

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: English for Information Systems

Course Code: EN3164

Course Duration: 1 semester

No. of Credit Units: 2

Level: B3

Medium of Instruction: English

Prerequisites: (*Course Code and Title*):

1. EN2161 English Communication Skills for Business I &
EN2162 English Communication Skills for Business II;
OR
EN3165 Essential English Communication Skills for Business
2. Anyone who enrolls on this course is expected to be a BBAIS student or must possess knowledge of some common computing products. (Non-BBAIS students who are interested to take this course are advised to consult the course co-ordinator before enrolling).

Precursors: (*Course Code and Title*): Nil

Equivalent Courses: (*Course Code and Title*): Nil

Exclusive Courses: (*Course Code and Title*): Nil

Part II

1. Course Aims:

This course aims to develop students' ability to plan and produce effective end user documentation for training purposes and to plan and conduct effective training workshops.

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 a User Manual and apply these in the planning and writing of an effective User Manual for training purposes; | 3 |
| 2. | identify the techniques of writing training materials and training and apply these in writing training materials and running effective training workshops; | 2 |
| 3. | participate actively in class and group activities | 1 |

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

| ILO No | TLAs | Hours/week (if applicable) |
|--------|--|----------------------------|
| CILO 1 | Plan and write effective User Manuals for training purposes in groups applying the identified structure and language characteristics of a User Manual. | 8 weeks |
| CILO 2 | Write training materials and run short training workshops in groups applying the identified techniques of writing training materials and training | 5 weeks |
| CILO 3 | Students participate actively in class activities and group discussions in preparation for each TLA using English | In each lesson |

4. Assessment Tasks/Activities

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

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

| ILO No | Type of assessment tasks/activities | Weighting (if applicable) | Remarks |
|---------------|---|----------------------------------|--|
| CILO 1 | Coursework: Write a User Manual which consists of a preface, a set of instructions and the other parts of the manual The completeness & accuracy of the content, coherence in organization & format, accuracy in language and appropriateness of the style & tone of the user manual are assessed | 50% | Group work but assessed individually and in groups |
| CILO 2 | Coursework: Write training materials and run training workshops The appropriateness of the materials, the effectiveness of the training and appropriateness in the use of verbal delivery skills, non-verbal delivery skills, language and A/V aids are assessed. | 40% | Group work but assessed individually and in groups |
| CILO 3 | Course work: Participation Students' class attendance, punctuality for class and participation in class group activities using English while preparing for each TLA 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.

Grading pattern: Standard (A+, A, A- ...F). Grading is based on student performance in assessment tasks / activities.

Course work: 100%

Part III

Keyword Syllabus:

Context and audience analysis, organization and formatting features of effective user manuals, common language features of user manuals, workshop planning, materials designing, communication skills and strategies for trainer-trainee interactions, assessment of trainees' performance, and evaluation of trainers' performance

Recommended Reading:

References:

Blicq, R.S. and Morette, L. *Technically – Write!* (Columbus Ohio: Pearson-Prentice Hall). 2004.

Browning, C. *Guide to Effective Software Technical Writing*. (New Jersey: Prentice Hall). 1988.

Doheny-Farina, S. (ed.) *Effective Documentation*. (Cambridge: MIT Press). 1988.

Sinclair, J. (et al). *Collins Cobuild English Language Dictionary*. London: William Collins Sons & Co. Ltd. 1987.

Stuart, A. *Writing and Analyzing Effective Computer system Documentation*. (Tokyo: Holt-Saunders.) 1986.

Returned by:

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Department: English

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Date: 19-6-2009

Grading of Student Achievement

(1) User Manual (50%)

(1)(a) Preface (10%)

| Items to be assessed Content and organization | Grade A+,A, or A- | Grade B+, B, or B- | Grade C+, C, or C- | Grade D | Grade F |
|--|---|---|---|--|---------|
| Content is very well selected and developed | Content is well selected and developed | Content selected is somewhat sufficient | Content selected is sketchy and inadequate | Content selected is highly inadequate | |
| All relevant information is included | Information included is sufficient | Only part of information is relevant | Only limited information is relevant | Very limited information is relevant | |
| All information is effectively conveyed | Most of the information is clearly conveyed | Parts of the information is clearly conveyed | Only very limited information is conveyed clearly | Information is not clearly conveyed | |
| Purpose of the preface is completely achieved | Purpose of the preface is achieved to a large extent | Purpose of the preface is partially achieved | Purpose of the preface is only achieved to a limited extent | Purpose of the preface is not achieved | |
| Ideas are very coherently linked | Ideas are coherently linked | Ideas are somewhat coherently linked | Ideas are generally not coherently linked | Ideas are not at all coherently linked | |
| Items to be assessed: Language | Grade A+,A, or A- | Grade B+, B, or B- | Grade C+, C, or C- | Grade D | Grade F |
| Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 80-100% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 65-79% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 50-64% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 40-49% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is below 40% accurate | |
| Style and tone are very appropriate | Style and tone are appropriate | Style and tone are fairly appropriate | Style and tone are generally inappropriate | Style and tone are very inappropriate | |

(1) (b) Instructions (20%)

| Items to be assessed | Grade A+,A, or A- | Grade B+, B, or B- | Grade C+, C, or C- | Grade D | Grade F |
|---------------------------------------|--|---|---|---|--|
| Content and organization | The introductory texts are included in all sections and sub-sections and fully achieve their purposes | The introductory texts are included in most sections and sub-sections and generally achieve their purposes | The introductory texts are only included in some sections and sub-sections and partially achieve their purposes | The introductory texts are included in very few sections and sub-sections and barely achieve their purposes | The introductory texts are not included in any sections and sub-sections |
| | All elements (JAR, notes, warning, cautions, graphics, examples, cross referencing) are included and very effectively presented | JAR and most of the other elements (notes, warning, cautions, graphics, examples, cross referencing) are included and appropriately presented | JAR and some of the other elements (notes, warning, cautions, graphics, examples, cross referencing) are included and appropriately presented | Some of the elements (JAR, notes, warning, cautions, graphics, examples, cross referencing) are included and not appropriately presented | Very few elements (JAR, notes, warning, cautions, graphics, examples, cross referencing) are included and very poorly presented |
| | More than three technical terms are very appropriately defined | Three technical terms are appropriately defined | Less than three technical terms are defined but still defined adequately | Less than three technical terms are defined inappropriately | No technical terms are defined |
| Items to be assessed: Language | | | | | |
| | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 80-100% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 65-79% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 50-64% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 40-49% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is below 40% accurate |
| | Use of sentences and vocabulary is very concise | Use of sentences and vocabulary is concise | Use of sentences and vocabulary is somewhat concise | Use of sentences and vocabulary is mostly not concise | Use of sentences and vocabulary is not concise |
| | Style and tone are very appropriate | Style and tone are appropriate | Style and tone are fairly appropriate | Style and tone are generally inappropriate | Style and tone are very appropriate |

(1)(c) The complete User Manual (20%)

| Items to be assessed | Grade A+,A, or A- | Grade B+, B, or B- | Grade C+, C, or C- | Grade D | Grade F |
|---------------------------------------|--|---|---|---|--|
| Content and organization | All front materials (Cover & title, table of contents and preface) are included and very effectively presented | All front materials (Cover & title, table of contents and preface) are included and appropriately presented | All front materials (Cover & title, table of contents and preface) are included though not quite appropriately presented | Some front materials (Cover & title, table of contents and preface) are included and inappropriately presented | No front materials (Cover & title, table of contents and preface) are included |
| | The introductory texts are included in all sections and sub-sections and fully achieve their purposes | The introductory texts are included in most sections and sub-sections and generally achieve their purposes | The introductory texts are only included in some sections and sub-sections and partially achieve their purposes | The introductory texts are included in very few sections and sub-sections and barely achieve their purposes | The introductory texts are not included in any sections and sub-sections |
| | All elements (JAR, notes, warning, cautions, graphics, examples, cross referencing) are included and very effectively presented | JAR and most of the other elements (notes, warning, cautions, graphics, examples, cross referencing) are included and appropriately presented | JAR and some of the other elements (notes, warning, cautions, graphics, examples, cross referencing) are included and appropriately presented | Some of the elements (JAR, notes, warning, cautions, graphics, examples, cross referencing) are included and not appropriately presented | Very few elements (JAR, notes, warning, cautions, graphics, examples, cross referencing) are included and very poorly presented |
| | All end materials (Glossary index and appendices) are included and very effectively presented | All end materials (Glossary index and appendices) are included and appropriately presented | All end materials (Glossary index and appendices) are included though not quite appropriately presented | Some end materials (Glossary index and appendices) are included and inappropriately presented | No end materials (Glossary index and appendices) are included |
| Items to be assessed: Language | Grade A+,A, or A- | Grade B+, B, or B- | Grade C+, C, or C- | Grade D | Grade F |
| | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 80-100% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 65-79% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 50-64% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 40-49% accurate | Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is below 40% accurate |
| | Use of sentences and vocabulary is very concise | Use of sentences and vocabulary is concise | Use of sentences and vocabulary is somewhat concise | Use of sentences and vocabulary is mostly not concise | Use of sentences and vocabulary is not concise |
| | Style and tone are very appropriate | Style and tone are appropriate | Style and tone are fairly appropriate | Style and tone are generally inappropriate | Style and tone are very appropriate |

(2) Training materials and training workshop (40%)

(2) (a) Training materials (20%)

| Items to be assessed: | Grade A+,A, or A- | Grade B+, B, or B- | Grade C+, C, or C- | Grade D | Grade F |
|------------------------------|---|---|--|---|---|
| Content, design and language | Content is very accurate | Content is generally accurate | Content is partly accurate | Content is not quite accurate | Content is not accurate at all |
| | Ideas are very clearly presented | Ideas are clearly presented | Some of the Ideas are clearly presented | Ideas are not very clearly presented | Ideas are not clearly presented at all |
| | Design of learning tasks and handouts is very meaningful and helpful | Design of learning tasks and handouts is meaningful and helpful | Design of learning tasks and handouts is either meaningful or helpful | Design of learning tasks and handouts is not quite meaningful and helpful | Design of learning tasks and handouts is neither meaningful nor helpful |
| | Visual aids are very appropriate, clear and useful | Most are appropriate, clear and useful | Some are appropriate, clear and useful | Most are inappropriate, unclear and not useful | NO visual aids |
| | Language (grammar, spelling, punctuation, syntax etc) is highly accurate, with 80%-100% accuracy | Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate, with 65%-79% accuracy | Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with 50%-64% accuracy | Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with 40%-49% accuracy | Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, below 39% accuracy |

2 (b) Training workshop (20%)

| Items to be assessed | A+, Grade A, A- | Grade B+, B, B- | Grade C+, C, C- | Grade D | Grade F |
|---|--|---|---|--|--|
| Content + organization | | | | | |
| Objectives | Objectives are completely achieved | Objectives are achieved to a large extent | Objectives are partially achieved | Objectives are only achieved to a limited extent | Objectives are not achieved |
| Presentation of ideas | All ideas/instructions are effectively presented | Most of the ideas/instructions are clearly presented | Parts of the ideas/instructions are clearly presented | Only very limited ideas/instructions are presented clearly | Ideas/instructions are not clearly conveyed |
| Choice of methods and mode | Excellent choice of methods and mode | Good choice of methods and mode | Appropriate choice of methods and mode | Almost inappropriate choice of methods and mode | Inappropriate choice of methods and mode |
| Awareness of audience's needs and reactions | Shows full awareness of audience's needs and reactions | Shows awareness of audience's needs and reactions | Shows partial awareness of audience's needs and reactions | Shows little awareness of audience's needs and reactions | Shows no awareness of audience's needs and reactions |
| Enthusiasm about the topic | Shows great enthusiasm about the topic | Shows enthusiasm about the topic | Shows some enthusiasm about the topic | Shows little enthusiasm about the topic | Shows no enthusiasm about the topic |
| Delivery skills | | | | | |
| Naturalness | Spoke naturally without notes & Power-Point slides | Most of the time - spoke naturally but occasionally read notes / Power-Point slides | Sometimes read notes / Power-Points slides or both | Most of the time read notes & Power-Point slides | Completely read notes & Power-Point slides |
| Eye contact | Good eye contact with audience | Most of the time - eye contact with audience | From time to time - eye contact with audience | Very little - eye contact with audience | NO eye contact with audience |
| Gestures | Very appropriate | Very few inappropriate gestures | From time to time - inappropriate gestures | Most of the time - inappropriate gestures | All the time - inappropriate gestures |
| Accuracy | NO grammatically inaccurate sentences | Very few grammatically inaccurate sentences | Some grammatically inaccurate sentences | A lot of grammatically inaccurate sentences | NO grammatically accurate sentences |
| Pronunciation | is correct | Most is correct | Some is incorrect | Most is incorrect | is incorrect |
| Rhythm + intonation | are correct | Most are correct | Some are incorrect | Most are incorrect | are incorrect |
| Speed of delivery | Very appropriate | Appropriate | Acceptable | Unacceptable | Totally unacceptable |
| Fluency | Very fluent | Most of the time - fluent | From time to time - fluent | Most of the time – not fluent | All the time – not fluent |
| Design + use of visuals | are appropriate, clear and useful | Most are appropriate, clear and useful | Some are appropriate, clear and useful | Most are inappropriate, unclear and not useful | NO visual aids |

(3) Participation (10%)

| Grades | Attendance* | Punctuality | Participation | Use of English |
|---------------|---------------------------------------|----------------------------------|--|---|
| A | Attended all classes | Always punctual for class | Always participated actively in class and group activities | Always spoke in English in class |
| 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 |
| 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 |
| 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 |
| 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.