



# 0502E210

## Technical Writing

**Instructor:** TBA

**Email:** TBA

**Office Hours:** By appointment

**Contact Hours:** 60 (50 minutes each)

**Credits:** 4

### Course Description

This course introduces the basic principles of technical writing. Students will learn and practice different technical writing formats such as reports, letters of application, resumes, memos, emails articles or technical essays and oral presentations. We will focus on students' grasp of scientific and technical ideas and effective verbal presentation of these ideas.

### Required Textbook(s)

*Practical Strategies for Technical Comm*, Mike Markel, 2rd Edition, ISBN: 9781319147167

### Course Goals

By the end of the course, students will be able to:

- Communicate in an effective way
- Distinguish technical writing from other forms of prose communication.
- Prepare letters concerning employment and resumes.

- Write other forms of technical correspondence (such as the progress report).
- Prepare a complete formal report.
- Apply the principles for ethical communication

## **Course Outline**

Please note that the outline is meant to give an overview of the major concepts in this course. Changes may occur as needed to aid in the student's development.

### **Module 1: Working in the Technical-Communication Environment (Part 1)**

*Readings:*

1. Introduction to the course
2. Introduction to technical communication: challenges and skills
3. Communication and process
4. Ethics and obligations
5. Ethics and plagiarism

*Assignment:* Mini-assessment 1

### **Module 2: Working in the Technical-Communication Environment (Part 2)**

*Readings:*

6. Ethics in social media and culture
7. Writing collaboratively: projects and meetings
8. Writing collaboratively: social media
9. Gender and culture in collaboration
10. Summary and wrap-up

*Assignment:* Quiz 1

### **Module 3: Planning and Drafting (Part 1)**

*Readings:*

1. Audience and purpose
2. Communicating across cultures
3. Applying techniques
4. Research and process
5. Research methods

*Assignment:* Mini-assessment 2

### **Module 4: Planning and Drafting (Part 2)**

*Readings:*

6. Conducting secondary research
7. Conducting primary research
8. Questionnaires
9. MLA, APA, and IEEE formats
10. Summary and comparisons

*Assignment:* Quiz 2

### **Module 5: Writing Longer Works (Part 1)**

*Readings:*

1. Presenting yourself effectively
2. Outlines
3. Writing clear and informative paragraphs
4. Paragraph structure and cohesion
5. Writing grammatically correct sentences

*Assignment:* Mini-assessment 3

### **Module 6: Writing Longer Works (Part 2)**

*Readings:*

6. Structuring effective sentences
7. Register, clarity, and precision
8. The use of language
9. Reverse outlining and reading other texts
10. Summary and comparisons

*Assignment:* Writing Assignment 1

### **Module 7: Designing and Writing (Part 1)**

*Readings:*

1. Designing print documents
2. Designing online documents
3. Designing for audience
4. Creating graphics
5. Choosing graphics

*Assignment:* Mini-assessment 4

### **Module 8: Designing and Writing (Part 2)**

*Readings:*

6. Correspondence and process
7. Writing letters
8. Writing memos, emails, and microblogs
9. Writing and audience
10. Summary and comparisons

*Assignment:* Writing Assignment 2

**Module 9: Writing for Applications, Proposals, and Reports (Part 1)**

*Readings:*

1. Brand and résumés
2. Résumés and communication
3. Logistics and persuasion
4. The structure of the proposal
5. Writing reports

*Assignment:* Mini-assessment 5

**Module 10: Writing for Applications, Proposals, and Reports (Part 2)**

*Readings:*

6. Types of reports
7. Understanding recommendation reports
8. Writing recommendation reports
9. Sample reports and checklist
10. Summary and comparisons

*Assignment:* Writing Assignment 3

**Module 11: Definitions, Descriptions, Instructions, and Presentations (Part 1)**

*Readings:*

1. Writing definitions
2. Writing descriptions
3. Writing instructions
4. Presentations and process
5. Organizing and developing the presentation

*Assignment:* Mini-assessment 6

## **Module 12: Definitions, Descriptions, Instructions, and Presentations (Part 2)**

### *Readings:*

6. Graphics in presentations
7. Presentations and language
8. Delivery and Q&A
9. Review of written and oral communication
10. Course summary

*Assignment:* Final Presentation

## **Assignments**

**Mini-assessments:** These are minor assignments that are each worth two percent of the grade. They are formative assessments to have you review the material as we go along.

**Quizzes:** In your own words, answer the questions in complete sentences. You should write a minimum of three sentences per question.

**Writing assignments:** Write well-organized essays (300-400 words) that analyze specific points from the units. You should structure your essay and write it based on what it said in the text and videos (structure, style, grammar, etc.)

**Final presentation:** The final presentation for the class will be an oral presentation (7-8 minutes) that you will record and send to the instructor.

**Format of all written work:** Please have all your written work double-spaced, in Times New Roman, size 12 font. Any aberrations in spacing between the letters,

between the lines, or what have you, will affect the grade. You should also include a word count at the end of all of your work.

## Grading Policy

Your final grade is based on the following components:

Type	Percentage
Quizzes (2)	18% of grade
Mini assessments (6)	12% of grade
Writing Assignment (3)	45% of grade
Final presentation	25% of grade
<b>Total</b>	<b>100%</b>

## Grading Scale

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

## Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all their academic coursework and activities. Academic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same

paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.