

Subject Code	ENGL3004
Subject Title	English for Technical and Web-based Writing
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to enhance students' linguistic and computer literacy. The students learn to use text and image creatively to convey information persuasively and effectively to target audience. They are expected to achieve clarity, correctness and conciseness in technical writing and develop computer skills to go beyond words using multimodal elements in professional communication.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ul style="list-style-type: none"> a. display a understanding of issues related to human computer interaction b. critically analyze the discourse features, principles and characteristics of online documents and technical writing and be able to incorporate these features into the written production of such document; c. creatively apply multimodal elements in technical and web-based writing; d. produce creative, effective and functional technical documents and web pages to meet audience needs; <p>Category B: Attributes for all-roundedness</p> <ul style="list-style-type: none"> e. creativity in writing and design and ability to work independently and within a team. f. development of a global outlook and an awareness of cultural diversity in technical writings and websites.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Style in workplace writing to the general public 2. Description, definition and procedural texts in technical writing. 3. Understanding multimodal elements in writing, such as typology, colour, tables, charts, illustrations, and pictures.

	<p>4. Application of a variety of computer software for multimodal composition such as posters, invitation cards, brochures, leaflets, and user manuals.</p> <p>5. Introductory web writing and webpage design.</p>																																																					
<p>Teaching/ Learning Methodology</p>	<p>The course is composed of task-based seminars catering for workplace needs of future professionals. Students learn to analyse the discoursal and semiotic features of various technical writing text types such as posters, leaflets, brochures and user guides and web pages. By undertaking step-by-step tasks from project planning, audience analysis, drafting, editing to publishing, students will gain the maximum benefit from this subject to bring text and image together.</p>																																																					
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="456 695 1398 1266"> <thead> <tr> <th data-bbox="456 695 743 909" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="743 695 906 909" rowspan="2">% weighting</th> <th colspan="6" data-bbox="906 695 1398 842">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="906 842 987 909">a</th> <th data-bbox="987 842 1068 909">b</th> <th data-bbox="1068 842 1149 909">c</th> <th data-bbox="1149 842 1230 909">d</th> <th data-bbox="1230 842 1312 909">e</th> <th data-bbox="1312 842 1398 909">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 909 743 1014">1. A set of worksheet</td> <td data-bbox="743 909 906 1014">30%</td> <td data-bbox="906 909 987 1014">✓</td> <td data-bbox="987 909 1068 1014">✓</td> <td data-bbox="1068 909 1149 1014">✓</td> <td data-bbox="1149 909 1230 1014"></td> <td data-bbox="1230 909 1312 1014">✓</td> <td data-bbox="1312 909 1398 1014"></td> </tr> <tr> <td data-bbox="456 1014 743 1087">2. Team project</td> <td data-bbox="743 1014 906 1087">40%</td> <td data-bbox="906 1014 987 1087">✓</td> <td data-bbox="987 1014 1068 1087">✓</td> <td data-bbox="1068 1014 1149 1087">✓</td> <td data-bbox="1149 1014 1230 1087">✓</td> <td data-bbox="1230 1014 1312 1087">✓</td> <td data-bbox="1312 1014 1398 1087">✓</td> </tr> <tr> <td data-bbox="456 1087 743 1192">3. Personal webpage</td> <td data-bbox="743 1087 906 1192">30%</td> <td data-bbox="906 1087 987 1192">✓</td> <td data-bbox="987 1087 1068 1192"></td> <td data-bbox="1068 1087 1149 1192">✓</td> <td data-bbox="1149 1087 1230 1192">✓</td> <td data-bbox="1230 1087 1312 1192"></td> <td data-bbox="1312 1087 1398 1192">✓</td> </tr> <tr> <td data-bbox="456 1192 743 1266">Total</td> <td data-bbox="743 1192 906 1266">100 %</td> <td colspan="6" data-bbox="906 1192 1398 1266"></td> </tr> </tbody> </table> <p data-bbox="456 1304 1398 1377">The set of worksheets is for building up, step by step, linguistic and computer skills in technical writing.</p> <p data-bbox="456 1415 1398 1629">The team project is to produce a user guide testing student creativity, critical thinking, problem-solving ability and teamwork skills. Students will target a particular reader group, critically use information selected and present it with proper text and image. The written documents and oral presentation should demonstrate their understanding of technical writing discourse and knowledge and skills in graphic design.</p> <p data-bbox="456 1667 1398 1776">With the purpose of 'selling' oneself in the job market, the personal webpage demonstrates student ability to produce introductory and promotional web text with multimodal elements.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. A set of worksheet	30%	✓	✓	✓		✓		2. Team project	40%	✓	✓	✓	✓	✓	✓	3. Personal webpage	30%	✓		✓	✓		✓	Total	100 %						
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Effort Expected	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Books Alley, M. (1996). <i>The Craft of Scientific Writing</i> (3rd ed.). New York: Springer. Burnett, R. E. (2001). <i>Technical Communication</i> (5th ed.). Boston: Heinle. Holloway, B. (2008). <i>Technical Writing Basics: a guide to style and form</i>. Upper Saddle River, N.J.: Pearson/Prentice Hall. Gerson and Gerson (2006). <i>Technical Writing, Process and Product</i>. 5th ed. N.J.: Pearson/Prentice Hall. Peat, J. et al. (2002). <i>Scientific Writing: Easy when you know it</i>. BMJ. Pfeiffer, W.S. (2006). <i>Technical Writing: A Practical Approach</i>, Upper Saddle River, N.J: Prentice Hall. Reep, D. (2009). <i>Technical Writing : principles, strategies, and readings</i> . New York : Pearson/Longman. Woolever, K. R. (2002). <i>Writing for the Technical Professions</i>. New York: Longman.</p> <p>Useful websites: <i>Online Technical Writing</i> http://www.io.com/~hcexres/textbook/ <i>Plain English Campaign</i> http://www.plainenglish.co.uk <i>Gary Conroy's Technical Writing Website</i> http://www.gary-conroy.com/library/weekly/aa033199.htm <i>Professional Writing</i> http://owl.english.purdue.edu/handouts/pw/#sub6 <i>10 ways to Improve your Technical Writing</i> http://www.smartbiz.com/sbs/arts/bly10.htm <i>Technical writing models</i> http://www.io.com/~hcexres/textbook/models.html</p>	

Prepared by Li Lan and David Qian; Revised by Winnie Cheng, September 2014