

Chittagong University of Engineering & Technology

Department of Electronics and Telecommunication Engineering

Subject: Technical English

Course Code: Hum-181; Credit : 03

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Syllabus: English

Technical and Scientific Vocabulary, The phonetic system and correct English pronunciation, Use of Phonetics, Parts of Speech, Use of Prefixes and Suffixes, Use of Prepositions, Question words, Phrases and Idioms, Correction of Error, Structure of Sentences, Clauses, Transformation of Sentences. Précis Writing, Comprehension, Paragraph Writing on Scientific and Other Themes, Official and Commercial Correspondence, Technical Report Writing, Research Paper Writing, Thesis, Dialogue, Study of Manners, Effective Oral Presentation, Preparing Resumes, and Job Letters, Applications. Press Report Writing, Tender Notice, Free Composition.

Text and Reference books:

1. Engineer's Guide to Technical Writing by Kenneth G. Budinski
2. Thinking on Paper by J.H. Barton and V.A. Howard
3. Oxford Guide to Effective Writing and Speaking by John Seely
4. An Introduction to English Grammar by Sidney Greenbaum and Gerald Nelson
5. Academic Writing for Graduate Students by John M. Swales and Christine B. Feak
6. How to Research by Loraine Blaxter, Christina Hughes and Malcom Tight
7. The Research Students Guide to Success by Pat Cryer
8. Academic Writing Course by R. R. Jordan
9. Advanced Grammar in Use by Martin Hewings
10. Essential Grammar in Use by Raymond Murphy
11. High School English Grammar & Composition by Wren & Martin
12. Common Mistakes in English by T.J. Fitikides

Sentential Issues

Sentence Construction

Sentence expansion

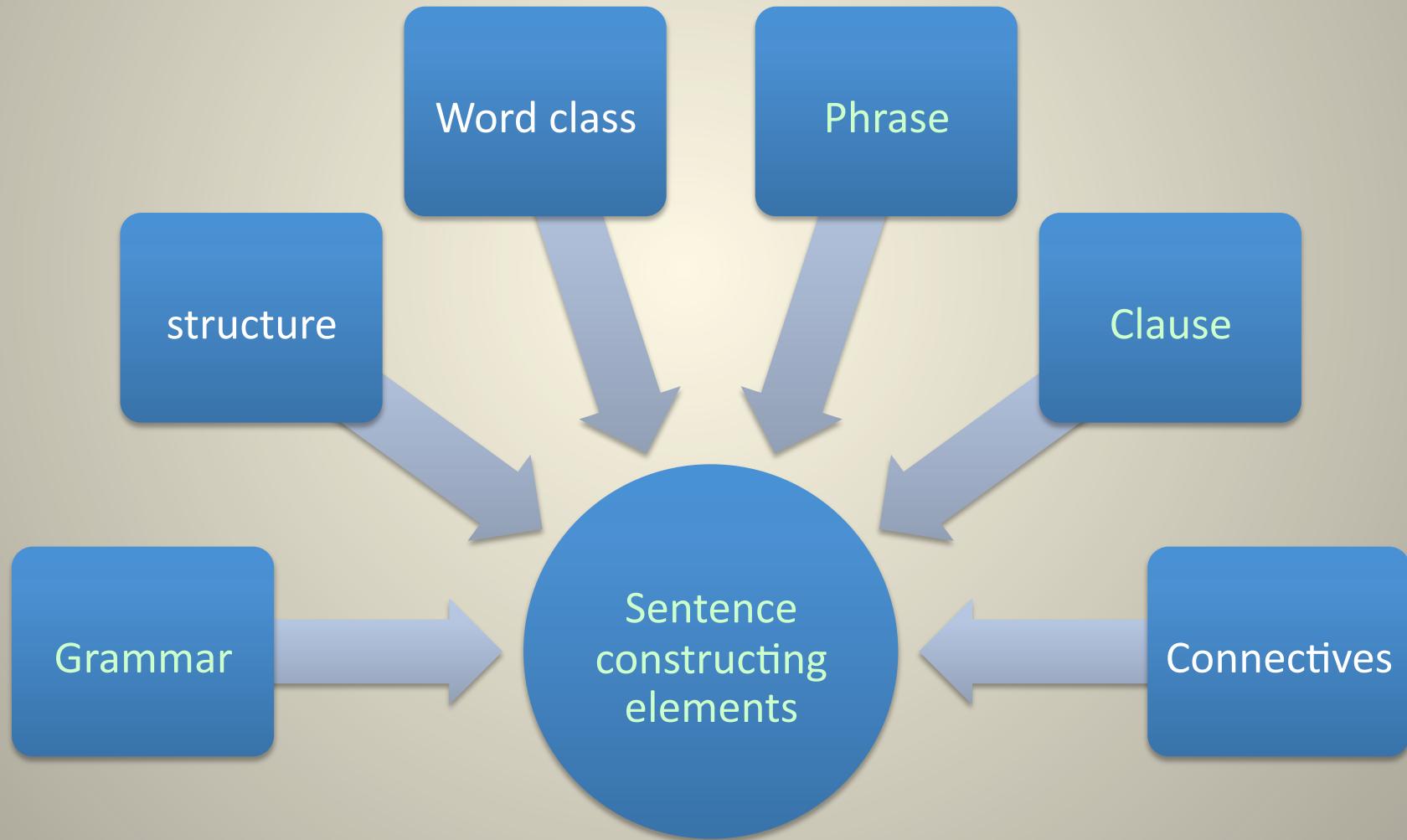
Sentence Combining

Sentence contraction

Logical development of sentences

Sentence

A sentence is a group of words, which has a complete sense. It is the key instrument that is used to achieve the communicative objectives in different contexts.



Elements of a sensible sentence:

Word class + [Phrase] + [Clause]= Sentence

This is a room.

This is a classroom.

This is a classroom allocated for 7th semester CSE students.

This is a classroom which is well equipped with modern teaching facilities allocated for 7th semester CSE students.

This is a classroom well equipped with modern teaching facilities and allocated for 7th semester CSE students.

Basic sentence and its properties

A basic sentence is a sentence, which has only the basic parts in it.

The basic structure helps to identify, analyse, combining the parts of an extended sentence, mainly, complex and compound including simple sentence.

Nameer is smiling.

Fire burns.

The birds are flying in the sky.

She is pursuing business studies.

Characteristics of Basic Sentence

1. It is a simple, active and declarative sentence
2. It is the simplest form of a sentence. It conveys only one idea.
3. It is in the active voice. The subject, the doer of the action comes first in the sentence structure
4. It is a declarative sentence which ends with a period.

The bridge is hanging.

The bridge is scary.

The hanging bridge is scary.

Basic Sentence Structures

1. Subject + Intransitive Verb

Ex. Fire burns

2. Subject + Linking Verb + adverbial Complement

Ex. I am in the classroom

3. Subject + Linking Verb + Subject Complement

Ex. Honey tastes sweet

4. Subject + Transitive Verb + Direct Object

Ex. They ate all the strawberries

5. Subject + Transitive Verb + Indirect Object + Direct Object

Ex. She (S) has given (V) me (iO) the letter (dO).

6. Subject + Transitive Verb + Direct Object + Adverbial

Ex. You (S) can keep (V) your books (dO) on my table (A).

7. Subject + Intransitive Verb + Indirect Object + Direct Object + Object Complement

Ex. You (S) have made (V) me (iO) vey happy (oC).

They (S) elected (V) her (iO) their leader (oC).

A sensible simple sentence can contain :

Determiner

Modifier

Head word

Participle phrase

Infinitive phrase

Prepositional phrase

Adverb

Adverbial

Finite

The bright students admitted in CSE department, Premier University have been working very hard last couple years to cut a good figure in the final examination.

Sensible Sentence : elements

The – determiner

bright – pre-modifier

students – head word

admitted – participle

in EEE department – prepositional phrase

Premier University – noun in Apposition

have been working –finite

very hard – adverb phrase

last couple of years – adverbial

to cut a good figure in the final examination – infinitive phrase

Find out determiner, modifier, headword, participle phrase, prepositional phrase, infinitive phrase, adverb, adverbial and finite in the following sentence:

The talented graduates engaged in teaching at CUET have been working sincerely last couple of years to establish CUET a centre of excellence.

Identify its basic structure.

How is it expanded? Explain.

What are the elements? Discuss.

Why do we expand sentences? And how can we do it?

What is sentence expansion?

Justify the six points in it (Grammar, structure, word class, phrase, clause, and connectives).

Sentence Analysis and Expansion

Whenever he heard the questions, the old man who lived in that house answered that the earth is flat.

Identify its basic structure.

How is it expanded? Explain.

What are the elements? Discuss.

Why do we expand sentences? And how can we do it?

What is sentence expansion?

Justify the six points in it (Grammar, structure, word class, phrase, clause, and connectives).

→ Subordinating
conj.

1. The old man answered (principal clause)
2. Whenever he heard the question (adverb clause of time, modifying *answered* in 1.)
3. Who lived in the house (adjective clause, qualifying *man* in 1)
4. That the earth is flat (Noun clause, object of *answered* in 1)

↑
That
w^t h^t n^t w^t r^t d^t a^t u^t s^t l^t

Principal Clause

Analyse the following sentence (Clause level):

S Everyone who knows you, acknowledges, when he considers case calmly, that you have been wronged.

NC → Pr Cl

adverb clause

Answer

→ 2 + Subj

1. This a complex sentence
2. There are four clauses in this sentence, such as
 - a. Everyone acknowledges... (Principal clause)
 - b. Who knows you. (Adjective clause, qualifying **everyone** in a.)
 - c. When he considers case calmly. (Adverb clause, modifying **acknowledges** in a.)
 - d. That you have been wronged. (Noun clause, object of **acknowledges** in a.)

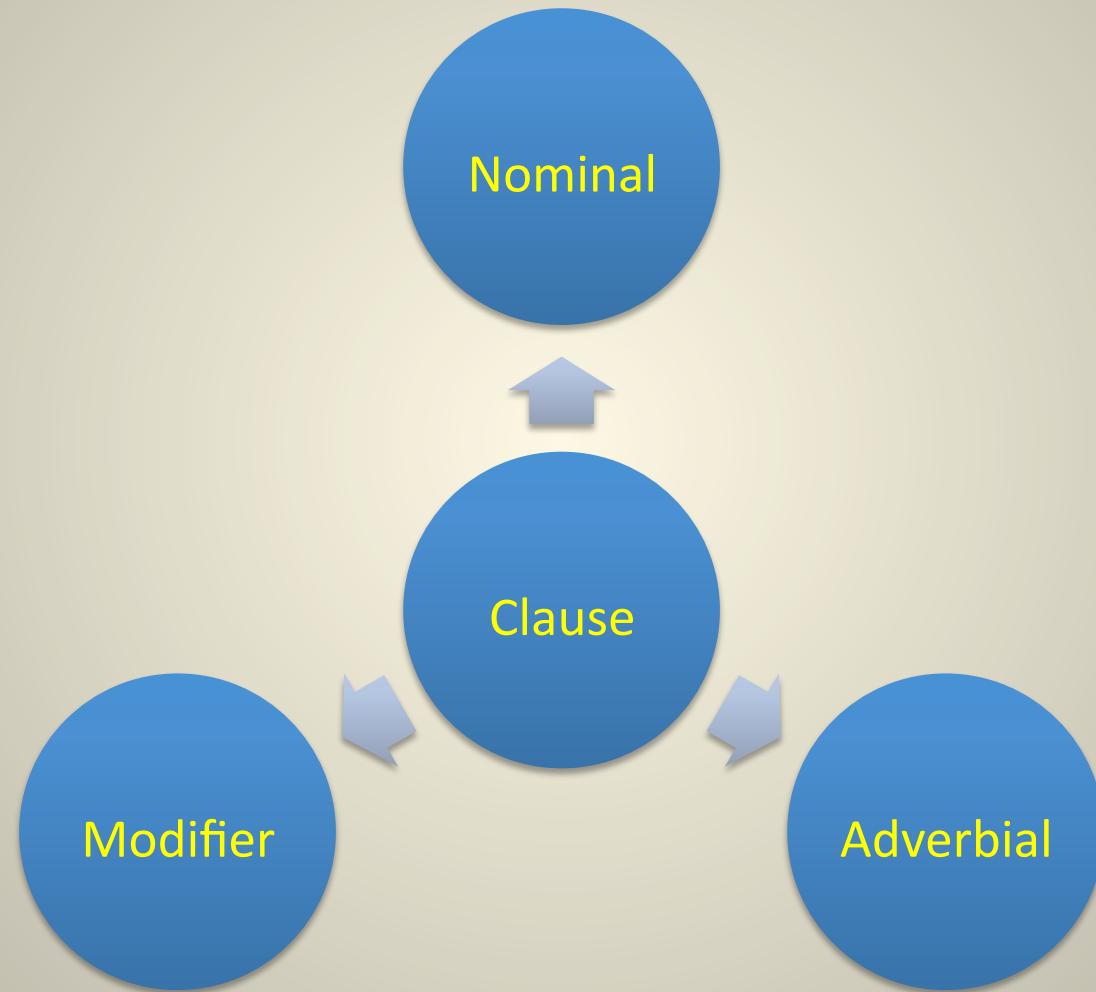
Clause and its kinds

A clause is a group of words which has a subject and a predicate of its own. It is a part of a sentence.

I think that he destroyed the letter which you sent there.

1. I think...(principal clause)
2. That he destroy the letter (Noun clause, object of *think* in 1)
3. Which you sent there(adjective Clause, subordinate to 2, qualifying *letter*)

Clause: its functional categories



Clause: its functional categories

Functionally, subordinate clauses can be of three types:

Nominal clause

It has a range of functions similar to that for noun phrase.

Modifier clause

Modifier clauses function as modifiers in phrases . One common kind of modifier is the relative clause, which modifies a noun.

Adverbial clause

It functions as adverbial element in sentence or clause structure.

Nominal clause

That you have come pleases me (subject).

He replied *that he would come* (object).

Pay careful attention to *what I am going to say* (Complement of preposition).

He gave his children *what they wanted* (Object Complement).

I do not understand *how it all happened* (adverbial).

Modifier Clause

Modifier clauses are used to modify the sentence elements. There are two types of modifier clause: **relative, and comparative clause.**

Relative clause

The books *that are consulted for lecture preparing* can be useful for the students as well.

The methods *which are used in research* are innovative in nature.

Comparative Clause

She is a better doctor *than I am.*

He spoke more rashly than he used to do

Adverbial Clause

subordinating conjunctions

When prime minister visits a place, everything becomes neat and clean.

When a heart attach occurs, the electronic device automatically produces charges of electricity that jolt the heart back into a normal rhythm.

How it all happens, I do not understand at all.

I do not know where she lives in.

When she reflected on the past three years, she realized the problems and challenges in her academic career.

Sentence Expansion

Example Sentence : I like ice cream

What kind?	Where?	How much/Many?
chocolate	From Cold Stone	Three scoops
Vanilla	at the beach	Day and night
with sprinkles	In my backyard	Every afternoon
frosty, cold	From the corner store	A giant bowl full

Example Expansion : I like three scoops of frosty, cold, chocolate ice cream while sitting on the beach.

Adverb clause

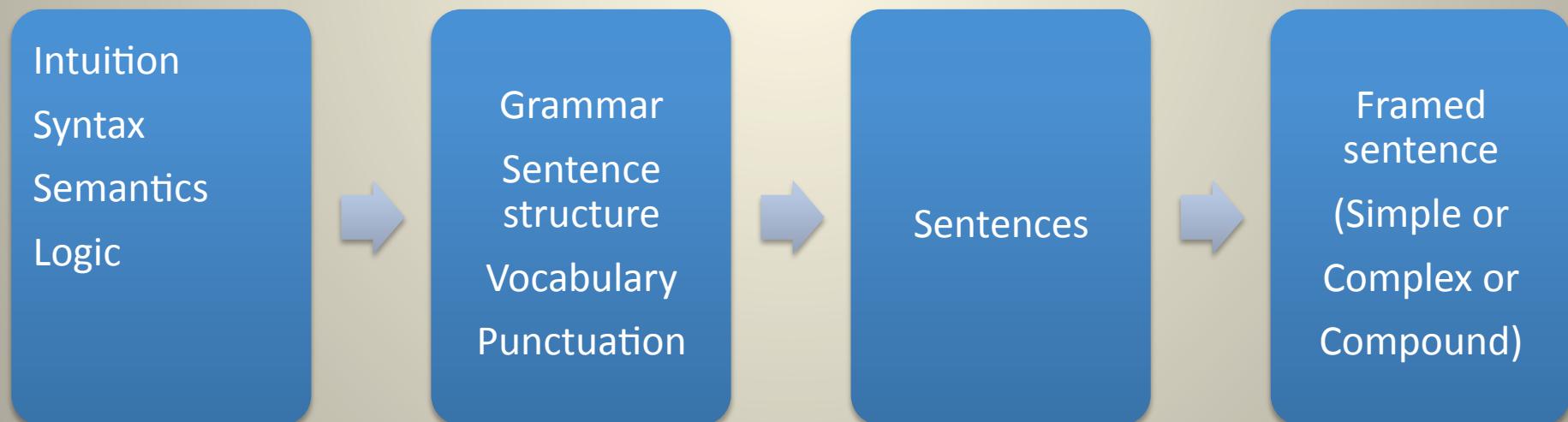
→ Pr. clause

→ dependent clause.

Synthesis of Sentences (Combining)

Synthesis is the process of joining two or more short, simple sentence to make one longer sentence.

Sentence combining applied in writing instruction is a puzzle in which every individual uses intuitions and syntax, semantics and logic. It does not mean that longer sentences are better than short sentences , rather, playing with ideas and shaping them into effective syntactical patterns that is useful for individual writing situation. Sometimes it can be long or short: simple, complex or compound. This technique helps in paraphrasing in academic writing.



Combining Sentence

Basic sentences:

Success is an endeavor.

Success is free from unwanted habit.

Success is harmony in human relations.

Success is perfection.

Success is health in mind and body.

Success is an endeavor, free from unwanted habit, harmony in human relations, perfection and health in mind and body.

Continued...

A frog had seen an ox. She wanted to make herself as big as he. She attempted it. She burst asunder.

- (1) A frog had seen an ox, and wanted to make herself as big as he; but when she attempted it she burst asunder.
- (2) A frog that had seen an ox, and wanted to make herself as big as he, burst asunder when she attempted it.
- (3) When the frog burst asunder, she was wishing and attempting to make herself as big as an ox which she had seen.
- (4) Because a frog, when she had seen an ox, wanted to make herself as big as he, and attempted it, she burst asunder
- (5) It is said that a frog, having seen an ox, wanted to make herself as big as he, and burst asunder in the attempt.

Exercise...

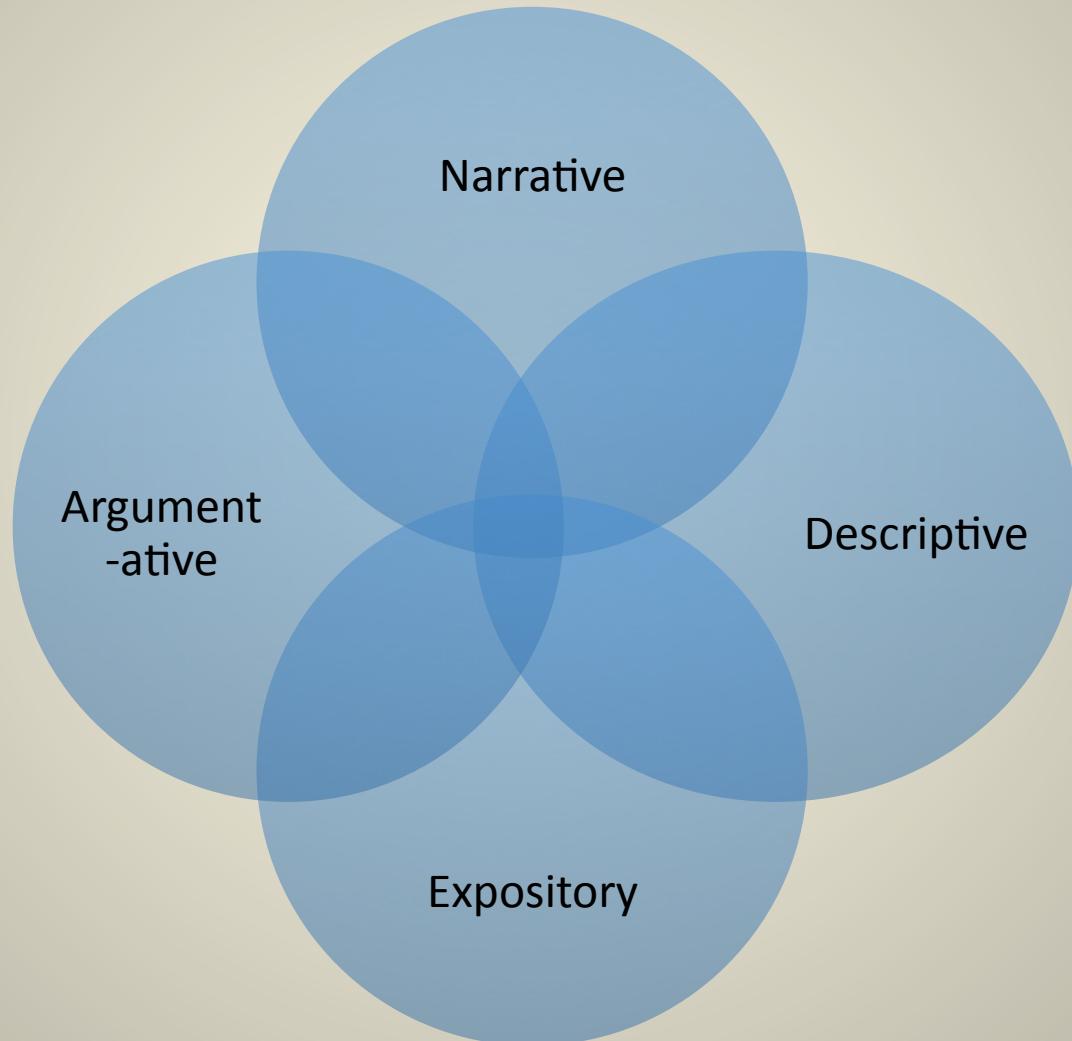
1. You have failed. I am sorry to hear it. You deserved to pass. I think it.
2. You may please him. You may displease him. He will promote you sooner or later accordingly. This is only right.
3. I sank into the water. I felt confused. Nothing can describe that confusion.

The following sentences are in mixed order. To form a paragraph they need to be reorganised. Underline the key sentence and put the sentences in the correct order.

- a. It is mainly formal, impersonal and objective.
- b. In most of these the writer is expected to include references to other writing or research.
- c. Academic writing is a particular kind of writing that can be recognised by its style.
- d. These include essays, research reports and articles, case studies, surveys, dissertations, theses, and examination papers.
- e. Other distinctive features will depend upon the specific types of academic writing.

C + a + d + b + e

Different types of Writing



There are four main types of writing: expository, persuasive, narrative, and descriptive.

Expository – Writing in which author's purpose is to inform or explain the subject to the reader.

Persuasive – Writing that states the opinion of the writer and attempts to influence the reader.

Narrative – Writing in which the author tells a story. The story could be fact or fiction.

Descriptive – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

Expository Writing

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. The author just tells you about a given subject, such as how to do something.

Key Points:

- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.

When You Would Use Expository Writing:

- Textbook writing.
- How-to articles.
- Recipes.
- News stories (not including opinion or editorial pieces).
- Business, technical, or scientific writing.

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This writing is expository because it is *explaining*. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

Non-example:

Everyone knows that the best part about fall is all of the pumpkin-flavored desserts. Pumpkin pie is the best fall treat because it is not only delicious but also nutritious. Pumpkin is filled with vitamin A, which is essential for a healthy immune system and good vision.

This is not expository because several opinions are stated, such as “Pumpkin pie is the best fall treat...” Although this excerpt contains a fact about pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

Descriptive

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Example:

In good descriptive writing, the author will not just say: "The vampire killed his lover." He or she will change the sentence, focusing on more details and descriptions, like: "The bloody, red-eyed vampire, sunk his rust-colored teeth into the soft skin of his lover and ended her life."

Key Points:

- It is often poetic in nature
- It describes places, people, events, situations, or locations in a highly-detailed manner.
- The author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing:

- Poetry
- Journal or diary writing
- Nature writing
- Descriptive passages in fiction

Example:

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing comes in a whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

This is an example because it describes aspects of the phone. It includes details such as the size, weight, and material.

Non-example:

So you just brought home a shiny new smartphone with a smooth glass screen the size of your palm. The first thing you will want to do when purchasing a new cell is buy a case. Cracking your screen is an awful feeling, and protection is inexpensive when you compare it to the costs of a new phone.

Even though this example uses adjectives, you can tell that this is not an example of descriptive writing because the purpose is not to describe the phone—it’s to persuade you to buy a case.

Persuasive writing

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

- Persuasive writing is equipped with reasons, arguments, and justifications.
- In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.
- It often asks for readers to do something about the situation (this is called a call-to-action).

When You Would Use Persuasive Writing:

- Opinion and editorial newspaper pieces.
- Advertisements.
- Reviews (of books, music, movie, restaurants, etc.).
- Letter of recommendation.
- Letter of complaint.
- Cover letters

Example:

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

This is persuasive writing because the author has a belief—that “this city should consider placing a bid to host the Olympics”—and is trying to convince others to agree.

Non-example:

According to legend, the Olympics were founded by Hercules. Now almost 100 countries participate in the Games, with over two million people attending. So cities from Boston to Hamburg begin considering their bid to be a host city more than 10 years in advance.

All of these statements are facts. Therefore it’s expository. To be persuasive writing, you must have an opinion that you’re trying to persuade people of—then, of course, you will support that opinion with evidence.

Narrative writing

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: "What happened then?"

Key Points:

- A person tells a story or event.
- Has characters and dialogue.
- Has definite and logical beginnings, intervals, and endings.
- Often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

Examples of When You Would Use Persuasive Writing:

- Novels
- Short stories
- Novellas
- Poetry
- Autobiographies or biographies
- Anecdotes
- Oral histories

Example:

“I don’t think that’s a good idea,” said Jaelyn.

“You never used to be such a girl!” retorted Orin, pushing open the door.

Reluctantly, Jaelyn followed.

This is a narrative because it’s telling a story. There are different characters conversing, and a plot is unravelling.

Non-example:

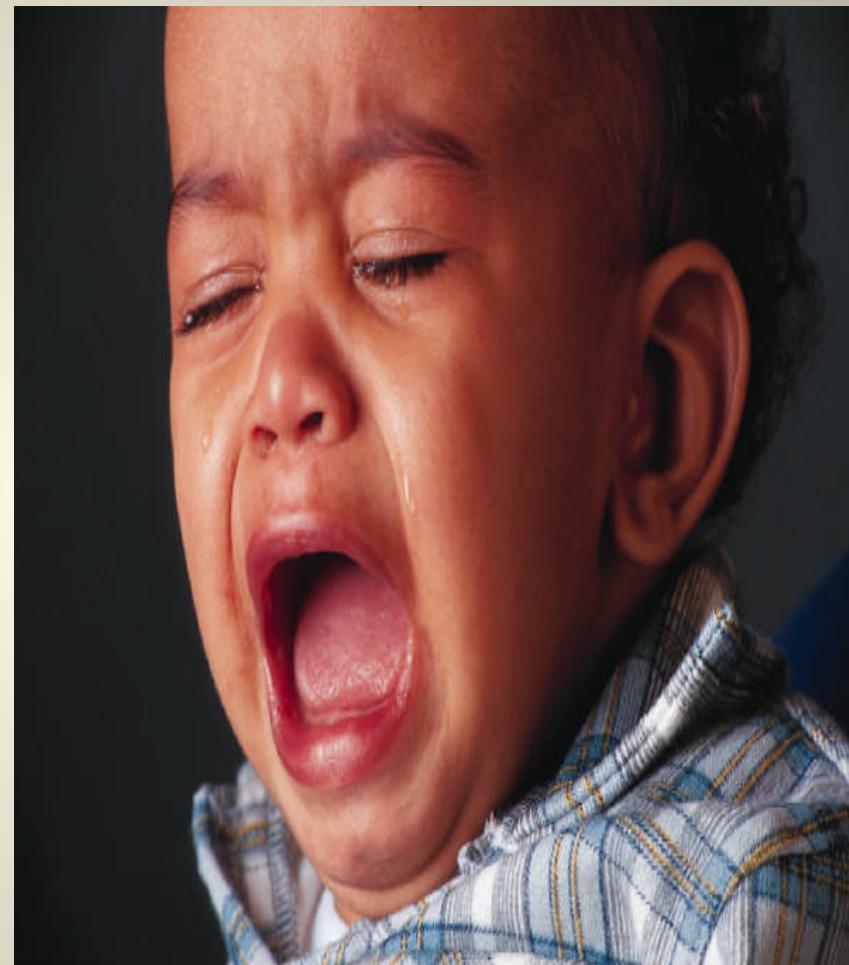
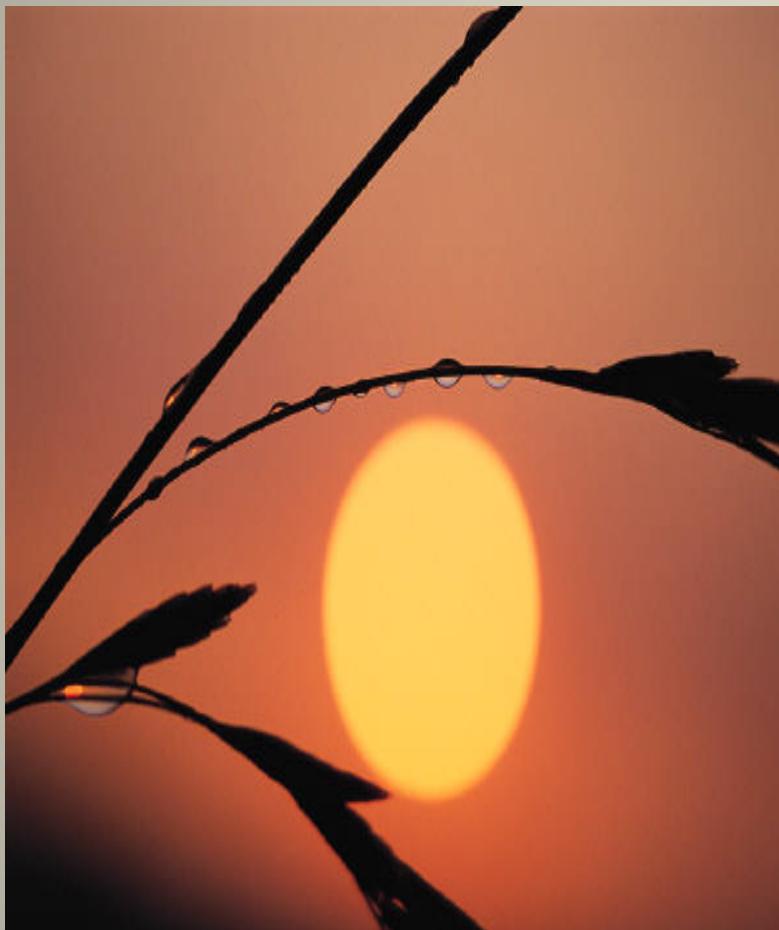
Cutting Edge Haunted House holds the Guinness World Record for the largest haunted house on earth. It’s located in a district in Fort Worth, Texas known as “Hell’s Half Acre” in a century-old abandoned meat-packing plant. The haunted house takes an hour to complete, winding through horrific scenes incorporating the factory’s original meat-packing equipment.

While this would serve as a worthy setting for a story, it would need a plot before it could be called a narrative.

Conclusion

These are the four different types of writing that are generally used. There are many sub-types of writing that may fall in any of those categories. A writer must know all these styles in order to identify the purpose of his or her own writing and make sure it's something the audience wants to read.

Photo talks...



Writing is a recursive process that is associated with thoughts and imagination.

Think

Imagine

Write

Preserve

Title expresses...

Technical

Writing

Presentation

Writing

Writing is the process of using symbols: letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form.

Writing is the important way to evaluate one' work, learning and intellect.

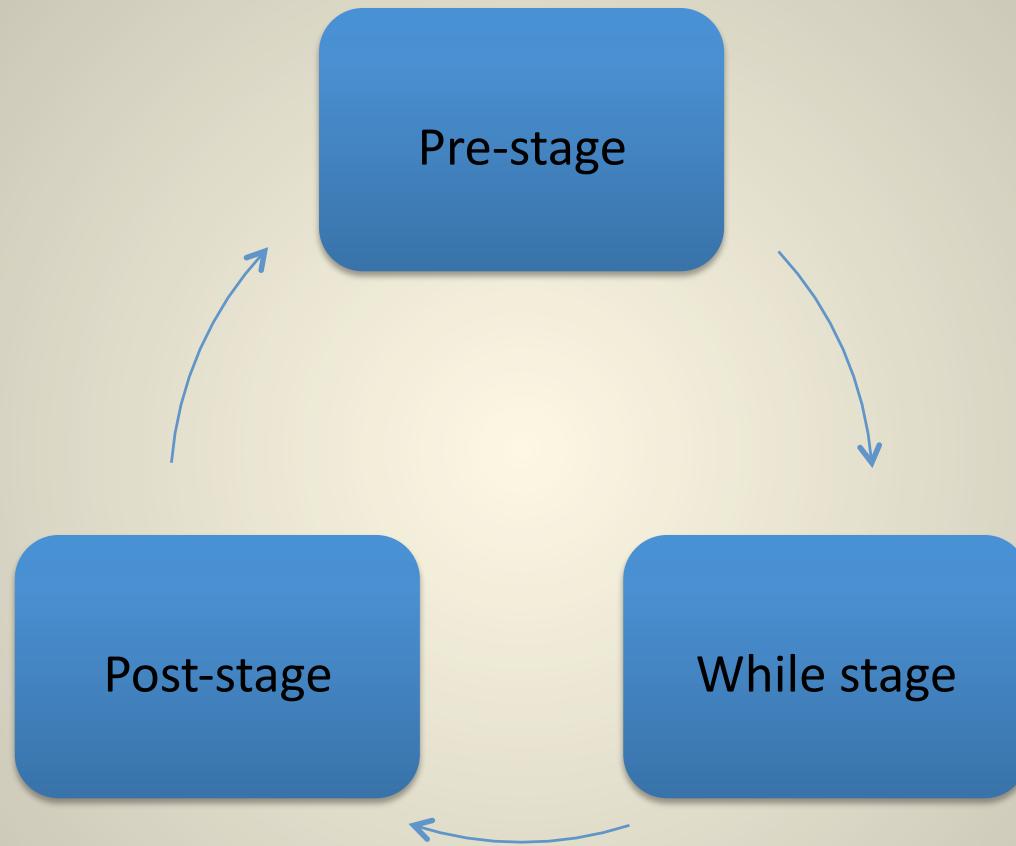
Writing demonstrates one' personality.

It is a process to make one's ideas and thoughts evident.

Writing helps giving feedback to one's work.

Writing helps preserving ideas so that one can use them later.

Three stages of Writing



Pre-writing activities:

Thinking and jot down the ideas
Storm the brain to generate ideas

While stage activities:

To write as much as possible
Do not correct mistakes while writing
Just to concentrate on writing

Post-stage activities:

To reread, revise and edit
To incorporate self review feedback, peer reviewer feedback
and subject expert's opinion to get final draft

What is writing? What are the stages, and potential issues of writing?

What is technical writing? Discuss its features.

What is the difference between technical and academic writing?

What are the characteristics of academic writing?

What are the different types of writing? Explain.

Discuss the fundamental issues of writing.

What are the purposes of writing? Discuss.

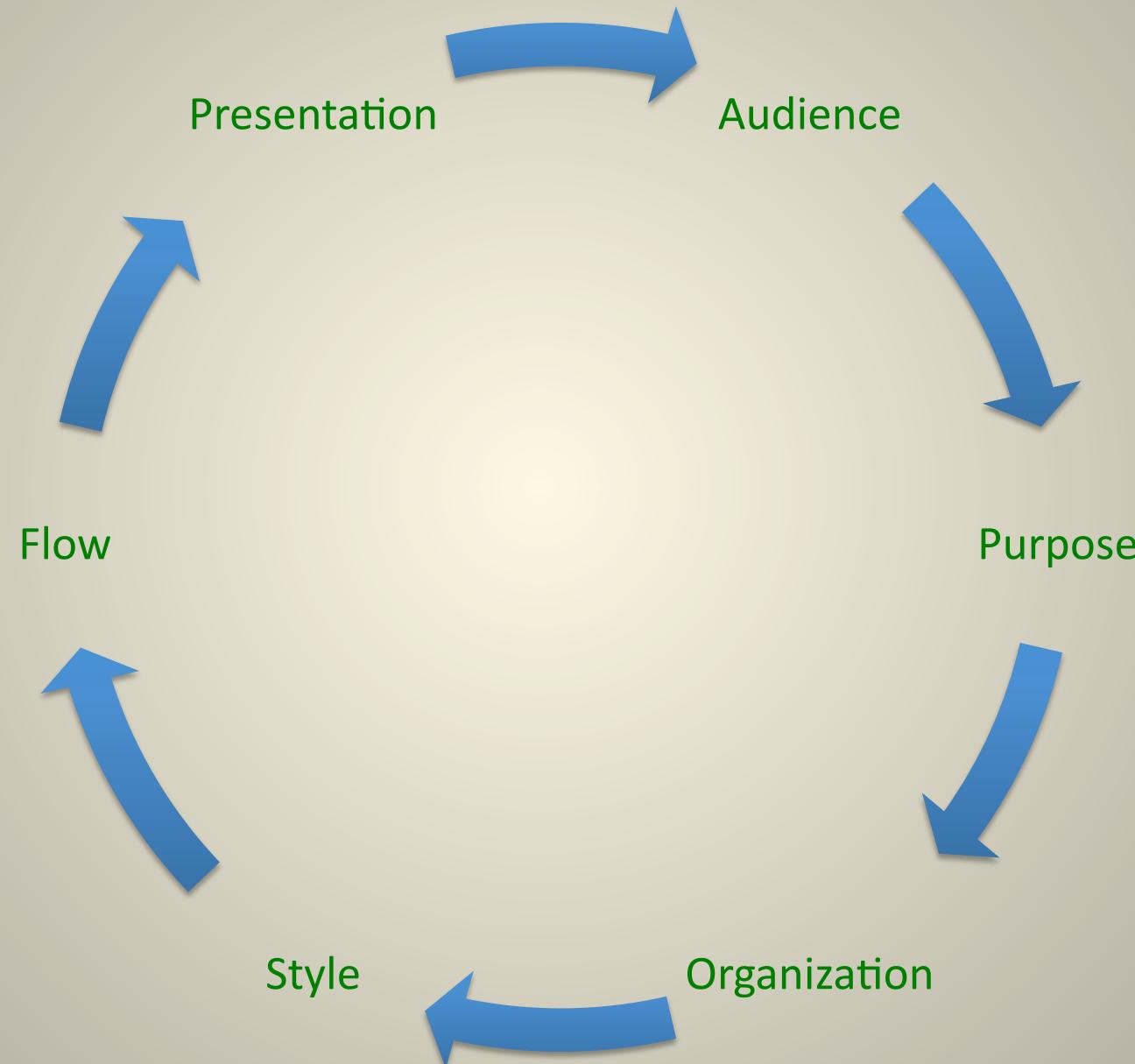
Whom do we write?

Why do we write?

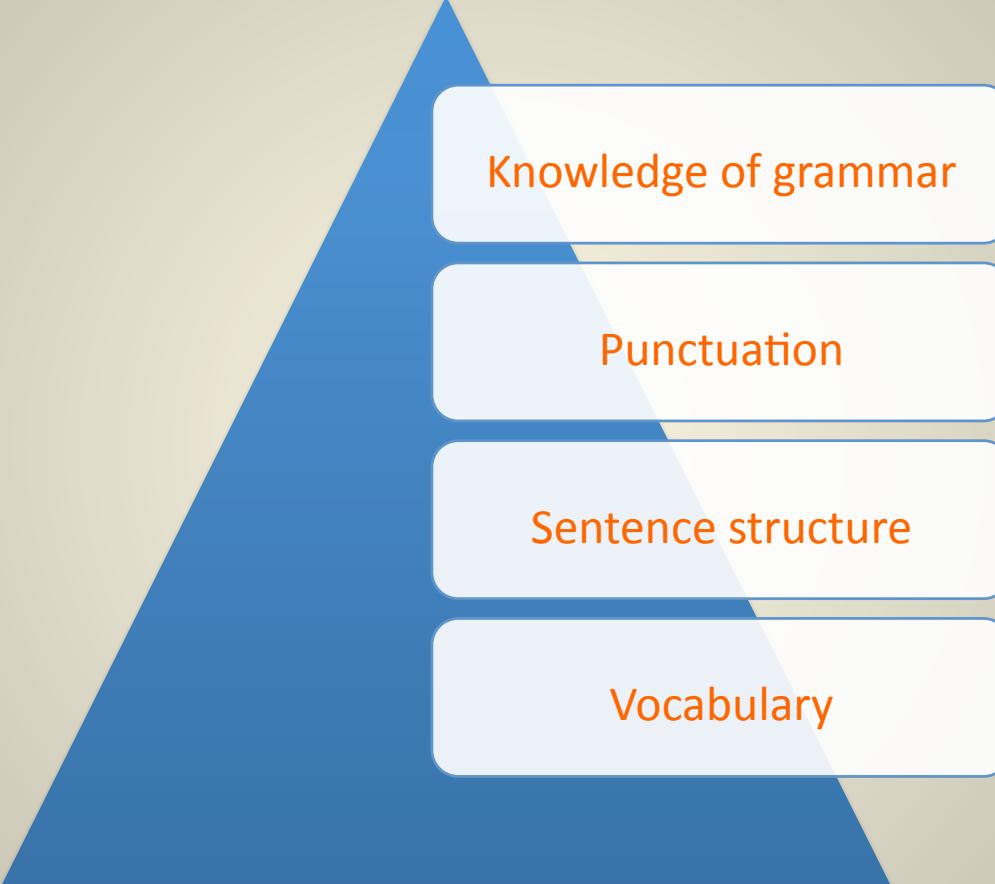
How do we write?

Why is it important?

Potential extrinsic issues of Writing



It is essential to understand the basic system of a language to write clearly. Some intrinsic issues to learn for writing effectively. In English this include:



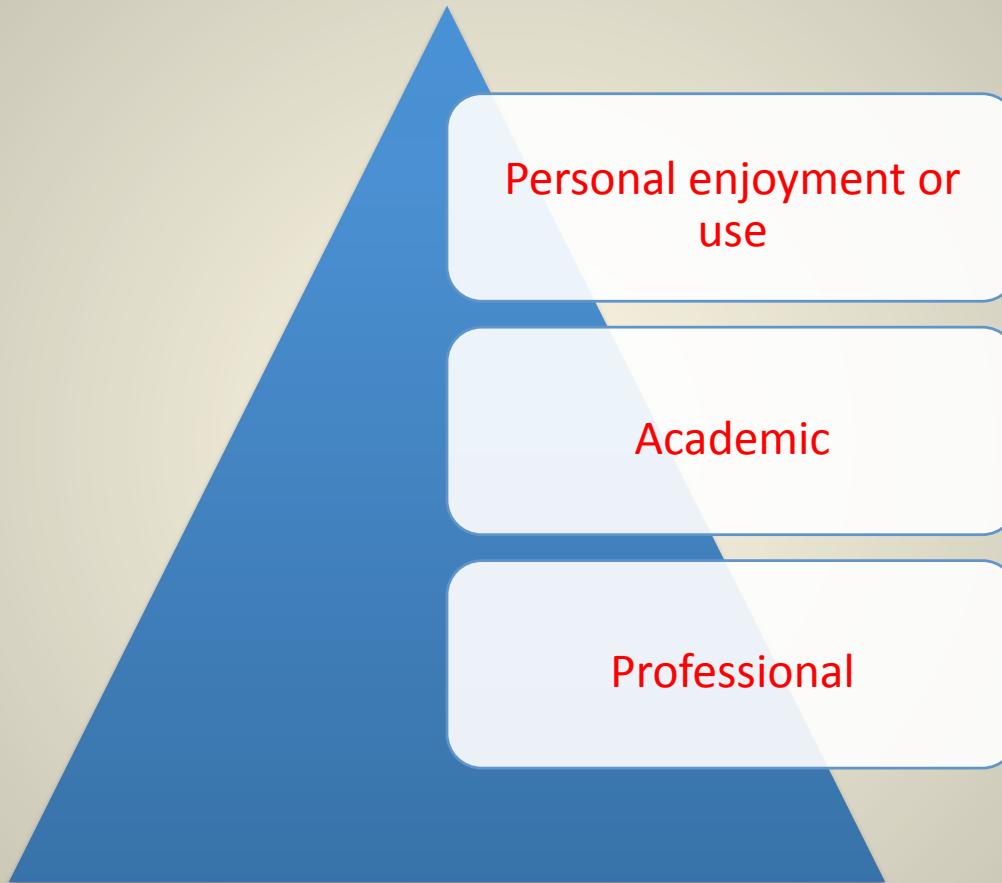
Knowledge of grammar

Punctuation

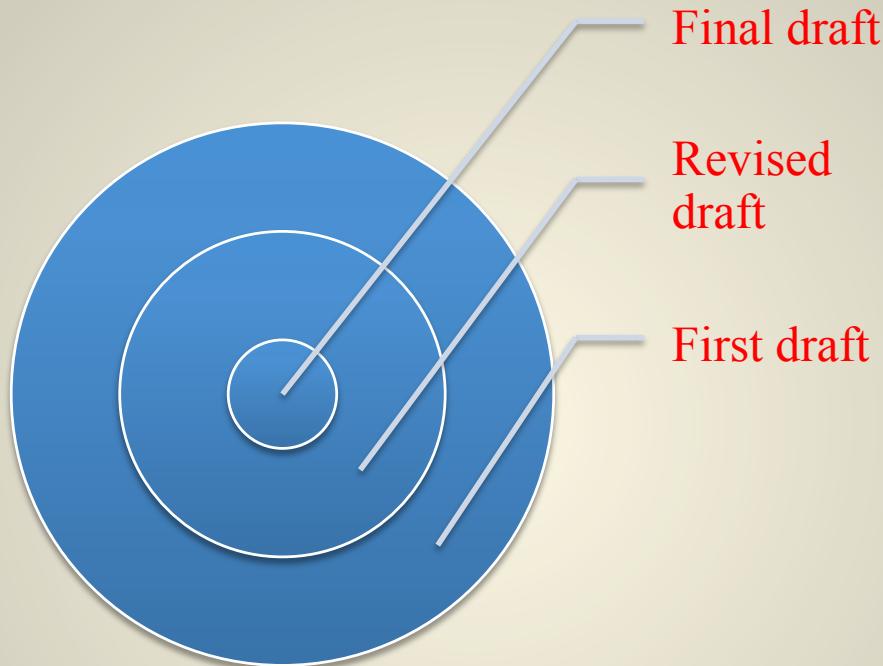
Sentence structure

Vocabulary

Purposes of Writing

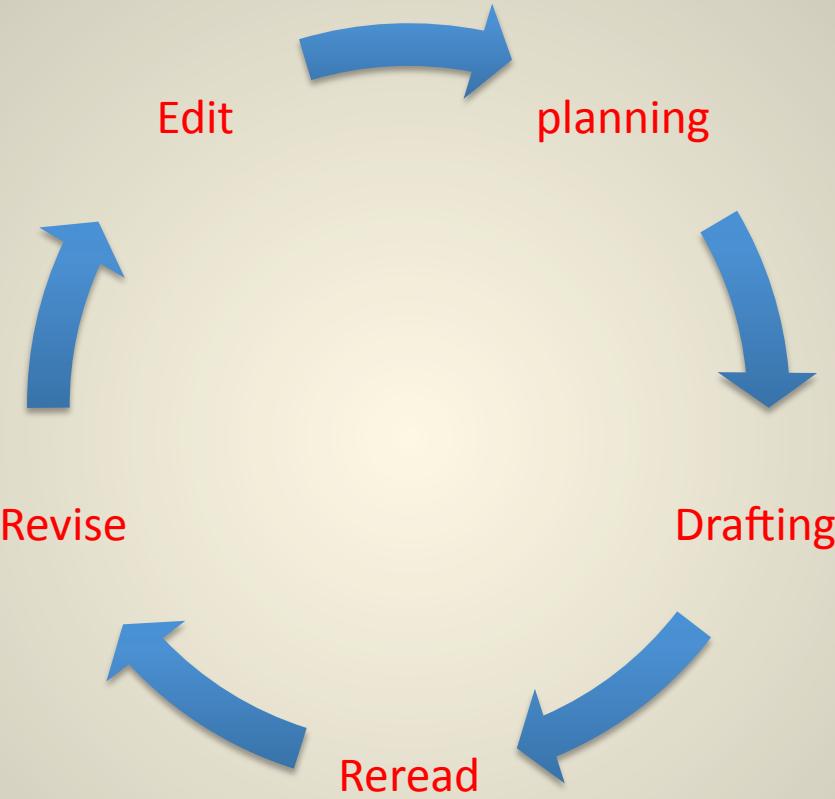


Writing is a Process



'in terms of length of the written works, within the maximum there is the minimum, and within the minimum is the maximum'.

Process of getting the final draft



Incorporate feedback to get final draft of written work...



10 tips to sharpen writing

Lead with your main idea

Vary the length of your sentences

Put key words and ideas at the beginning
or end of a sentence

Vary sentence types and structures

Use active verbs

Use specific nouns and verbs

Cut the clutter

Read aloud when you revise

Actively edit and proofread

Use a dictionary

Technical Writing and Presentation

Technical writing is informative in nature and goes under English for Specific Purpose (ESP), a method of Teaching English more accurately. English varies from field to field like Business English, Technical English, Medical English, Scientific English, English for Tourism, English for Art Purposes, etc.

Technical reports are a vital tool for engineers to communicate their ideas. This course introduces technical report writing and teaches the techniques one needs to construct well-written engineering reports. We will look at a technical report and its key issues such as referencing and citations; presenting equations, diagrams and data; and using language and tenses correctly.

Purpose of Technical Writing

Every type of writing has a goal. There are some forms of writing that are geared to telling a story and there are other forms of writing that are geared to expressing opinions. The main purpose of technical writing is to provide sometimes complex information. This is the type of writing that will:

- Assist a person with understanding more about a particular item, such as a computer or a new drug or a new piece of technology.
- Explain how an object works or how to complete a project.
- Technical writing is targeted to readers who are looking for information on a particular topic. The goal in targeting this group is to make sure that the information provided is clear, concise and easy for anyone to understand.

Document categories of technical writing

Technical writing includes various form of documents in science, engineering, and the skilled trades. The major types of documents in technical writing can be grouped into four major categories:

- Reports and communications in day-to-day business
- Technical papers, magazine articles, books, and theses for purposes of education, teaching, and the sharing of information and knowledge
- Patents
- Operational manuals, instructions, or procedures

Characteristics of Technical Writing

Technical writing is one of the potential forms of writing. It has certain characteristics, which distinguish it from other types of writing. Ten general characteristics of technical writing are listed:

- It pertains to a technical subject
- It has a purpose
- It has an objective
- It conveys information/facts/data
- It is impersonal
- It is concise
- It is directed
- It is performed with a particular style and in a particular format
- It is archival
- It cites contributions of others

Uses of Technical Writing

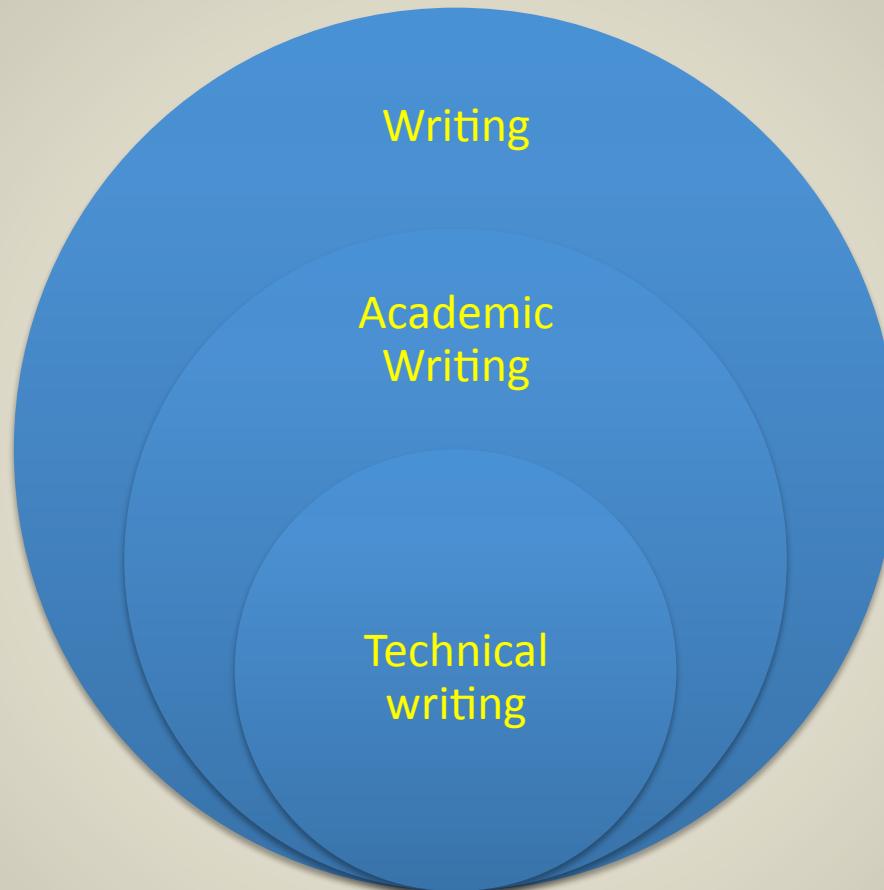
With understanding the characteristics of technical writing, you can better comprehend how this type of writing is used. Technical writing is found everywhere. There are a variety of different types of writing which use a technical style. For example, instructions of all sorts are a perfect example of technical writing.

- When you open up an instruction manual, as the reader, the goal is to be informed about the product so that you can use it as efficiently as possible.
- Lab reports are another example of technical writing. The main purpose of a lab report is to explain the occurrences in a lab so that others will be able to gain information.
- Driving directions can be considered a type of technical writing, as the goal is to clearly and efficiently provide instructions on how to go from point A to point B.
- Overall, technical writing is a very useful form of writing that is encountered by everyone almost every day.

Academic VS Technical writing

Features	Academic	Technical
Purpose	<p>It is to present the results of one's knowledge, personal research, and to present one's point of view.</p> <p>Academic achievements purposes</p>	<p>It is to teach someone how to use a specific product or service and it is instructional.</p> <p>Business and professional</p>
audience	<p>The audiences are completely different. The academic writing is to fellow scholars, and often, depending on the journal or publication, to the general public.</p>	<p>The technical writer is writing to the user of the product or the service, or to government inspectors who need to see how the company carries out certain tasks.</p>
Teachability	<p>The important variable here is teachability. If an academic writer who wants to become a technical writer is not teachable, especially coming from the academic and liberal arts world, he/she will not be a good technical writer.</p>	

Writing



Common types of academic writing



Notes

A piece of research, either individual or group work, with the topic chosen by the student(s).

Reports

The longest piece of writing normally done by a student (20,000 + words) often for higher degree, on a topic chosen by the student.

Project

A written record of the main points of a text or lecture, for student's personal use.

Essay

A general term for any academic essay, report, presentation or article.

Dissertation /
Thesis

A description of something a student has done e.g. conducting a survey.

Paper

The most common type of written work, with the title given by the teacher, normally 1000-5000 words.

Name the following definitions:

A short summary of 100-200 words, which explains the paper's purpose and main findings.

A list of all the sources the writer has mentioned in the text.

A list of sources which are not mentioned in the text but read for background information.

A section, at the end, where additional information is included.

A short section where people who have helped the writer are thanked.

Part of the main body in which the writer discusses relevant research.

A section where one particular example is described in detail.

Answers

1. Abstract
2. Reference
3. Bibliography
4. Appendix
5. Acknowledgement
6. Literature Review
7. Case Study

The format of long and short writing tasks

Short essays (including exam answers) generally have this pattern:

Introduction



Main Body



Conclusion

Longer essay may include:

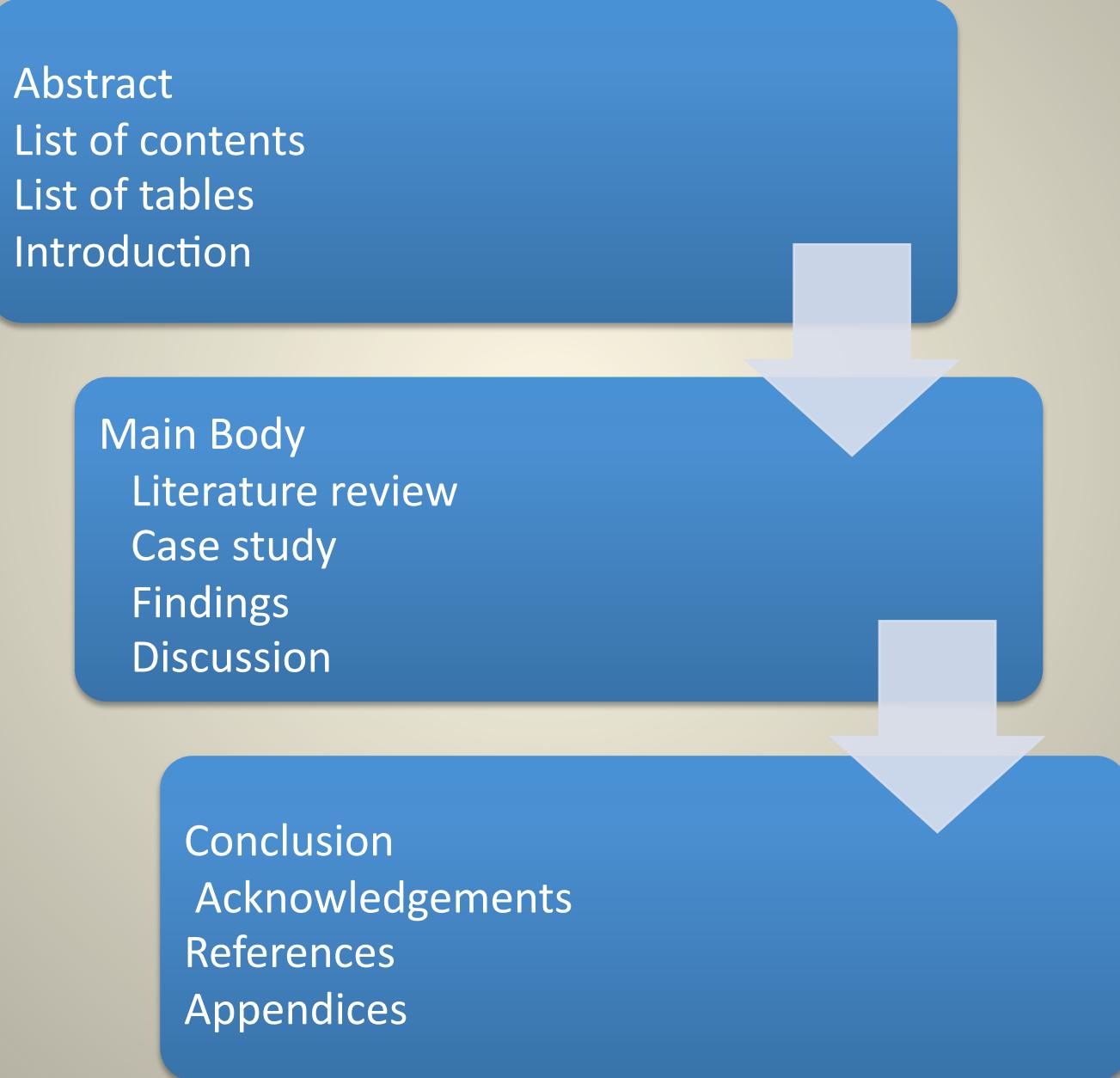
Introduction

Main Body
Literature review
Case study
Discussion

Conclusion
References
Appendices

Dissertation and journal articles may have:

- Abstract
- List of contents
- List of tables
- Introduction



- Main Body
- Literature review
- Case study
- Findings
- Discussion

- Conclusion
- Acknowledgements
- References
- Appendices

What topics will we need to cover?

Why technical reports are important for communicating ideas and concepts

The anatomy of a technical report

How to write aims and objectives

Citing and referencing

Presenting equations and nomenclature

Figures, diagrams and labeling

Presenting data

Units, precision and errors

Use of language and tense

How and why to write discussion sessions

Writing an abstract

Finally...

Be able to

Explain what a good technical engineering report is and what they are used for.

Evaluate what a good report looks like.

Use a technical report to communicate information.

Apply knowledge of what goes into the key sections of a report to produce a complete report.

Paragraph and its characteristics and structure

- Paragraph is the development of a single topic.
- It is written in a para.
- It has three parts in its structure:
 - (a) Topic sentence or, unlocking sentence or, thematic sentence or, opening sentence.
 - (b) Main Body (Development of the topic sentence)
 - (c) Locking sentence or, ending sentence or, concluding sentence.
- In a paragraph each sentence is equally important

Steps of well composed academic paragraph writing

Decide the topic of the subject

Develop a topic sentence

Demonstrate your points

Give your paragraph a meaning

Conclude

Look Over and Proofread

Paragraph and academic paragraph

A paragraph becomes an academic paragraph when it includes,

- a) Paraphrasing
- b) Citation
- c) Quotation
- d) Reference
- e) Specific sentence structure
- f) Particular paragraph organization
- g) Academic tone (Language use and vocabulary)
- h) Use tenses correctly

Critical Analysis

A number of problems associated with the traditional routines of handover practices have been identified. Baldwin and McGinnis (1994, pp. 61-64) find that many handovers are unnecessarily lengthy which means that there is an unacceptable period of time during each shift when nurses are not available in the ward or unit. Another area that has received attention is the content and presentation of handover information. Wills (1994, p. 36) observes “an unprofessional approach has been noted among some nurses, with derogatory comments about patients or their families”. Lastly, there is the issue of what information nurses actually pass on during the handover. It appears that:

Nurses frequently report on their own activities over the shift rather than providing patient centred information. Information obtained from discussions with relatives is rarely relayed onto other nursing staff, and of the patient information reported, most is described from a medical perspective rather than focusing on the discussion of nursing related information. (*Professional Nurse*, 1997, p. 637)

Thus, many serious problems have been identified in traditional handover practices, which may reflect on the professional standing of nurses in this profession.

What to look into...

1. Paragraph Structure (e.g. Unlocking sentence, main body and locking sentence)
2. Sentence Construction
3. Linking device or cohesive ties
4. Use of Tense and Vocabulary (e.g. Reporting Verb)
5. Conventions of Academic Writing, such as paraphrasing, quotation (long and short), citation, and referencing.

Paragraph Types

7 types

✓ Compare and/ or contrast

✓ Argument / Persuasion

✓ Description

✓ Expository / Explanation

✓ Classification

✓ Illustration

✓ Recount / Narration

Paragraph types: Compare and/or contrast

A compare and/or contrast paragraph is required if you are asked to examine similarities and/or differences. Compare focuses on similarities. Contrast focuses on differences.

Topic sentence identifies the topic and the intention to compare and/or contrast X and Y; comments on the degree of similarity or difference. Support Sentences describe and compare features of chosen topics

Concluding Sentence summarises and interprets differences and similarities.

Compare and contrast paragraph

There are several characteristics which distinguish plants from animals.. Green plants are able to manufacture their own food from substances in the environment. This process is known as photosynthesis. **In contrast**, animals, including man, get their food either directly from plants or indirectly by eating animals which have eaten plants. Plants are generally stationary. Animals, **on the other hand**, can usually move about. In external appearance, plants are usually green. They grow in a branching fashion at their extremities, and their growth continues throughout their lives. Animals, **however**, are very diverse in their external appearance. Their growth pattern is not limited to their extremities. It is evenly distributed and only occurs in a definite time period. **Therefore, the differences between plants and animals is quite significant.**

Paragraph types: Argument

An argument paragraph presents a point of view and provides evidence for the point of view taken.

An argument is an opinion supported by facts. Writers refer to opinions as claims and facts as evidence. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, statistics, confirmed facts, and expert research.

For the claim to be persuasive, an argument writer must support it with the most effective evidence that comes from a variety of credible sources. Credible sources are websites, reports, and articles developed by experts and journalists.

Topic Sentence identifies what is being argued for or against.

Support Sentences include facts, examples, appeals to authority or counter-argument to back up your point of view. Present your reasons in order of importance: from most important to least important.

Concluding Sentence restates what is being argued for or against and why.

Epidemiological studies have severe limitations. Firstly, such studies can seldom be made in adherence to all the requirements of experimental science since the 'objects' being studied are people and they come with a variety of behaviours and appetites. Secondly, the study can take place only in the conditions that have occurred, and not in a laboratory re-creation of them where certain factors can be varied systematically to determine their influence and effect. Most seriously, epidemiological studies can take decades to be completed, so that by the time a positive result becomes evident, large numbers of workers may have been damaged or injured irreversibly. Hence, the identification of occupational disease cannot be allowed to rest on epidemiology alone — in effect, to a policy of 'counting the victims'. It must be backed by experimentation and other methods of predicting the likely health impact on workers of new chemicals, processes or technologies.

Paragraph types: Description

A description paragraph is required when you are asked to write about how something looks, sound, smells, tastes or feels. You should provide specific details of the most important features and use appropriate adjectives to describe attributes and qualities.

Topic Sentence identifies the phenomenon to be described.

Support Sentences give an organized description of its parts, functions and characteristics.

Ways of sequencing include the following:– from left to right– from most important features to least important features– from main characteristics to minor details.

Concluding Sentence (usually unnecessary)

Useful transitional words and phrases

in the foreground, in the middle distance, in the background, in the far distance,
next to, near, up, down, between, above, below, on top of, beneath, left right,
centre, front, back, middle, in the interior, on the exterior, on the inside, on the
outside, surrounding

Describe the major characteristics of obsessive compulsive disorder.

Obsessive-compulsive disorder (OCD) is a severe and disabling clinical condition. It usually begins in late adolescence or early adulthood. OCD is characterised by obsessive thoughts that continue regardless of efforts that are made by the sufferer to challenge the behaviours. People with OCD frequently perform tasks repetitively because they are seeking relief from the anxiety that is created by their obsession. Some common compulsions that sufferers may have include counting specific things (such as money, footsteps, letters), repeatedly washing their hands, continually clearing their throats, persistently ensuring that certain items are in a straight line, repeatedly check that their parked cars have been locked before leaving them, constantly organising things in a certain way, turning lights on and off, opening and closing doors, touching objects a set number of times before exiting a room, walking in a certain routine by stepping on a certain colour or shape of floor tile. The strength of the observed addiction or compulsion leads to a diagnosis of the disorder.

Paragraph types: Explanation

An explanation paragraph is required if you are asked to describe how something works or is done.

Useful transitional words and phrases

For beginning an explanation at first, initially, to begin with, in the beginning, first of all, the first step

For continuing an explanation while, as, at the same time, the next step, after, next, then

For ending an explanation finally, eventually, at last, the final /last step

How is cheese made?

The general principles of making cheese from milk have changed little for nearly 3000 years. The aroma, texture, and taste of cheese depend on slight variations of the process used to produce it, but all methods consist of two to four basic steps. The first step consists of the coagulation of the protein 'casein' by adding acid or enzyme to the milk. Next, the liquid, called whey, is drained, leaving a semi-solid cheese, called curds, which may be eaten in this form or processed further. All soft or cream cheeses are of this type. Hard cheese undergoes two additional steps in the process. The semi-solid cheese is matured until it reaches the required level of acidity, at which time it is salted and pressed into forms or moulds to give it the distinctive shape and size of a particular cheese. The final step is the aging process during which the world's most famous cheeses acquire their unique flavours from the place and length of storage.

Paragraph types: Classification

In a classification paragraph, separate items are grouped into categories according to shared characteristics. Depending on the subject, you may be asked to classify people, organisms, things or ideas.

Topic sentence identifies what is to be classified and the categories used.

Support Sentences give more information about each of the categories.

Concluding Sentence (optional)

Useful transitional words and phrases● can be divided, can be classified, can be categorised● the first/second/third type, the first/second third category

How did Malinowski classify folktales?

Malinowski proposed a three-way classification for folktales and distinguished between myth, legend and fairy story. The first of these, he suggested, represents a statement of a higher and more important truth of a primeval reality. As such, it is regarded as sacred. Fairy stories, on the other hand, are simply entertainment. Nobody attaches any special significance to them, and nobody believes them to be true. Legends, however, are believed to be true historical accounts.

How can the Hindu population of India be classified?

The whole Hindu population of India can be divided into four castes or varna. The highest of these castes is that of the Brahmans or priests. The next highest is the varna of the warriors, known as the Kshatriya, or sometimes the Rajput caste. Below this comes the Vaishya or merchant caste and the lowest caste is known as the Sudra caste. While castes are traditionally associated with a type of occupation, in modern India, occupations are not a reliable guide to caste.

Paragraph types: Illustration

In an illustration paragraph, specific examples are used to clarify and support a general statement.

Topic Sentence makes a general statement.

Support Sentences give one or more specific examples.

Concluding Sentence (usually unnecessary)

Useful transition words and phrases

for example, for instance, an illustration of this, another example

Where are piedmont glaciers found?

Piedmont, or mountain, glaciers are found in many parts of the world. In North America they are distributed along the mountain ranges of the Pacific Coast from central California northward. They abound in the Andes range in South America and are familiar and greatly admired spectacles in the Alps, the Pyrenees, the Caucasus Mountains and the mountains of Scandanavia. Rivers of ice flow down the valleys of various Asian mountain ranges, including the Himalayas, the Hindu Kush, and the Karakoram and Kunlun ranges. They are also a feature of the Southern Alps of New Zealand and are found in the lofty mountains of New Guinea. The largest piedmont glaciers are the Malaspina and Bering glaciers, both in Alaska.

Paragraph types: Recount

Whenever you have to relate what happened in a particular situation, you will use recount. While you will not often be required to simply tell the story of something, recount paragraphs are frequently used in longer written texts. In many cases, a recount will provide the background for other kinds of writing.

Topic Sentence identifies the point of the narrative.

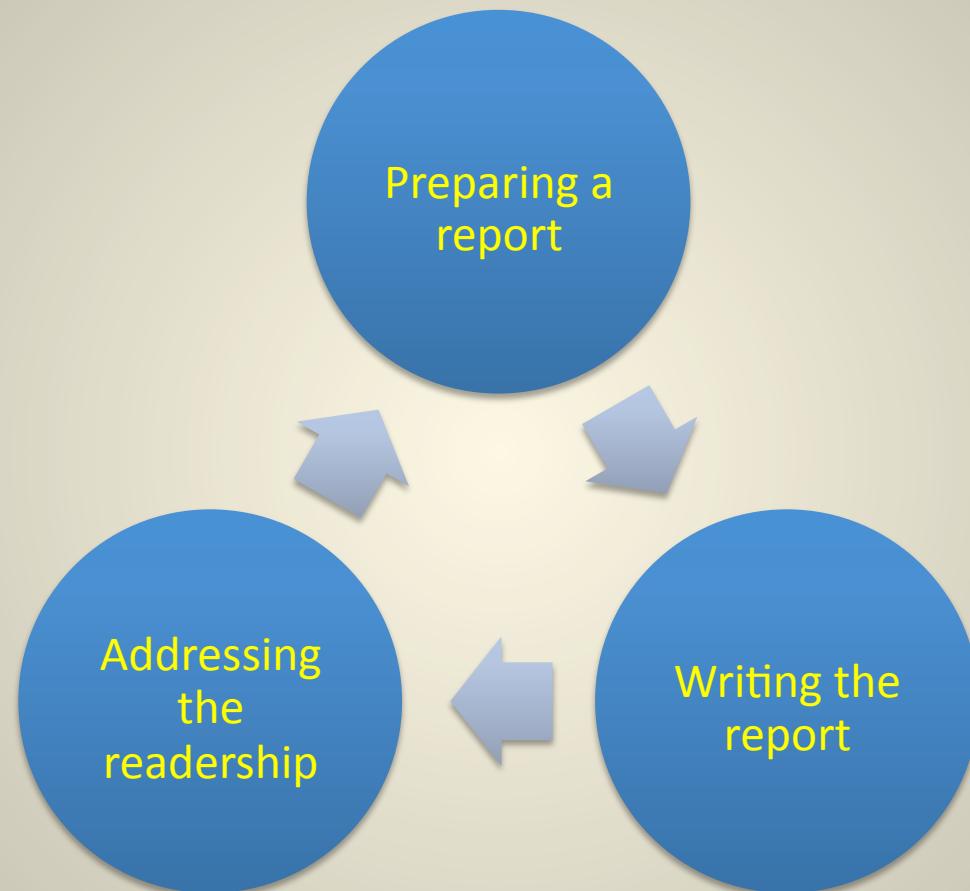
Support Sentences describe and/or explain what happened in the order in which it occurred: chronological order.

Concluding Sentence (optional) comments on the significance of the narrative or re- states the point of the narrative.

Useful transitional words and phrases• first, second, third, fourth, fifth*,• before, during, while, as soon as, at the same time, after,• then, soon, next, later, finally. • *NEVER go beyond 'fifth'. Use other expressions for variety.

Douglas Stewart was born at Eltham, Taranaki, in New Zealand on 6 May, 1913. He was educated at New Plymouth High School and the Victoria University College, where he studied law. He abandoned law for journalism and came to Australia in 1938. After a short period of newspaper work, he joined the Bulletin staff, becoming the journal's chief literary and art critic. Stewart remained editor of the Bulletin's Red Page until 1961 when he joined Angus and Robertson as literary advisor, continuing in this role until 1973. Stewart wrote short stories, verse dramas and poetry, as well as literary essays, autobiographical works and critical biographies. He died in Sydney in 1985.

Steps of Technical Report Writing



Step -1: Preparing a Report

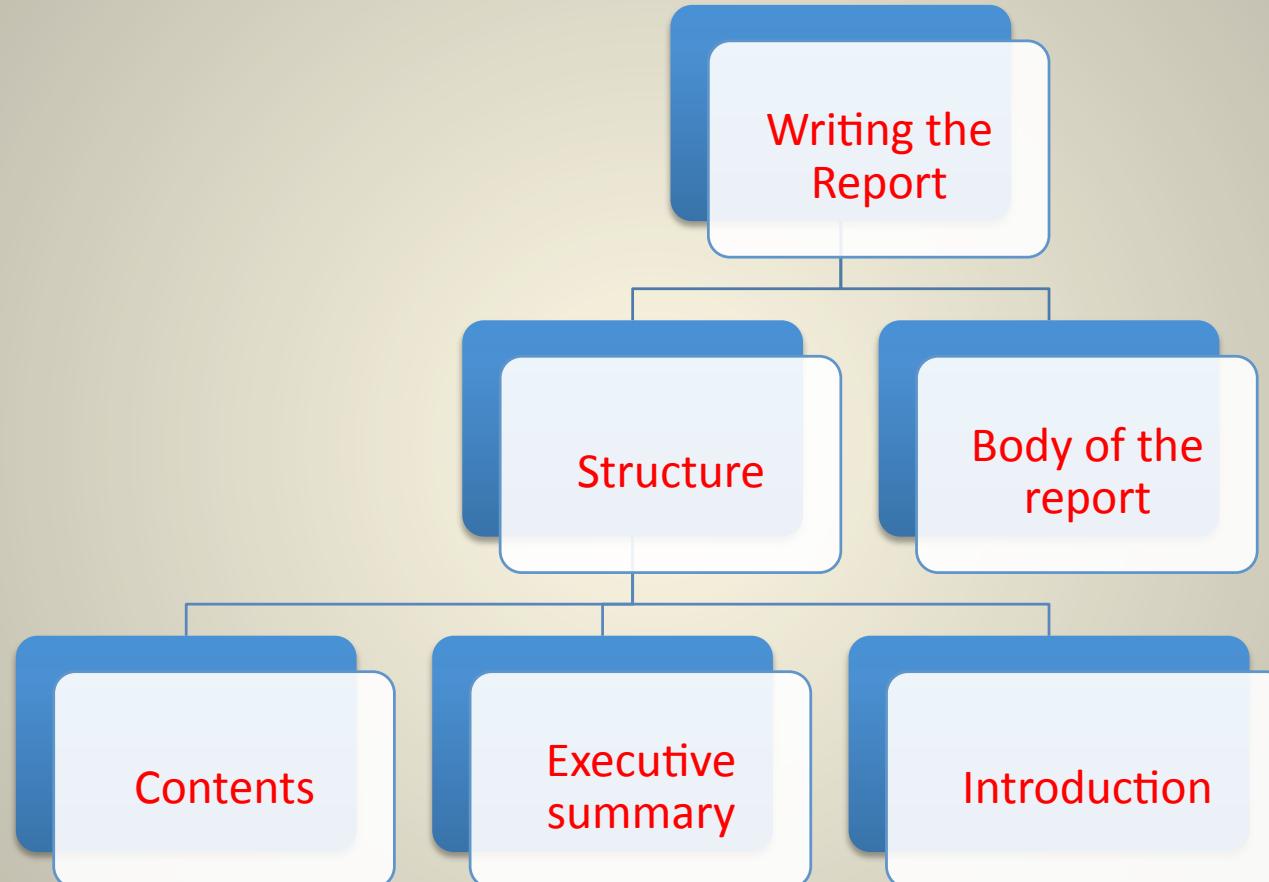
Thinking about the purpose and audience
of the report

Planning a research

Identifying sources of information

Making a research schedule

Step -2: Writing the Report



Step -2: Writing the Report



Various steps of research proposal writing

Research Title

Introduction

Objectives

Rationale/Justification

Research Questions

Literature Review

Methodology

Conclusion

Work Plan

Finance

Activities of Project Work

Preliminary reading and choosing the study area

Establishing the focus, specific objectives and research questions

Identifying the place, material, institution, people to be studied

Selecting the style of research

Organizing and obtaining access

Activities of Project Work

Defining the sample

Choosing and preparing research
techniques and instruments

Collecting data

Closing the investigation

Sorting and studying the data

Activities of Project Work

Interpreting and analyzing the data

Transforming draft writing into finished product

Submission, collecting your qualification

Report structure

1. TITLE PAGE
2. ABSTRACT
3. TABLE OF CONTENTS
4. INTRODUCTION
5. BRIEF STATEMENT OF OBJECTIVE OF THE PROJECT
6. BRIEF OVERVIEW OF SYSTEM MODEL, APPROPRIATE BLOCK DIAGRAMS AND PARAMETERS.
7. DISCUSSION OF RESULTS (all plots and tables included in the report must be discussed in the text).
8. CONCLUSIONS AND LESSONS LEARNED
9. REFERENCES
10. APPENDICES (if needed)

Tense and Voice

1. Write in the passive voice: "Strain gages were used with a Wheatstone bridge to determine the bending stress in the cantilever beam."

2. Avoid -ing verbs with the passive voice (especially avoid the words "using" and "utilizing"):

RIGHT: *With a Wheatstone bridge, . . . or A Wheatstone bridge was used to . . .*

WRONG: *Using a Wheatstone bridge, . . .*

3. Use present tense for the **Objective, Background, Results and Conclusions section and any time you state general rules or truths**: "**The relationship between uniaxial stress and strain is $\sigma = \epsilon E$.**"

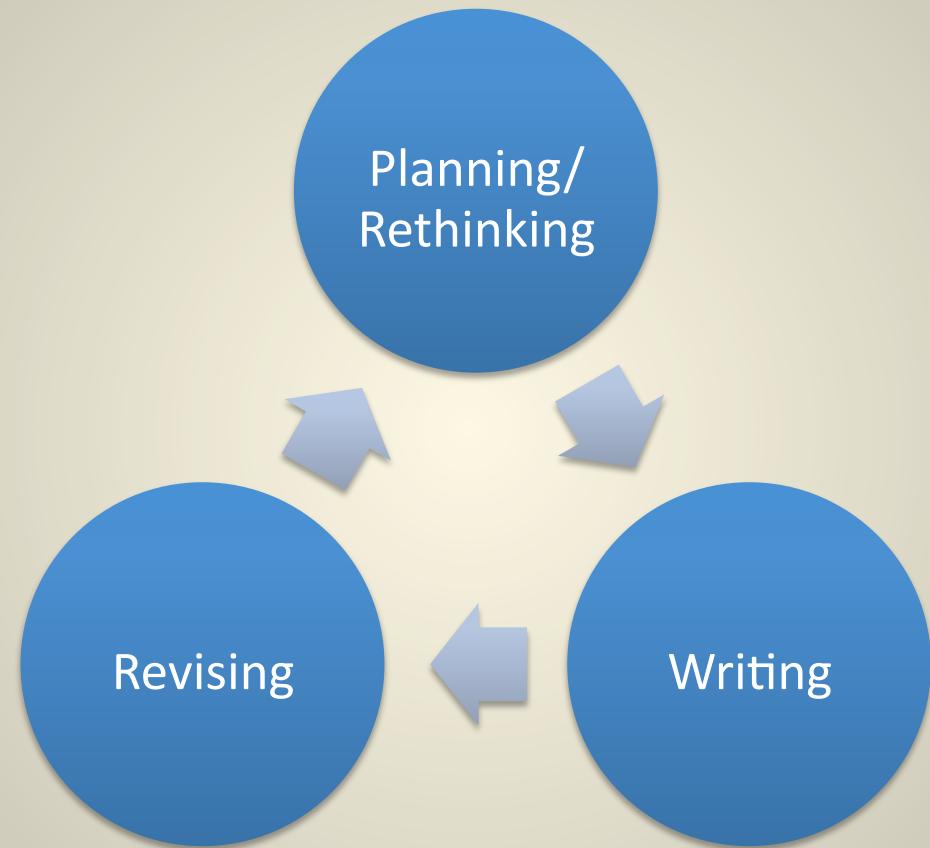
4. Use past tense for the *Experiment section*. Tell what was done and what happened in your particular case.

Spelling, Punctuation, and Word Selection

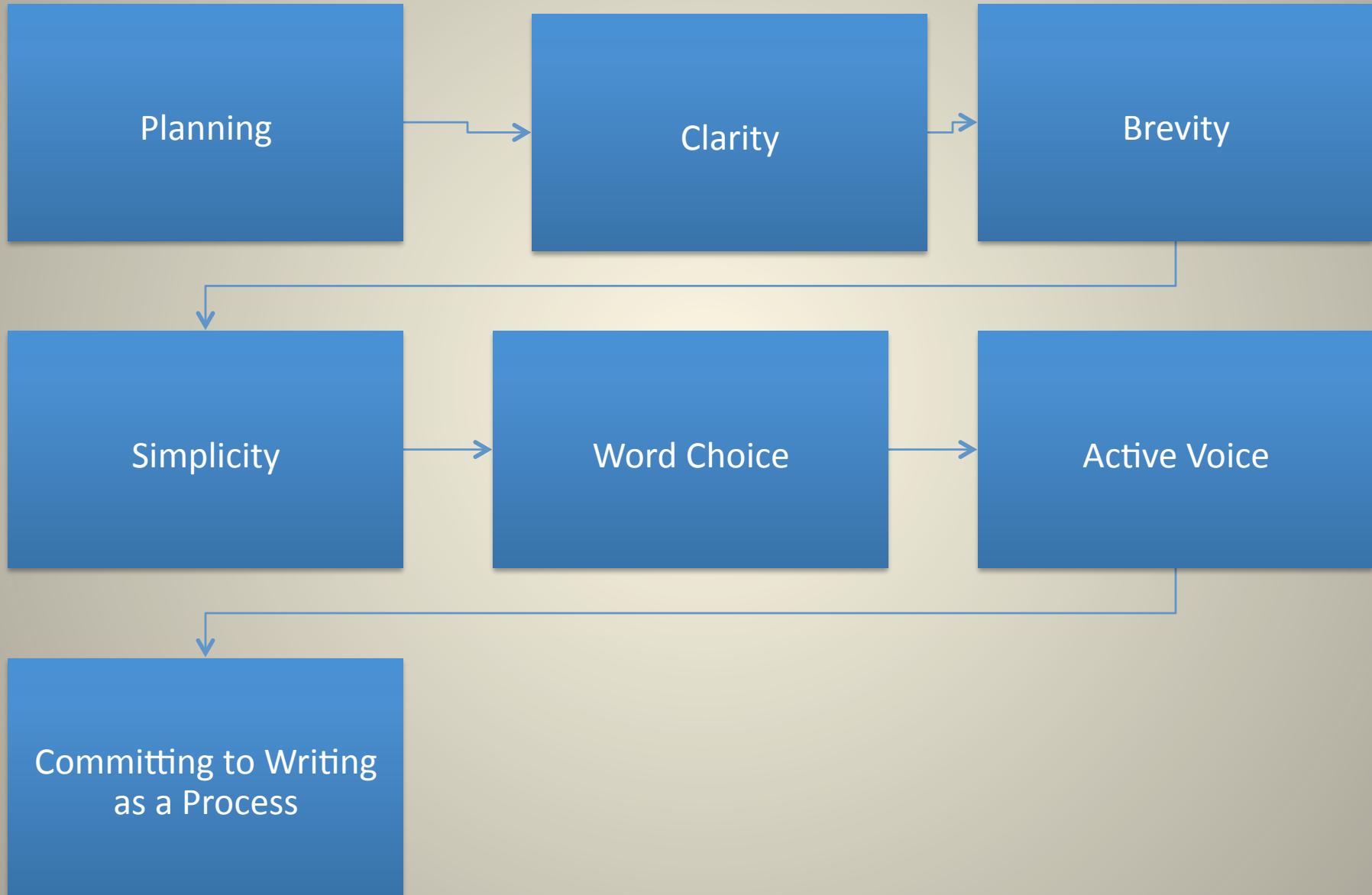
1. Use a colon only where a period would fit.
2. Put a comma before the conjunction (and, or, but) in lists of three or more.
3. Set off the words “therefore,” “however,” with (a) comma(s).
4. Spell out contractions (cannot, is not, could not, etc.).
5. Use a plural verb for the word “data”: the data are (were); the datum is (was).
6. Do not write in first person [I, me, my]. The report should be objective.

In the group reports it will be acceptable to use third person [we].

7. Second person pronouns are unacceptable--do not use the word “you” as in “You will see . . .”
8. Avoid non-technical language. Avoid the words “thing” and “stuff” as they relate no information.
9. Avoid the word “there” everywhere in the report. It does not carry any information. Choose more specific words.
10. Avoid referring to measurements by their units (“The psi in the cylinder was 34.”). Instead, use the dimension to refer to the measurement (“The pressure in the cylinder was 34 psi.”).



Good Technical Writers Practice



Academic reading: reading to write

What is reading skills? Discuss some approaches to apply in reading academic texts.

What is academic reading? Explain the needs of academic reading.

What is academic text? Discuss its types and features.

Does reading help in writing?

Reading Skills

Reading is one of the potential language skills. It involves with a number of issues, such as audience, purpose, types, and techniques etc.

Reading skills can help students in various ways:

- Ss will learn issues impede efficient reading and intervention techniques to improve.
- Ss will learn techniques to improve their reading speed and comprehension
- Ss will learn to view reading as an active process.
- Ss will learn to use his/her textbook as an essential tool
- Ss will understand different active learning methods and choose the best one to fit the course (e.g. SQ3R)

Factors Contributing Slow Reading

Concentration:

Are you unable to concentrate for a specific block of time that allows you to complete a task (e.g. reading a full text chapter)?

Are you easily distracted by others while reading?

Are you distracted by internal thoughts and environment while reading?

Vocabulary:

The better your vocabulary the better understanding and recall of information read.

- Read often and vary your reading materials
- Get a vocabulary calendar
- Use the words each day in conversation

Comprehension:

- Learn an active reading method
- Try to recite details and main ideas after each section.
- Do not slow down your reading speed

Reading Techniques: Five Step Approach

Orientation

Skimming

Scanning

Decoding

Global Understanding

Orientation

Look carefully for information to :

- Table of contents
- The introduction
- Title
- Subheadings
- Glosses
- Vocabulary

Some questions to ask:

What kind of text it is; fairy tale or report ? How about main ideas?

Skimming

- To understand the general meaning
- Need not read word to word
- Read the whole text through silently twice
- Do not use a dictionary
- After reading twice make a mental summary of what is understood

Scanning

To extricate specific information, such as

- Both names and descriptive nouns
- Both dates and others
- Both place names and others

Decoding

It is all about comprehension

- Detailed, word to word reading
- Establish logical relationship by finding connectives
- Identify to what or whom a word or group words refers
- Locate important words in the phrase or sentence

Global Understanding

To comprehend and critically examine' why' of the text.

You should ask after all readings:

Why did the author put this remark or description in this place and not in another?

What is the meaning of a fact alone ? in relation to other facts in the text?

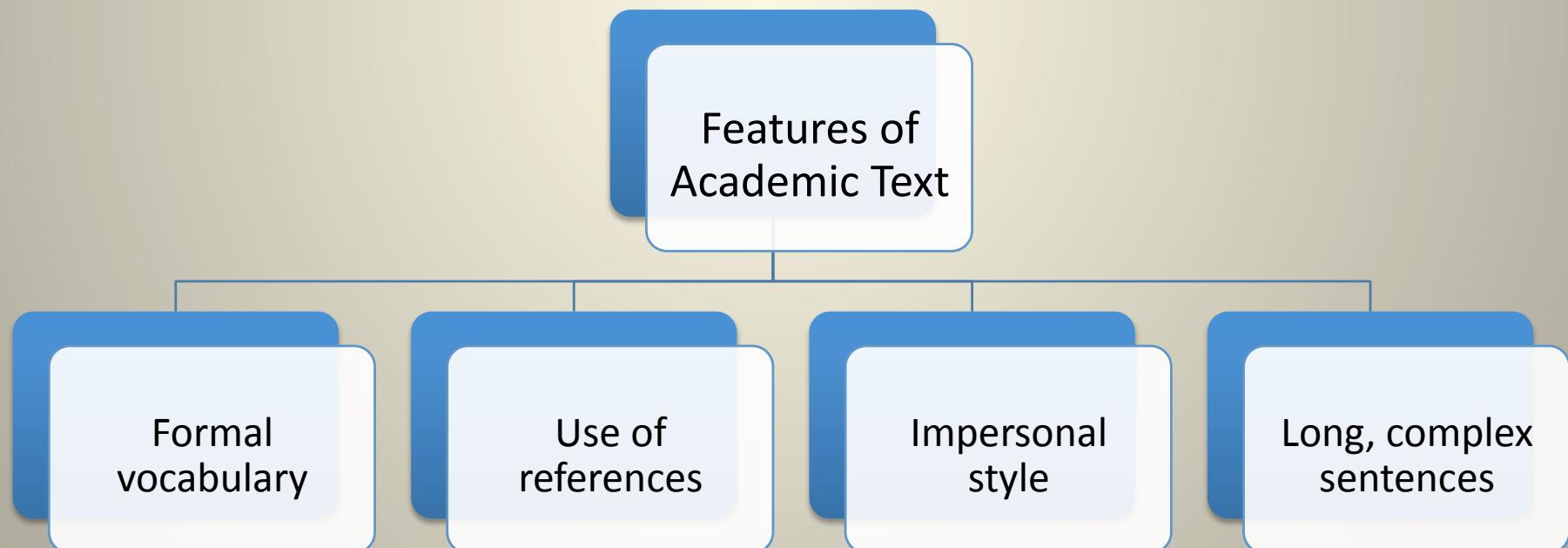
SQ3R Techniques



Reading : academic texts, features and types

Students need to find the suitably relevant materials to read so that they could achieve their academic goals. On any course, for a student, it is essential to locate the pertinent and appropriate sources to read.

Academic Text: students need to study a wide range of texts for their courses, so it is important to identify right texts and recognize their elements.



Text Types

Textbook

Website

Journal article

Official report (e.g. from government)

Newspaper or magazine article

E-book

Reading list and its use

One of the potential issues of academic reading is a reading list. Students need to collect it before starting reading. It is not always necessary to read whole book, journal or document, only the part needed is essential to read. Generally, it is provided by respective teachers or supervisors. Reading list may guide a student what to read, and to record what is already read. It may of different types, such as books, journals and website etc. They can be found in different formats:

Books

Miles, T. R. *Dyslexia: A Hundred years On*/T. R. millers and Elaine Miles, 2nd ed. Open University Press, 1999.

Journal articles

Paulesu E. *et al.* Dyslexia: Cultural Diversity and Biological Unity. *Science*, 2001, 291, pages 2165-7.

Website

www.well.ox.ac.uk/monaco/dyslexia.shtml

Using library catalogues

Generally, there are online libraries in universities and colleges and students use online catalogues to search the materials, such as books, journal articles, and documents etc for their reading purposes. Student can search either by author's name or title.

‘ Is there a practical limit on the height of a tall building? Illustrate your answer with reference to some recent skyscrapers.’

You could try:

Skyscraper design

Skyscraper construction

Design of tall building

Construction of tall buildings

Searching electronic resources by using library website

- E-journals
- subject databases

Text features to verify...

Author

Publication date and edition

Abstract

Contents

Introduction or preface

Reference

Bibliography

Index

Reading abstract

Abstract is one the significant aspects of peer-reviewed journal articles. it is a kind of summary that helps researchers to take decision if it is potential reading the full article. It briefly demonstrates the research work, such as aims, methods, results, and back ground of the study. It has defined word limit to write.

Background position

Aim and thesis of article

Method of research

Results of research

Facts and opinion

It is important to differentiate between facts and opinions while reading

e.g. Rice is grown in warm wet climates (facts).
I like rice (opinions).

Decide if the following statements are facts, opinions or both:

1. Smoking can be dangerous to health.
2. Smoking is addictive.
3. Smoking should be banned.
4. Smoking is dangerous so it should be banned.

Critical thinking

If a text is reliable and safe to use, even though, it is still important to think critically on the text. This approach is important for all academic works, such as, reading, listening, discussing and writing. **Critical thinking is a process of actively questioning and assessing of something but not passively accepting what is heard and read.**

As an academic reader following questions should be asked while reading:

What are the key ideas in this?

Does the argument of the writer develop logically, step by step?

Are the examples given helpful? Would other examples be better?

Does author has any bias?

Does the evidence presented seem reliable, in my experience and using common sense?

Is this argument similar to anything else I have read?

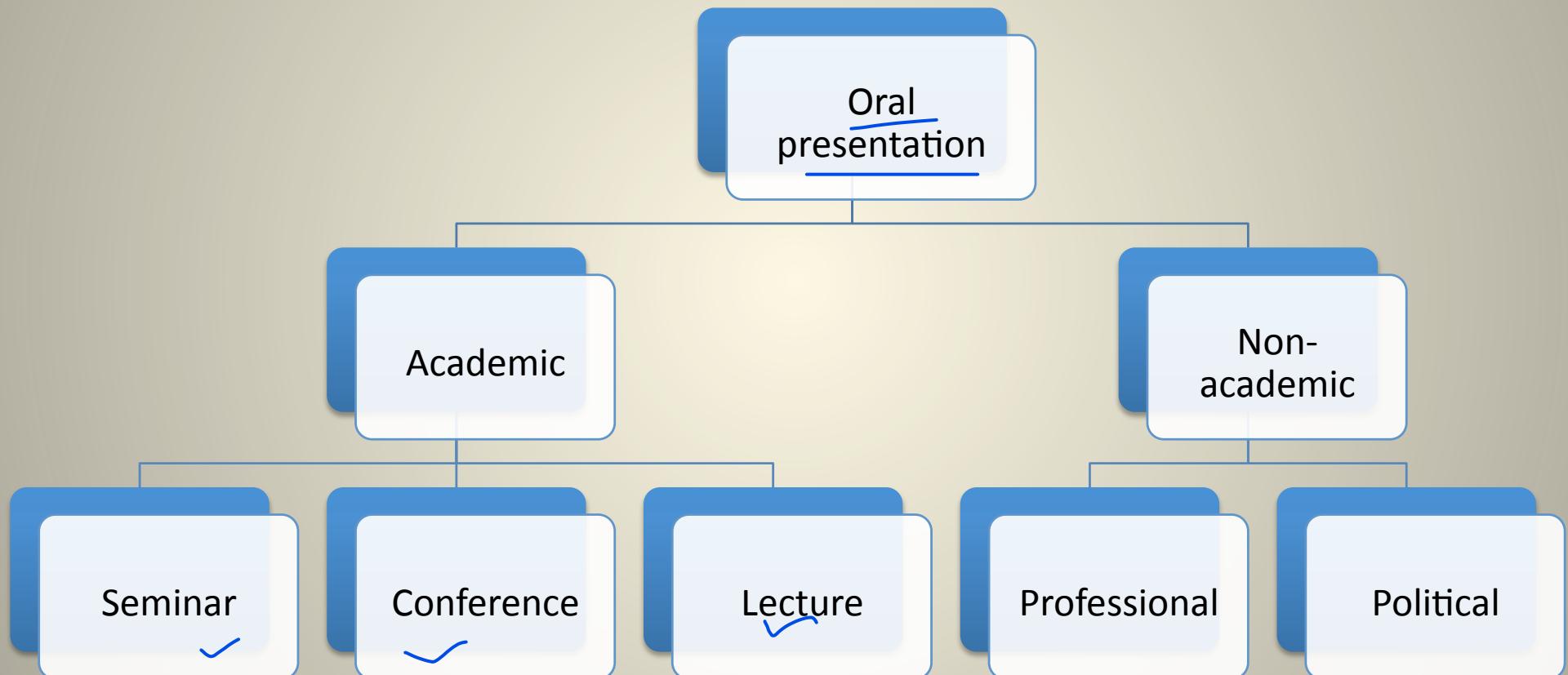
Do I agree with the writer's views?

Presentation: some contents

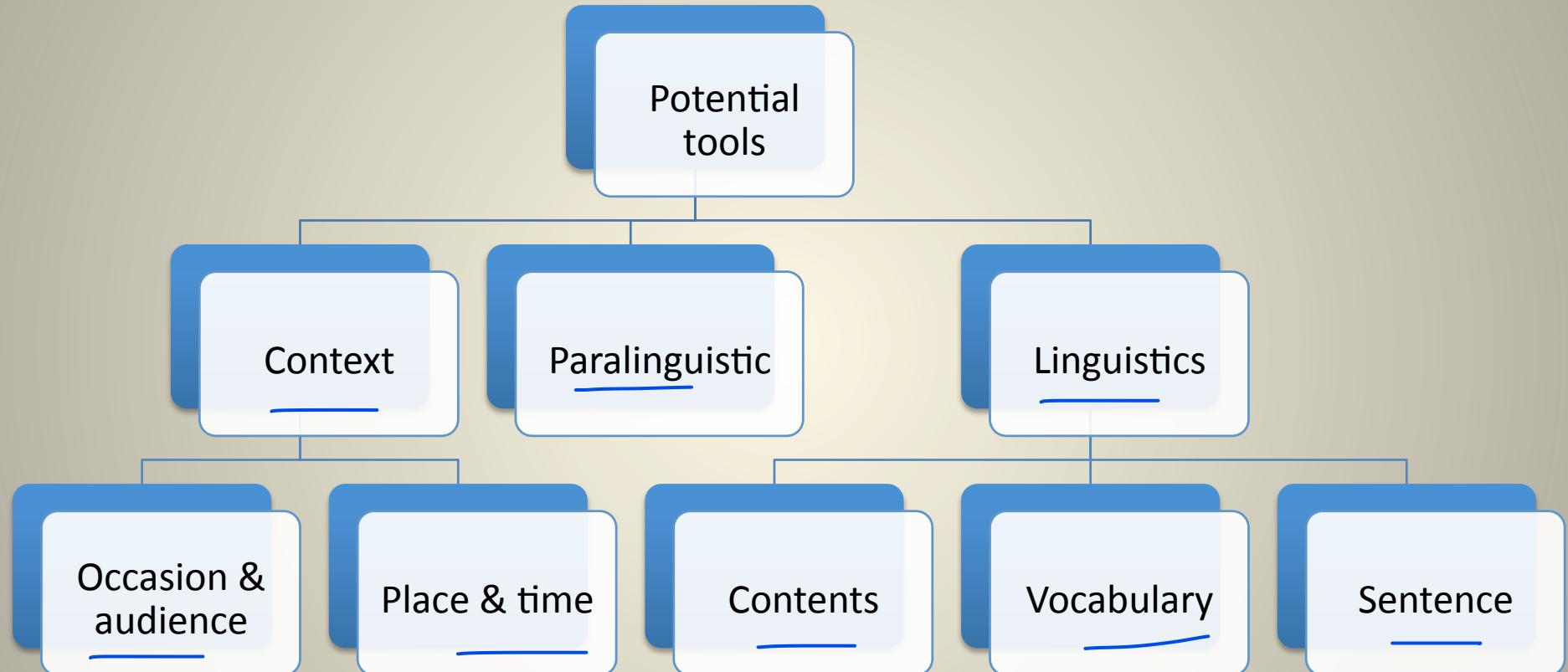
- Informal and formal conversation
- Greetings
- Self introduction
- Introducing others
- Talking in different situation
- Making an announcement
- Giving a speech
- Dialogue
- Monologue

→ 9 facts

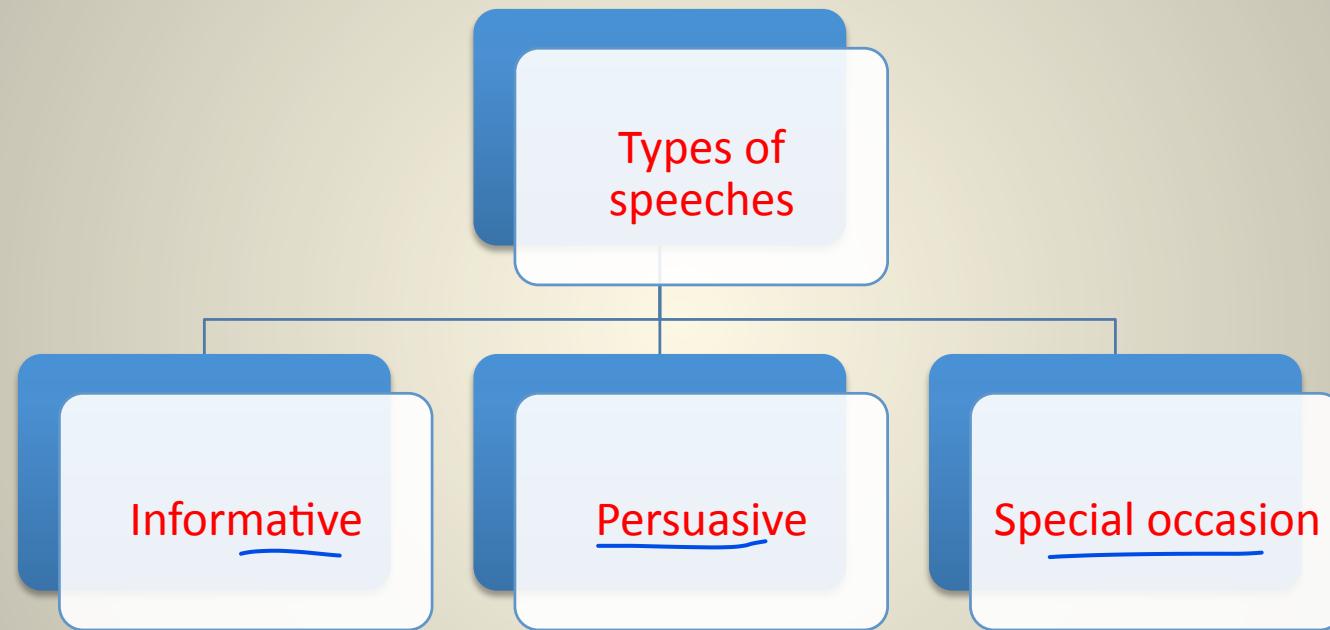
Formal communication modes



Effective oral presentation tools



Speech Delivery & its types



Continued...

Informative

Informative speaking generally centres on talking about people, events, processes, places or things.

Persuasive

Persuasive speaking is the type of speaking that most people engage in the most. This type of speech can involve everything from arguing about politics to talking about what to eat for dinner.

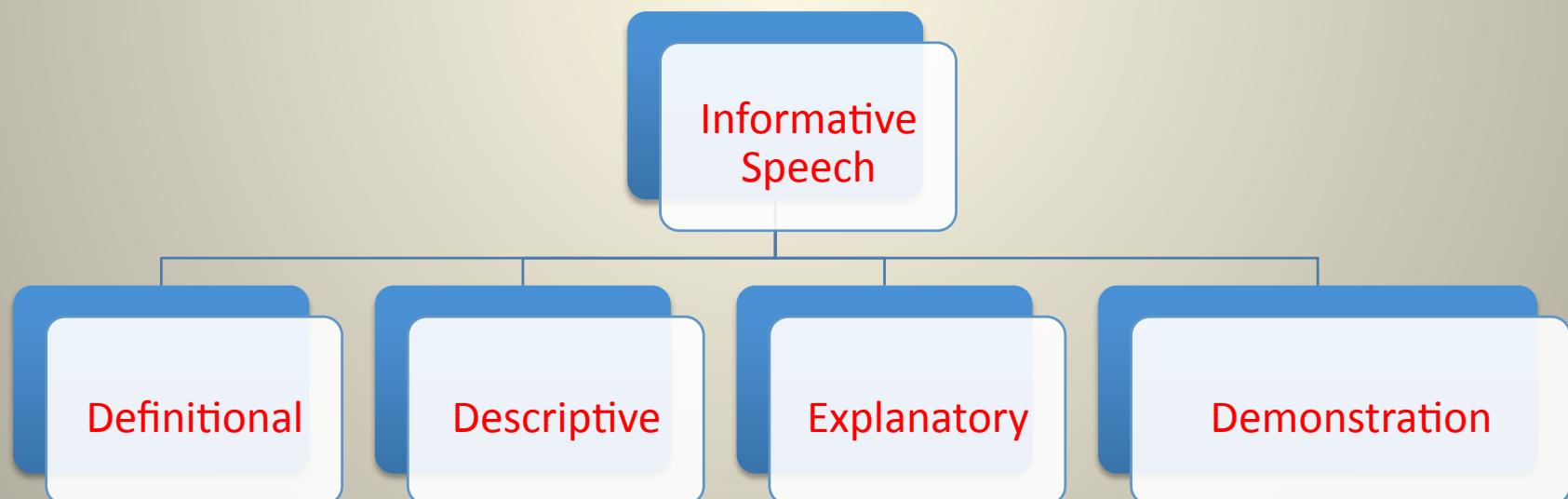
Special Occasion

A special occasion (or ceremonial, commemorative, or epideictic) speech should pay tribute or praise a person, an institution, an event, idea or place.

Informative speech

“When you deliver an informative speech, your primary purpose is to give your audience information that they did not already know, or to teach them more about a topic with which they are already familiar”.

The speaker's overall goal, purpose or intent is to inform, to persuade or to entertain.



Continued...

Definitional Speech

In definitional speeches the speaker defines the meaning of concepts, theories, philosophies, or issues which is probably unfamiliar to the audience. The speaker could start talking with the historical derivation, classification or synonyms of terms or the background of the subject.

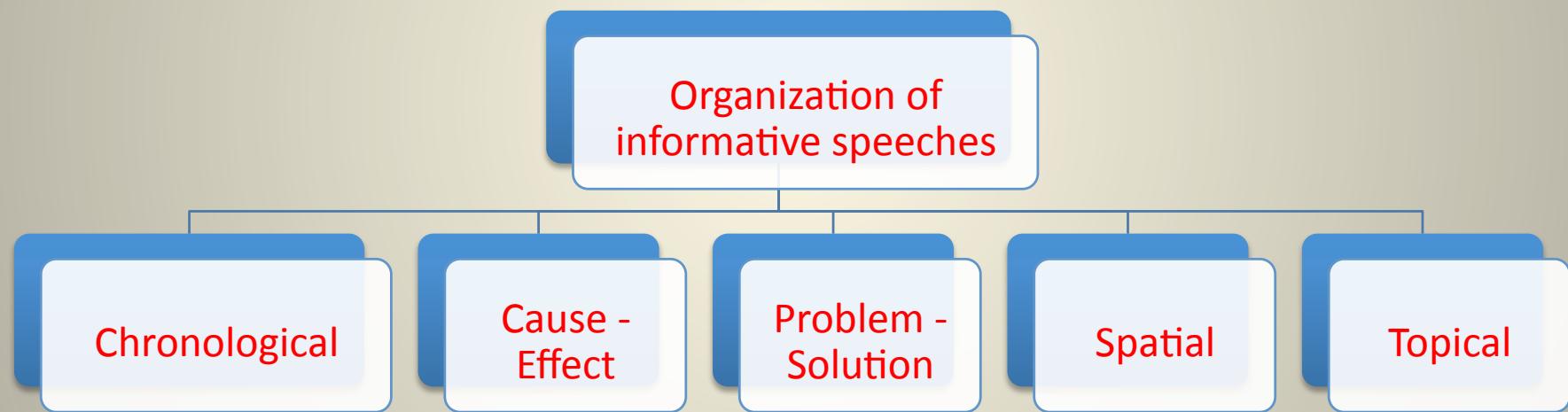
Descriptive Speech

This type of speech provides a detailed, vivid, word picture of a person, animal, place or object. Audience could get a clear picture of the subject matter.

Explanatory Speech

It is also known as briefing. It is similar to the descriptive speech in that they both share the function of clarifying the topic. Explanatory speeches focus on reports of current and historical events, customs, transformations, inventions, policies, outcomes, and options. In descriptive speech, the speaker attempts to paint a picture with words so the audience can vicariously experience it, explanatory speeches focus on the how and why of a subject and its consequences.

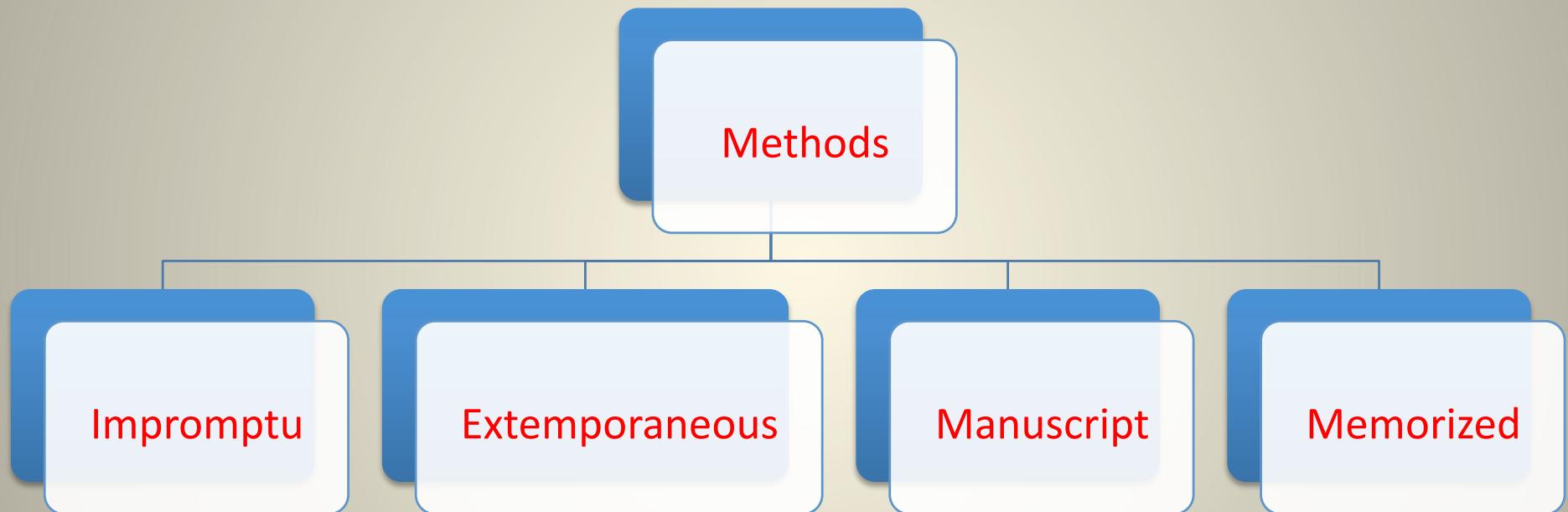
Informative Speech



Role of informative Speaker

- Informative speakers are objective
- Informative speakers are credible
- Informative speakers are knowledgeable
- Informative speakers make the topic relevant

Methods of speech delivery



Tips for Effective Delivery When Giving a Speech

- The speaker's delivery should be natural, like a normal conversation.
- A speaker's confidence contributes to the effectiveness of the delivery.
- An effective delivery is direct in that it requires the speaker to connect personally with listeners by building rapport.
- Tap into the audience's emotions and feelings by using vivid imagery.
- Effective speakers are careful to use language that is appropriate to the audience, the occasion, and the subject matter.
- Know how to control vocal delivery.
 - Volume
 - Pitch
 - Rate
 - Pauses
 - Vocal variety
 - Pronunciation and articulation

Continued...

- Use your voice to emphasize important points and show enthusiasm.
- Nonverbal behaviours function to clarify the message.
- Nonverbal behaviours help the speaker to establish credibility by affecting audience perception of competence, trustworthiness, and character.
- Gestures and body movement help to clarify the meaning of the speaker's words and emphasize what you feel is most important in the presentation.
- PRACTICE, PRACTICE, PRACTICE
- Your movements, gestures, and facial expressions should all appear natural and spontaneous.
- Use good eye contact

This establishes a relationship between you and your audience

Scan the room and involve everyone in your speech.

Know your speech.

Continued...

What should I avoid?

Random movements such as twirling your hair, pacing, rubbing your face or eyes, tapping your foot on the floor, or tapping your pencil on the podium or desk in front of you.

Thank you so much