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1	Course title	Technical and Professional Writing
2	Course number	2201311
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	
5	Program title	Bachelor's degree in English Language and Literature, Applied English and Double Majors
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Third Year & Fourth Year students
11	Year of study and semester (s)	2021/2022, Second Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online
16	Electronic platform(s)	<input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February 2022

18 Course Coordinator:

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20 Course Description:

This course aims at introducing students to formal writing techniques which can help them produce cohesive and coherent forms of written English. Technical writing prepares students to learn the types of writing that will facilitate obtaining a career in professional, administrative and research-oriented fields. The types of writing to be taught include formal emails, reports, resumes, cover letters, business letters, memorandums, posters, and proposals among others. This course adopts a blended-learning approach, which is more student-centered compared to traditional teaching methods. It provides students with the opportunity to find, examine and critically analyse online material. Students will be required to engage in online discussions and complete assignments online;

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thus, this course is characterised by interactive learning. The teacher performs the role of facilitator, who supervises students' activities online and discusses any points that may arise either online or inside the classroom.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (ILOs):

Upon successful completion of this course, students will be able to:

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No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Introduce students to the main principles and techniques of technical writing.	X	X			X	X														X
2	Express themselves in correct English.		X			X	X						X	X	X						X
3	Recognize different technical writing techniques.		X			X	X						X								
4	Write coherent and cohesive technical forms of writing.	X				X	X						X		X		X	X			X
5	Recognize the weaknesses that create an incoherent piece.	X			X	X	X						X	X		X	X				X
6	Improve their analytical and critical thinking skills when developing their arguments in writing.	X				X	X		X	X			X	X							X
7	Select and rearrange information according to its relevance.	X				X	X		X				X	X							X
8	Apply knowledge of technical writing techniques in teaching and learning	X		X		X	X						X								X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Writing correct English sentences	1,2,3,5,6,7	Online/Microsoft Teams	In-class tasks	Main textbook
	1.2	Writing correct English sentences	1,2,3,5,6,7	Online/Microsoft Teams	In-class tasks	Main textbook

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	1.3	Writing correct English sentences	1,2,3,5,6,7	Blended (flipped classroom)/ E-Learning Platform	Watch a video on most common writing errors+ assignment	Main textbook
2	2.1	Formal Writing Techniques 1	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook
	2.2	Formal Writing Techniques 2	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook
	2.3	Formal Writing Techniques 3	2, 5, 6,8	Blended (flipped classroom)/ E-Learning Platform	Watch a video on changing informal sentences into formal ones+ Assignment	Main textbook
3	3.1	Writing formal and informal emails	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook
	3.2	Discussing the features of formal and informal emails	2, 5, 6,8, 9, 10	Online/Microsoft Teams	In-class tasks	Main textbook
	3.3	Writing formal and informal emails	2, 5, 6,8	Blended (flipped classroom)/ E-Learning Platform	Reading a handout on direct and indirect questions+ completing an assignment on direct and indirect questions.	Main textbook
4	4.1	Writing reports	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook

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	4.2	Discussing the differences between reports and essays	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook
	4.3	Discussing the differences between reports and essays	2, 5, 6,8	Blended (flipped classroom)/ E-Learning Platform	Reading a sample report+ completing exercises on writing reports	Main textbook
5	5.1	Discussing the assignment posted last Thursday	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	5.2	Writing a short report with the class	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	5.3	Writing a short report with the class	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watching a video on YouTube on writing reports+ writing a report	Main textbook
6	6.1	Writing memorandums	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	6.2	Writing memorandums	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	6.3	Writing memorandums	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watching a video on YouTube on writing memos beforehand + discussing the video	Main textbook

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					Tollens+ assignment	
7	7.1	Discussing the assignment posted last Thursday	5, 6, 7, 8, 9	Online/Microsoft Teams	In-class tasks	Main textbook
	7.2	Writing a memo in class	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	7.3	Types of memos	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Reading a handout on writing different types of memo+ quiz	Main textbook
8	8.1	Revision worksheet	1-10	Online/Microsoft Teams	In-class tasks	Main textbook
	8.2	Midterm Exam				
	8.3	Answering the exam questions		Online/Microsoft Teams	In-class tasks	Main textbook
9	9.1	Writing cover letters and CVs	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	9.2	Writing cover letters and CVs	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	9.3	Writing cover letters and CVs	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Looking at good and bad examples of CVs and cover letters + writing their own CV and a cover letter for a job they are planning to	Main textbook

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					apply to in the future	
10	10.1	Discussing the assignment posted last Thursday	5, 6, 7, 8	Online/Microsoft Teams	In-class tasks	Main textbook
	10.2	Writing your CV online	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	10.3	Personal statements	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watch a video on writing a personal statement+ Assignment	Main textbook
11	11.1	Writing business letters	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	11.2	Writing business letters	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	11.3	Writing business letters	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watching a video on writing complaint letters+ writing a complaint letter	Main textbook
12	12.1	Discussing the assignment posted last Thursday	5, 6, 7, 8, 9	Online/Microsoft Teams	In-class tasks	Main textbook
	12.2	Different types of business letters	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	12.3	Different types of business letters	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watch a video on types of business letters + quiz	Main textbook

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13	13.1	Writing follow-up letters	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	13.2	Writing apology letters	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
	13.3	Avoiding fragments	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watch a video on fragments+ quiz	Main textbook
14	14.1	Proofreading and editing your work	1-10	Online/Microsoft Teams	In-class tasks	Main textbook
	14.2	Proofreading and editing your work	1-10	Online/Microsoft Teams	In-class tasks	Main textbook
	14.3	Proofreading and editing your work	1-10	Blended (flipped classroom)/ E-Learning Platform	Read a handout on proofreading steps+ assignments	Main textbook
15	15.1	Revision	1-10	Online/Microsoft Teams	Discussion	Main textbook
	15.2	Revision	1-10	Online/Microsoft Teams	Discussion	Main textbook
	15.3	Revision	1-10	Online/Microsoft Teams	Discussion	Main textbook

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments + Quizzes + Participation+ presentation+ project	30	Writing correct English, technical writing documents and techniques	1-10	1-14	Microsoft Team+ E-Learning
Midterm Exam	30	Formal writing, writing emails, writing reports, writing memos	1-10	1-7	On campus
Final Exam	40	Writing correct English, technical writing documents and techniques	1-10	1-14	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

26 References:

A- Required book(s), assigned reading and audio-visuals:

1. Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2006). Handbook of technical writing. Bedford/st Martins.
2. Brandon, L., & Brandon, K. (2012). Paragraphs and essays: With integrated readings. Cengage Learning.
3. Langan, J. (2007). Exploring writing: Sentences and paragraphs. McGraw-Hill.

Recommended books, materials, and media:

Yarber, M. L., & Yarber, R. E. (2010). Reviewing basic grammar: A guide to writing sentences and paragraphs. Pearson/Longman.

27 Additional information:

28. Rubric for correcting writing tasks:

Quality	6	5	4	3	2	1
	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	<p>reveal an in-depth analysis of the documents</p> <p>-make insightful connections between information and ideas in the documents</p>	<p>-convey a thorough understanding of the documents</p> <p>-make clear and explicit connections between information and ideas in the documents</p>	<p>convey a basic understanding of the text</p> <p>-make implicit connections between information and ideas in the text and the assigned task</p>	<p>convey a basic understanding of the documents*</p> <p>-make few or superficial connections and ideas in the documents and the assigned task</p>	<p>convey a vague or inaccurate understanding of the documents</p> <p>-allude to the text but make unclear or unwarranted connections to the assigned task</p>	<p>provide no evidence of understanding</p> <p>-make no connections between information in the text and the assigned task</p>

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	and the assigned task	and the assigned task				
Development : the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents	-develop ideas clearly and consistently. Using relevant and specific details from the documents	develop ideas inconsistently, using relevant details from the text	develop ideas simply, using some details from the documents	are largely undeveloped, hinting at ideas that are sketchy, vague, irrelevant, or repetitive	are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus -exhibit a logical and coherent structure through effective use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through the use of appropriate devices and transitions	maintain a clear and appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	establish, but fail to maintain, an appropriate focus -exhibit uneven organization	lack an appropriate focus, but suggest some organization	show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using original and precise language with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences for effect	use language that is fluent and engaging, with some awareness of audience and purpose -show consistent use of sentences that are varied in length and structure	-use appropriate language, with some awareness of audience and purpose -occasionally vary length and structure of sentences	-rely on language from the documents and basic vocabulary -rely on sentences that are unvaried in length and structure	use language that is imprecise or unsuitable for the audience or purpose -rely on sentences that lack variety and may be constructed incorrectly	are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization,	- demonstrate control of the conventions	-demonstrate control of the conventions, with very few minor errors that have no effect on comprehension	demonstrate partial control, exhibiting some sentence-level errors that do not hinder comprehension	demonstrate partial control, exhibiting errors that occasionally hinder comprehension	demonstrate a lack of control, exhibiting many errors that make comprehension difficult	are minimal -may be illegible or not recognizable as English

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grammar, and usage						
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<http://www.tnellen.com/westside/rubric.html>

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----