courses). There are no errors on the works cited page, endnotes, reference page, or footnotes. | The document has two or fewer errors with the citation style or there are errors on the works cited page, endnotes, reference page, or footnotes. | The document has three errors with the citation style or there are errors on the works cited page, endnotes, reference page, or footnotes. | The document has four errors with the citation style or there are errors on the works cited page, endnotes, reference page, or footnotes. | There are significant citation errors or the citations are incomplete or missing. |  |