ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: Al Yamamah University	Date: September 24, 2018
College/Department: COBA	

A. Course Identification and General Information

1. Course title and code: ENG 201 – Technical Report Writing
2. Credit hours: 3
3. Program(s) in which the course is offered. Bachelor of Science in Business Administration (BSBA)   (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Mr. Mohamed Haroun
5. Level/year at which this course is offered: 3rd Year
6. Pre-requisites for this course (if any): ENG 101
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus: N/A

9. Mode of Instruction (mark all that apply):

a. Traditional classroom	Yes	What percentage?	90
b. Blended (traditional and online)	Yes	What percentage?	10
c. E-Learning		What percentage?	
d. Correspondence		What percentage?	
e. Other		What percentage?	

Comments: While certain aspects of this course are taught in class, students are required to do extensive research on their own and correspond with the teacher online and through LMS.

B Objectives

> 1. What is the main purpose for this course?
>
> 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. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
>
> Students are already encouraged to independently research, collaborate with colleagues and follow a "hands-on" approach while working on certain assignments. Our plans are to continue to integrate technology into the course, and stay current with the topics, readings, and tasks assigned.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

> Course Description:
>
> The objective of this course is to improve and develop students' skills in technical writing in a variety of mediums for a range of audiences and purposes. This objective will be achieved through individual assignments, pair work, group work, giving and receiving critique, proof reading, and editing.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Technical Writing • Assessment of students' needs • Introduction to the course. • Overview of technical writing genre and style. • Ethical and legal obligations of technical writers.	2	6

Audience Analysis • 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).	3	9
Procedural Technical Writing • Policies, procedures, instructions, and process explanations. • Planning and constructing instructional documents incorporating sequential organizational structure, hazards, troubleshooting, and illustrations displays.	3	9
Report Writing • 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).	4	12
Resume & Cover Letter • Types and format of a resume • Elements and conventions of a cover letter.	2	6
Review and Final Exam	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	48	N/A	N/A	N/A	N/A	48
	Actual	48	N/A	N/A	N/A	N/A	48
Credit	Planned	3	N/A	N/A	N/A	N/A	3
	Actual	3	N/A	N/A	N/A	N/A	3

3. Additional private study/learning hours expected for students per week.	3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	- 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.	Exposing students to the different types of technical writings, reading and analyzing these texts which are in both business and IT fields. In-class discussions and brainstorming on the characteristics of the target audience and the document. Writing different technical writing applications and documents with proper referencing. Suggesting different ways to rewrite technical writing documents to better suit the needs of the target audience.	Reading various types of business/IT-related texts in class. Writing different technical writing documents in class. Demonstrating applicable reasoning and analysis of various technical documents. Discussions over the materials covered.
1.2			
2.0	**Cognitive Skills**		
2.1	- Ability to search for information and data from secondary sources. - Ability to analyze information and data from primary and secondary sources. - Ability to convey logic of argumentation	Providing various search and research techniques "focus on online search & online search engines parameters". Providing constructive feedback on the students' writings and drafts. Scaffolding the different processes of writing various technical documents. Providing samples of technical documents.	Evidence of writing of first through final drafts of the technical documents; Appropriateness of language use; Completing written tasks and assignments in class; And in-text citations and reference to the sources to support

			Applying reflection and self-editing techniques	logical reasoning in the writings.
2.2				
3.0	**Interpersonal Skills & Responsibility**			
3.1		- 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				
4.0	**Communication, Information Technology, Numerical**			
4.1		- Using online sources and models as samples when working on the projects for the class. - Using electronic media for the purpose of research (internet, databases, etc.); - Using MS Office and other applicable software; - Applying basic statistical techniques; - Interpreting numerical business related information and presenting data in graphical form.	Providing necessary "how to" resources which are available online. Providing online resources for the purpose of research; Sharing ideas and distributing information via email or LMS. Developing computer user skills (PowerPoint, Excel, etc.); Using free online software for collecting primary data on surveys; Submitting student's projects via email or LMS.	Require evidence that the aforementioned has been completed.
4.2				
5.0	**Psychomotor**			
5.1		- Operation skills of using hardware (computers, projectors, etc.); - Word processing and typing skills; - Visual literacy	Use of computer lab facilities for the purpose of research and writing; Typed format of the final draft.	Require evidence that the aforementioned has been completed.
5.2				

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
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			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 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

E Learning Resources

1. List Required Textbooks

Reep, D. (2010). *Technical Writing: Principles, Strategies, and Readings*. 8th Edition, Longman.

2. List Essential References Materials (Journals, Reports, etc.)

- 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

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Various online technical writing sources and LMS
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   MS Word, MS PowerPoint

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom to seat 25 students maximum with whiteboard, wireless internet access and laptop-projector system
2. Technology resources (AV, data show, Smart Board, software, etc.)   - Computer lab for researching topics and word processing   - Internet access   - IT assistance to help in issues of logging in & LMS issues
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   - Access to library

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   Administration delivers course evaluation surveys at the end of the course, which students have to complete.   Teacher requests feedback from students on an on-going basis and encourages reflective learning.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   Observations by Course Coordinator or Instructional Coordinator   Instructor self-assessment

3. Processes for Improvement of Teaching

Feedback from Instructional Coordinator, students, former students, and other instructors lead to ongoing evaluation and improvement of the course.

International teaching associations can provide ongoing training, support and resources in technical writing

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Exchange and assess various samples of student papers with team members to ensure that assessment across sections and campuses is consistent

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Course instructor meetings throughout the term to review and plan for improvement

Name of Course Instructor:

Signature: _____   Date Specification Completed: September 24, 2018

Program Coordinator: Mr. Mohamed Haroun

Signature: _____   Date Received: September 24, 2018