

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009 / 2010**

This form is for completion by the Course Co-ordinator/Examiner. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

Part I

Course Title:	<u>Report Writing for Engineers</u>
Course Code:	<u>EN2272</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>B2</u>
Medium of Instruction:	<u>English</u>
Prerequisites: (Course Code and Title)	<u>Nil</u>
Precursors: (Course Code and Title)	<u>Nil</u>
Equivalent Courses: (Course Code and Title)	<u>Nil</u>
Exclusive Courses: (Course Code and Title)	<u>Nil</u>

Part II

1. Course Aims:

This course aims to develop and improve the students' ability in producing written informal and formal reports, memorandums, and making oral presentations, all related to computer and engineering topics.

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

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

No.	CILOs	Weighting (if applicable)
1.	Identify the structure and language characteristics of an incident report and apply them in writing incident reports;	1
2.	Identify the structure and language characteristics of a progress report and apply them in writing progress reports;	2
3.	Identify the structure and language characteristics of a formal report and apply them in writing formal reports;	3
4.	Identify the structure and the skills of oral presentations, and apply them in planning and delivering presentations;	2
5.	Participate actively in class and group activities	1

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

ILO No	TLAs	Hours/week (if applicable)
CILO 1	<i>Writing an Incident Report</i> Through various guided activities and discussions, students identify the structure and language characteristics of a standard incident report. They also apply the knowledge gained in producing a written incident report.	2 weeks
CILO 2	<i>Writing a Progress Report</i> Through various guided activities and discussions, students identify the structure and language characteristics of a standard progress report. In groups, they also apply the knowledge gained in producing written reports of their investigation projects.	3 weeks
CILO 3	<i>Writing a Formal Report</i> Through various guided activities and discussions, students identify the structure and language characteristics of a standard formal report. In groups, they also apply the knowledge gained in producing formal reports that offer suggestions and solutions to problems examined in their investigations.	5 weeks
CILO 4	<i>Giving a Group Oral Presentation</i> Through various guided activities and discussions, students identify the structure and language characteristics of a presentation. In groups, students also plan and deliver a presentation of their group projects.	3 weeks
CILO5	<i>Participation in each TLA</i> Students participate actively in all TLAs using English.	In each lesson

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1	<i>Coursework: Write an Incident Report</i> Each student produces an incident report by applying the knowledge gained in the related TLAs. The report will be assessed in terms of its content, structure, coherence and language use.	15%	Individual work; assessed individually
CILO 2	<i>Coursework: Write a Progress Report</i> Each student produces a progress report by applying the knowledge gained in the related TLAs. The report will be assessed in terms of its content, structure, coherence, use of Gantt charts and language use.	20%	Individual work; assessed individually
CILO 3	<i>Coursework: Write a Formal Report</i> In groups, students will produce a written formal report. The report will be assessed in terms of its completeness, content, structure, coherence, format, and language use.	35%	Group work but assessed individually and as a group
CILO 4	<i>Coursework: Give a Group Oral Presentation</i> In groups, students make an oral presentation highlighting the findings of an investigation. The presentation will be assessed in terms of its clarity, verbal and non-verbal delivery skills, language use and use of A/V aids.	20%	Group work but assessed individually
CILO5	<i>Course Work: Participation</i> Students need to participate proactively in all TLAs. Their attendance, punctuality, and participation in TLAs using English are assessed.	10%	Individual work; assessed individually

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Examination duration: Nil

Percentage distribution of marks for coursework, examination, other: 100% Coursework

Grading pattern: Standard (A+AA-...F)

Incident Report – 15% of course work

	Content (50%)	Language (40%)	Format (10%)
A	All necessary facts have been included. Information is correctly organized in the Summary, Background, Facts, Outcome structure.	Very minimal language errors, with good, complex grammar. Meaning is clear and tone is appropriate.	Memo format is employed accurately. Subject line is correctly written to accurately reflect purpose.
B	Most of the necessary facts have been included. Information is mostly correctly organized in the Summary, Background, Facts, Outcome structure.	Language errors are occasional and minor. Meaning is mostly not obstructed, and tone is mostly appropriate.	One component missing in memo format. Subject line is mostly accurate, and purpose is mostly clear.
C	A number of necessary or inaccurate facts have been excluded. Information is not correctly organized in the Summary, Background, Facts, Outcome structure.	Consistent language errors. Meaning sometimes obstructed, and tone is not always appropriate.	Two components missing in memo format. Subject line attempts at reflecting purpose.
D	Many necessary facts have been excluded. Information is haphazardly organized with little semblance of structure or flow.	Frequent language errors. Meaning is obstructed, and tone is also inappropriate.	Three components missing in memo format. Subject line does not reflect purpose of memo.
F	The facts are missing, inaccurate or wrongly written. Information randomly organized with no semblance of structure or flow.	Language is very inaccurate. Meaning is completely obstructed, and tone is totally inappropriate.	All components missing in memo format. Subject line is missing.

Progress report – 20% of course work

	Content (45%)	Language (35%)	Visuals (10%)	Format (10%)
A	All necessary facts have been included. Information is correctly organized in the Summary, Background, Facts, Outcome structure.	Very minimal language errors, with good, complex grammar. Meaning is clear and tone is appropriate.	A good Gantt chart, with key, is used to clearly and accurately reflect progress.	Memo format is employed accurately. Subject line is correctly written to accurately reflect purpose.
B	Most of the necessary facts have been included. Information is mostly correctly organized in the Summary, Background, Facts, Outcome structure.	Language errors are occasional and minor. Meaning is mostly not obstructed, and tone is mostly appropriate.	Gantt chart mostly clearly and accurately reflects progress.	One component missing in memo format. Subject line is mostly accurate, and purpose is mostly clear.

C	A number of necessary or inaccurate facts have been excluded. Information is not correctly organized in the Summary, Background, Facts, Outcome structure.	Consistent language errors. Meaning sometimes obstructed, and tone is not always appropriate	Gantt chart is average, and progress is not always accurate or clear	Two components missing in memo format. Subject line attempts at reflecting purpose
D	Many necessary facts have been excluded. Information is haphazardly organized with little semblance of structure or flow.	Frequent language errors. Meaning is obstructed, and tone is also inappropriate	Gantt chart lacks a key; is confusing, unclear and inaccurate	Three components missing in memo format. Subject line does not reflect purpose of memo
F	The facts are missing, inaccurate or wrongly written. Information randomly organized with no semblance of structure or flow.	Language is very inaccurate. Meaning is completely obstructed, and tone is totally inappropriate	Gantt chart is missing	All components missing in memo format. Subject line is missing

Formal Report – 35% of course work

	Content (45%)	Visuals (10%)	Language (35%)	Organization + Format (10%)
A	All information is accurate, explained, and analyzed. Sufficient evidence is provided to support claims	Visuals are always accurate, appropriate, useful, labeled and numbered.	Very minimal language errors, with good, complex grammar. Meaning is clear and tone is appropriate.	Report is organized correctly in the right order. Readability is very effective.
B	Information is mostly accurate, explained, and analyzed. Evidence is mostly provided to support claims	Visuals are mostly accurate, appropriate and useful, labeled and numbered.	Language errors are occasional and minor. Meaning is mostly not obstructed, and tone is mostly appropriate.	Report is organized mostly correctly, with one or two sections not ordered correctly. Readability is quite effective.
C	Information is somewhat accurate, explained, and analyzed. Some evidence is provided to support claims	Visuals are average, and are not consistently labeled and numbered.	Consistent language errors. Meaning sometimes obstructed, and tone is not always appropriate	Report is not organized correctly, with three or four sections incorrectly ordered. Readability is somewhat effective.
D	Information is frequently inaccurate, unclear, and poorly	Visuals are inaccurate, inappropriate,	Frequent language errors. Meaning is	Report is not organized correctly, with four or more

	analyzed. Little evidence is provided to support claims	unhelpful, and are not labeled and numbered.	obstructed, and tone is also inappropriate	sections incorrectly ordered. Readability is rarely effective.
F	Information is either plagiarized, completely inaccurate, unexplained or unanalyzed. No evidence is provided to support claims	Visuals are completely missing	Language is very inaccurate. Meaning is completely obstructed, and tone is totally inappropriate	Report is haphazardly organized with no notion of order of sections. Readability is extremely poor.

Group Oral Presentation – 20% of course work

	Delivery (30%)	Language (30%)	Structure (25%)	Visuals (10%)	Teamwork (5%)
A	Presentation is excellently delivered with proper pace, eye contact, posture and gestures without reading from script Captures attention successfully	Very fluent with very minimal language errors and good, complex grammar Meaning is clear and tone is appropriate.	Preview and summary are clearly given Information is correctly structured	Visuals are always accurate, appropriate, useful, font is large enough to read.	Division of sections is very appropriate Excellent flow between speakers
B	Presentation is mostly delivered with proper pace, eye contact, posture and gestures, and refers to script occasionally Captures attention with moderate success	Mostly fluent with occasional language errors. Meaning is mostly not obstructed, and tone is mostly appropriate.	Preview and summary is given, but not always clear Information is mostly correctly structured	Visuals are mostly accurate, appropriate and useful, font mostly large enough to read.	Division of section is suitable Good flow between speakers
C	Presentation is delivered tentatively with inappropriate pace, eye contact, posture and gestures, and reads from script Captures attention occasionally	Not always fluent with consistent language errors. Meaning sometimes obstructed, and tone is not always appropriate.	Preview or summary is lacking, or is unclear Information is somewhat correctly structured	Visuals are average, and font size is not consistently large enough to read.	Division of section is not always appropriate Average flow between speakers
D	Presentation is delivered quite tentatively with inappropriate pace,	Fluency is poor with frequent language errors Meaning is	Preview and summary is missing Information	Visuals are inaccurate, inappropriate, unhelpful,	Division of section is largely inappropriate

	eye contact, posture and gestures, and reads from script frequently Rarely captures attention	obstructed, and tone is also inappropriate.	is incorrectly structured	and font size is small	Poor flow between speakers
F	Presentation is delivered poorly with lack of pace, eye contact, posture and gestures, and relies completely reading from script Does not capture attention at all	Fluency is very poor, and grammar is very inaccurate Meaning is completely obstructed, and tone is totally inappropriate.	There is no structure to the presentation	Visuals are completely missing, and font size is too small	Division of section is completely unfair or inappropriate Extremely poor flow between speakers

Participation – 10% of course work

Criteria	Attendance*	Punctuality	Participation	Use of English
Grade A	Attended all classes	Always punctual for classes	Always participated actively in class and group activities	Always spoke in English in class
Grade B	Attended 90-99% of the classes	90-99% punctual for class	Frequently participated actively in class and group activities	Frequently spoke in English and seldom spoke in languages other than English in class
Grade C	Attended 80 to 89 % of the classes	80-89% punctual for class	Occasionally participated actively in class and group activities	Often spoke English and occasionally spoke in languages other than English in class
Grade D	Attended 70-79% of the classes	70-79% punctual for class	Almost never participated actively in class and group activities	Frequently spoke in languages other than English and some use of English in class
Grade F	Attended less than 70% of the classes	Less than 70% punctual for class	Never participated actively in class and group activities	Always spoke in languages other than English and never spoke in English in class

* Students are required to attend at least 9 out of 13 regular classes (or at least 70% of regular classes). Students who fail to meet this requirement will be given an overall 'F' grade for the course.

Mark–grade Conversion Table for EN2272

Grade	Marks
A+	100
A	95–99
A–	90–94
B+	85–89
B	76–84
B–	70–75
C+	60–69
C	55–59
C–	50–54
D	40–49
F	0–39

Part III

Keyword Syllabus:

Incident Report: format, content and language of incident reports.

Progress Report: format, content and language of progress reports.

Formal Report: format, content and language of formal reports.

Oral Presentation: planning a presentation as a team, oral persuasion, asking and answering questions

Recommended Reading:

Text(s):

Blicq, Ron S., 1999, *Technically Write!* (5th ed), New Jersey: Prentice Hall.

Borowick, Jerome N., 2002, *Technical Communication and its Applications* (2nd ed), New Jersey: Prentice-Hall, Inc.

Burnett, Rebecca E., 1997, *Technical Communication* (4th ed), International Thomson Publishing.

Huckin, Thomas N., & Olsen, Leslie A., 1991, *Technical Writing and Professional Communication for Non-Native Speakers of English* (2nd ed), New York: MacGraw Hill.

Online Resources:

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