



Course Specifications

Course Title:	Technical Report Writing
Course Code:	ENG 201
Program:	Bachelor of Science in Business Administration (BSBA)
Department:	COBA
College:	Humanities
Institution:	Al Yamamah University

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A. Course Identification

1. Credit hours: 3
2. Course type
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 3 rd Year
4. Pre-requisites for this course (if any): ENG 101
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	48	100
2	Blended	N/A	N/A
3	E-learning	N/A	N/A
4	Distance learning	N/A	N/A
5	Other	N/A	N/A

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	48
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	48

B. Course Objectives and Learning Outcomes

1. Course Description

The main purpose of this course is to train students in the technical writing genre, at an advanced level, in a manner that is relevant and applicable both to their academic studies (at the undergraduate and graduate level) and to their professional careers outside of academia.

2. Course Main Objective

The main objective of this course is to train students in genre-based technical report writing, at an advanced level, that are relevant and applicable to their academic studies (at the undergraduate and graduate level) and also to their working careers outside of academia.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Examine specialized technical texts of varied length and complexity	YES
1.2	Analyze technical documents with a focus on content and intended audience	YES
1.3	Analyze and write instructions and procedures in different business sectors	YES
1...	Write extensive analytical and persuasive business documents and reports	YES
2	Skills :	
2.1	Critically analyze data and graphs across a wide spectrum of source materials	YES
2.2	Develop technical, business, and academic language	YES
2.3	Develop technical and business writing abilities	
2...		
3	Values:	
3.1		
3.2		
3.3		
3...		

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Technical Writing <ul style="list-style-type: none"> Assessment of students' needs Introduction to the course. Overview of technical writing genre and style. Ethical and legal obligations of technical writers. 	6
2	Audience Analysis <ul style="list-style-type: none"> Analysis of the document (purpose, medium & genre, visuals and navigation aids). Elements of content analysis (context and text analysis). Audience profile (characteristics and needs of the target segment). 	9
3	Procedural Technical Writing <ul style="list-style-type: none"> Policies, procedures, instructions, and process explanations. Planning and constructing instructional documents incorporating sequential organizational structure, hazards, troubleshooting, and illustrations displays. 	9
4	Report Writing	12

	<ul style="list-style-type: none"> Identifying conventional report types (proposal, feasibility study, progress reports). Processing organization and elements a formal report (memo, problem statement, proposed solution, schedule, budget, benefits statement). Creating usable data displays (tables, charts, and/or diagrams). 	
5	Resume & Cover Letter <ul style="list-style-type: none"> Types and format of a resume Elements and conventions of a cover letter. 	6
6	Review and Final Exam	6
Total		48

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	<ul style="list-style-type: none"> Knowledge about various IT and Business related documents and text and reading them at advanced level of technicality covering most of the technical writing applications. Analyzing different technical writing texts which involves analyzing the text as well as the target audience. Writing well-structured and organized various technical documents. Knowing how to write and self-edit the writings produced in and outside the classroom with good language use in terms of grammar, style and tone. Knowledge of referencing all sources appropriately. 	<p>Exposing students to the different types of technical writings, reading and analyzing these texts which are in both business and IT fields.</p> <p>In-class discussions and brainstorming on the characteristics of the target audience and the document.</p> <p>Writing different technical writing applications and documents with proper referencing.</p> <p>Suggesting different ways to rewrite technical writing documents to better suit the needs of the target audience.</p>	<p>Reading various types of business/IT-related texts in class.</p> <p>Writing different technical writing documents in class.</p> <p>Demonstrating applicable reasoning and analysis of various technical documents.</p> <p>Discussions over the materials covered</p>
1.2			
...			
2.0	Skills		
2.1	<ul style="list-style-type: none"> Ability to search for information and data from secondary sources. Ability to analyze information and data from primary and secondary sources. <p>Ability to convey logic of argumentation</p>	<p>Providing various search and research techniques “focus on online search & online search engines parameters”.</p> <p>Providing constructive feedback on the students’ writings and drafts.</p>	<p>Evidence of writing of first through final drafts of the technical documents;</p> <p>Appropriateness of language use;</p> <p>Completing written tasks and assignments in class;</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Scaffolding the different processes of writing various technical documents. Providing samples of technical documents. Applying reflection and self-editing techniques	And in-text citations and reference to the sources to support logical reasoning in the writings.
2.2			
...			
3.0	Values		
3.1	<ul style="list-style-type: none"> - Conducting projects and tasks that are based on students' own personal interests & academic expertise. - Taking responsibility for individual learning and personal and professional development; - Communicating, negotiating and participating in class discussions; - Working effectively in groups and contributing significantly to shared work; - Acting responsibly towards individual and group course assignments; - Communicating effectively in oral and written form targeting various audience; - Acting ethically with high moral academic standards. - Abiding by copyright & academic integrity & ethics rules and policies. 	Allowing students to take part in teaching "For this course, students participated in topics related to Procedures to create an online store, Web design, and Google search parameters" Facilitating in-class discussions on process in addition to content, tone, and language; Applying policy on plagiarism; Developing oral presentation skills; Setting deadlines for assignments submission	Assessing group projects through collaboration and teamwork; Providing scoring rubrics for assessment; Giving feedback on their work or discussion.
3.2			
...			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1: Audience Analysis	5	15%
2	Assignment 2: Procedural Document (Instructions)	8	10%
3	Midterm	9	20%
4	Assignment 3: Business Proposal	13	15%
5	Final	16	40%
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- Office hours: 5 hours per week and appointments available to students upon request.

- Other additional times:
 1. Meetings with instructor can be arranged by appointment

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Reep, D. (2010). <i>Technical Writing: Principles, Strategies, and Readings</i> . 8 th Edition, Longman
Essential References Materials	<ul style="list-style-type: none"> - Gerson, Steven (PDF Version) (200?) Writing that Works: A Teacher's Guide to Technical Writing. Kansas Curriculum Center, Washburn University. - Langan, J. (8th edition) (2011). College Writing Skills. Boston: McGraw Hill. - Rubens, P. (2nd edition) (2001). Science and Technical Writing: A Manual of Style (Routledge Study Guides). Routledge. - An English dictionary and/or thesaurus - Various other articles as assigned and provided by the instructor
Electronic Materials	Various online technical writing sources and LMS
Other Learning Materials	MS Word, MS PowerPoint

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom to seat 25 students maximum with whiteboard, wireless internet access and laptop-projector system
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - Computer lab for researching topics and word processing - Internet access - IT assistance to help in issues of logging in & LMS issues
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Access to library

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment (management)	Course coordinator/IMT	Direct/Class observations and review of assessment tasks
Effectiveness of teaching and assessment (student feedback)	Students	Direct/Course evaluations conducted at the end of each semester
Processes for Improvement of Teaching	Course coordinator/IMT	Direct/Ongoing evaluation and improvement of the course through observations and various meetings throughout the term to review and plan for improvement
Verifying Standards of Student Achievement	Course coordinator/Other academic course teachers	Direct/Exchange and assess various samples of student papers with team members to ensure that assessment across sections and campuses is consistent
Quality of Learning Resources	Course coordinator/Course teachers	Direct/Learning resources evaluated at the end of each semester and decisions made for future improvement
Effectiveness of teaching and assessment (management)	Course coordinator/IMT	Direct/Class observations and review of assessment tasks
Effectiveness of teaching and assessment (student feedback)	Students	Direct/Course evaluations conducted at the end of each semester

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	