

1. GENERAL INFORMATION

Course title: Technical Writing and Presentation

Course code: ET2022

Credit hours: 30 units

Prerequisite courses: No

Prior courses: Technical English, English

Parallel courses: No

2. COURSE DESCRIPTION

The purposes of the course are to train participants who will be able to:

- Assess the audience and prepare materials to meet audience's needs
- Use tools and practice skills to increase their verbal presentation skills.
- Write effectively various types of technical documents, manuals, and publications
- Build effective sentence, informative content and employ graphical tools that explains information clearly

3. AIMS AND OUTCOMES

Aims/outcomes	Description of course's aims/outcomes	Outcome codes and teaching methods
[1]	[2]	[3]
M1	Developing, reading, speaking and presentation skills in English for students	2.1T, 2.2T, 2.4T, 3.1T, 3.2T, 3.3U/T
M1.1	Improving reading and speaking skill in English for students at pre-intermediate level	3.2T, 3.3U/T
M1.2	Supporting students to acquire basic presentation skills in English	2.1T, 2.2T, 3.1T
M1.3	Supporting students to use presentation skills effectively for his/her academic purposes in English	2.4T, 3.1T
M2	Students are expected to understand and capable of writing academically in English	1.2U/T, 1.3U/T, 3.1T, 4.2T
M2.1	Supporting students to acquire basic writing skills in English	1.2.U/T, 1.3U/T
M2.2	Encouraging students to apply the acquired writing skills for writing technical papers such as scientific reports, research proposals, journals, articles with specific guidances about how to describe tables, graphs, bar/pie charts, proceses, how to write	3.1T, 4.2T

Aims/outcomes	Description of course's aims/outcomes	Outcome codes and teaching methods
	abstracts, bibliography, and how to use citation to avoid plagiarism.	
M3	Improving students' English language for Education Technology	3.1T, 3.2T, 3.3T, 4.2T
M3.1	Improving students' English language in educational technology while teaching them technical writing and presentation skills in English	3.1T, 3.2T, 3.3T, 4.2T

4. REQUIRED READINGS AND SUPPLEMENTARY READINGS

Required readings

- [1] Bailey (2015) *Academic writing: Academic handbook for international students*. Routledge
- [2] Emden & Becker (2016). *Presentation skills for students*. Palgrave

Supplementary readings

- [1] Morley, Dick. 2007. 'Writing, presentation skills in demand', *InTech*, vol. 54, issue 1, p. 50.
- [2] Silyn Roberts (2000). *Writing for science and engineering papers, presentations, reports, emails, faxes*. Elsevier Science and Technology
- [3] University of London Institute of Education 2012. *What is multimodality?*. 15 March <https://www.youtube.com/watch?v=nt5wPIhhDDU> (with Gunther Kress)
- [4] Applebee, M.S; Johanson, A.P; Lawler-Sagarin, K.A; Losey, E.N and Munro-Leighton, C. 2018. 'The Three-Minute Slide as an Effective Tool for Developing Oral Communication Skills', *Journal of chemical education*, vol. 95, pp. 1419–1422.
- [5] Calude, A.S. 'Does grammar matter?' TED-Ed talk https://www.ted.com/talks/andreea_s_calude_does_grammar_matter?language=en.
- [6] Hartley, James and Cabanac, Guillaume. 2017. 'Thirteen Ways to Write an Abstract', *Publications*, vol. 5 issue 2, pp. 1-7.
- [7] Hartley, James. 2012. 'New ways of making academic articles easier to read', *International Journal of Clinical and Health Psychology*, vol. 12, issue 1, pp. 143-160.
- [8] Ogden R. Lindsley. 1991. 'Journal Of Applied Behavior Analysis From Technical Jargon To Plain English For Application', *Journal Of Applied Behavior Analysis*, vol. 24, no. 3, pp.449-458.
- [9] Dixson 2010 Creating effective student engagement in online courses- What do students find engaging? *Journal of the Scholarship of Teaching and Learning*, Vol. 10, No. 2, June 2010, pp. 1 – 13.

5. ASSESSMENTS AND EXAM

Assessment/ exam	Assessment methods	Description	Aim/outcome codes for assessment	Weight
[1]	[2]	[3]	[4] M1, M2	[5]

Mid-term Exam	Presentation in group or each student Mini multiple choice tests - Give student extra mark maximum (+2) based on attendance or assignments	- Group (4-6 students) or student - Prepare a report presentation - Present in class - Duration of presentation is 3-5 minutes			30%
Final Exam	(a) Write part of a technical report	- Group of 4-6 students - Format the report in a given template - Write and submit document before finishing course	M1, M2, M3	50%	70%
	(b) Presentation in group or each student - The final exam grade is calculated by the average sum of (a) and (b)	- Present in class - Duration of presentation is about 10 minutes		50%	

6. TEACHING SCHEDULE

Week	Content	Outcome codes	Teaching strategies	Assessment
[1]	[2]	[3]	[4]	[5]
1	<ul style="list-style-type: none"> - Give briefly the course objectives - Identify purpose for reading - Introduce the reading strategy - The factors that effect reading strategies - Note-taking; Make connections; Analyze text structure; Explore inferences; Determine important ideas 	M1	<ul style="list-style-type: none"> - Modelling - Group work (pair) - Quiz 	A1, A2

Week	Content	Outcome codes	Teaching strategies	Assessment
[1]	[2]	[3]	[4]	[5]
2	<ul style="list-style-type: none"> – Assign peer-working groups – Given ten paragraphs of simple text document – Introduce keywords, how to identify keywords. – Ask to identify the key words of the text – Ask to identify the topic sentences – Ask to classify the material based on common attributes 	M1	<ul style="list-style-type: none"> – Worksheet – Worksheet then Quiz – Brainstorming – Group work (pair) 	A1, A2
3	<ul style="list-style-type: none"> – Instruct Shared Reading; Guided Reading; Comprehension; Independent Reading – Instruct how to extract the information from the documents – Watch a video presenting a scientific issue – Ask to extract the information from the video – Groups evaluate each other, how good, how bad, how to improve 	M1	<ul style="list-style-type: none"> – Worksheet – Worksheet then Quiz – Brainstorming 	A1, A2
4	<ul style="list-style-type: none"> – Instruct structure of technical report and scientific paper – Use text structure to support comprehension <p>Each PWG is given a report and asked to:</p> <ul style="list-style-type: none"> – make predictions during reading 	M1	<ul style="list-style-type: none"> – Think/pair/share – Write/pair/share 	A1, A2

Week	Content	Outcome codes	Teaching strategies	Assessment
[1]	[2]	[3]	[4]	[5]
	<ul style="list-style-type: none"> – determine the important ideas – summarize what they read – generate questions for text – monitor their comprehension during reading 			
5	<ul style="list-style-type: none"> – Introduce why must to learn this skill? – Give a technical presentation – Find the structure of a technical presentation – Communicate: Voice, Silence, Body language – Model digital introduction 	M1	<ul style="list-style-type: none"> – Analysis of the digital introduction model – HW: Digital introduce yourself in 1 min in English and post to FB/Teams 	A1, A2
6	<ul style="list-style-type: none"> – Introduce how to design a presentation – Identify audience, purpose, organization, flow and style of their presentations – Handout popular delivery strategies and slide design techniques – Use PPT tool to create clear and efficient slides 	M1	<ul style="list-style-type: none"> – Model – Think and write/pair/share – Write/pair/share – Question/Answer – Worksheet – Quiz online after reading the worksheet 	A1, A2
7	<ul style="list-style-type: none"> – Choose and use visual aid – Advantage of using visual aids – Watch video: 3MT (Vimeo) – Introduce the structure of 3min slide, important notes for a good slide – Introduce how to give a good presentation 	M1	<ul style="list-style-type: none"> – Three Minute slide in SET – What is multimodalities? – Watch Video: what make a good or bad presentation? – Think/ write/pair/share – Quiz Prepare one slide -> tips and tricks 	A1, A2

Week	Content	Outcome codes	Teaching strategies	Assessment
[1]	[2]	[3]	[4]	[5]
8	<ul style="list-style-type: none"> – Organize a group – Structure the presentation – Rehearsal – Answer questions presenting their slide in class (1 min/student) – Analyze the good and bad things in their presentation 	M1	<ul style="list-style-type: none"> – Fill gap – Present in a Group about a Template – Immediate feedback – HW: Prepare slide and submit to FB/Teams 	(A1, A2)
9	<ul style="list-style-type: none"> – Summarize before the assessment 	M1	<ul style="list-style-type: none"> – Present the report in 3 min in group 	A1, A2
10	<p>0. Gerenal Introduction</p> <p>Introcude:</p> <ul style="list-style-type: none"> – Differences between technical writing and normal writing – Key features of technical reports, thesis, and academic papers – Final assessment requirements <p>1. Making a Title</p> <ul style="list-style-type: none"> – Handout and analyse some examples – Introduce title rules: information, word form, capitalization – Give more examples for good and bad titles 	M2	<p>In-class activities:</p> <ul style="list-style-type: none"> – Group discussion: differences between technical writing and normal writing – Group discussion: key information in title <p>Homework:</p> <ul style="list-style-type: none"> – Each group chooses the title for their intended final report 	A1, A2
11	<p>2. Technical Reports Structure</p> <ul style="list-style-type: none"> – Handout and analyse some examples – Build up the basic structure and give a template <p>3. Project Abstract</p> <ul style="list-style-type: none"> – Handout and analyse some examples – Instruct to write an abstract 	M2	<p>In-class activities:</p> <ul style="list-style-type: none"> – Homework comments – Group discussion: structure of a technical report – Think/pair/share: key contents in an abstract <p>Homework:</p> <ul style="list-style-type: none"> – Each student writes and submits a 200-word abstract, based on the main text of a conference paper 	A1, A2

Week	Content	Outcome codes	Teaching strategies	Assessment
[1]	[2]	[3]	[4]	[5]
12	4. Technical English Introduce and teach: <ul style="list-style-type: none"> – Unity and coherence – Simplify, clarify, wordiness, and redundancy – Topic sentence and connecting sentences 	M1, M2, M3	In-class activities: <ul style="list-style-type: none"> – Homework comments – Practice (single or pair): rewrite the sentences – Quiz offline Homework: <ul style="list-style-type: none"> – Each student prepares one genre-based figure and writes its caption 	A1, A2
13	Introduce and teach: <ul style="list-style-type: none"> – Modal verb and verb tense – Passive voice and active voice – Adjective and preposition Figure and table rules	M1, M2, M3	In-class activities: <ul style="list-style-type: none"> – Practice (single or pair): rewrite the sentences – Group work: correct the mistake of some models – Rephrase sentences Homework: <ul style="list-style-type: none"> – Each student finds and highlights sentences in a paper which contain: article a and the, numbers, and keywords 	A1, A2
14	Introduce and teach: <ul style="list-style-type: none"> – Article a/an and the – Number rules – Plagiarism, citing, and quoting Academic and genre-based vocabulary	M1, M2, M3	In-class activities: <ul style="list-style-type: none"> – Quiz online – Write/pair/share Homework: <ul style="list-style-type: none"> – Each student writes and submits a short paragraph, including: topic sentence, connecting sentences, supporting, citations, figures/tables descriptions, numbers, both passive voice and active voice 	A1, A2
15	5. Introduction and Conclusion <ul style="list-style-type: none"> – Instruct to write the introduction section – Instruct to write the conclusion section 	M1, M2, M3	In-class activities: <ul style="list-style-type: none"> – Model analysis – Brainstorming: differences between 	A1, A2

Week	Content	Outcome codes	Teaching strategies	Assessment
[1]	[2]	[3]	[4]	[5]
	6. Reference and Acknowledgement 7. Extra skills Write a formal email		Introduction and Conclusion sections Group discussion: key contents in the Introduction and Conclusion sections	

7. COURSE REQUIREMENTS

(The specific requirements if any)

8. APPROVAL DATE:

Committee chair

Course Development Team

Nguyễn Hồng Anh

Nguyễn Tiến Hòa

Tạ Thi Kim Huệ

Đào Việt Hùng

Vũ Hải

Nguyễn Thu Nga

Nguyễn Nam Phong

Nguyễn Thu Vân

9. COURSE UPDATE

No	Updated Contents	Approval Date	Semester/ Batch	Note
1			
2			