

**Department of Linguistics and Communications**

**Institute of Liberal Arts**

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**Course Title: English II: Technical Writing and Communication**

**Course Code: EN-102**

**Semester: Spring 2023**

**Course Instructor: Naheed Ashfaq**

**Office location: 3S32, South block, Main building**

**Counseling hours: TBA**

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**COURSE DESCRIPTION**

The course aims to enhance the learners' analytical and composition skills through various writing steps, ranging from prewriting, writing, revising, editing, and finalizing. The course aims to teach students to write well organized and complete essays, letters, and reports of several kinds. Participants are required, on the one hand, to aim at producing well-written essays. On the other hand, they need to produce enriching and remarkable content for each composition based on the following paradigm: a focused thesis, organization, content development, syntax/diction, and mechanics/grammar. This course includes lessons on paraphrasing and elaboration skills, vocabulary development activities, coherent organization of information at sentence and discourse level, and listening comprehension skills. The course also incorporates the proper utilization of critical observation and analytical thinking. Through various activities, including portfolios, writing genres, formal/informal presentations, and peer critiques, learners are motivated to emphasize composition skill, content, purpose, audience, overall clarity, coherence, and cohesion in writing.

**CORE OBJECTIVES**

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

* Develop composition skills by practicing different rhetorical modes;
* Appreciate stylistic devices used in the selected texts;
* Maintaining and detecting coherence and cohesion in their writing/reading;
* Cultivate their spoken capability with regards to content studied;
* Foster their social skills and manners via role-play, group work, and peer activities
* Develop varied types of technical writing skills,

**GENERAL OBJECTIVES**

**Upon completion of this course, the students will be able to**

* Maintain discipline inside and outside the classroom to create an aura that may allow learners to brush up their communication skills;
* Feel confident during discussions, presentations and formal/informal scenarios;
* Develop critical thinking skills.

**COURSE SCHEDULE**

|  |  |  |  |
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|  | **Topics** | **In-Class Activities** | **Home tasks** |
| Week 1 | Evaluation/Assessment Criteria* Introduction to the Course Outline

To keep a vocabulary journal* To initiate their own English blogs or e-portfolios
* Tenses overview
* Sentence formation/Types and Kinds of sentences
 | Q/A session regarding course outlineActivity and exercise  | -Tenses exercises-OUP book practice |
| Week 2 | Reading and discussionEssay“The Simplest Way to be Happy” by Helen KellerGrammar-Tenses-Sub-Verb-agreementPicture Description Writing OUP Book pg# 16Reading comprehensionWhat is Technical writing/Importance and Significance-Mechanics/Features of TW | -Worksheet -Analysis-DiscussionActivity to distinguish TW/AW (AW-Academic writing) | Assignment1Peer critique and swapping of class tasks regarding the essay and grammar |
| Week 3 |  Reading and discussionShort story“Luck” by Mark TwinListening activityGrammar-Modal verb-Sub-Verb-agreement/OUP Book pg# 16 | -Discussion (themes and characterization)-Activity worksheet -Q/A session-Role playhttps://www.youtube.com/watch?v=1zVXncGhI\_I | Quiz 1Grammar and short story-Reading |
| Week 4 | Reading and DiscussionEssay“To Err is Human” byLewis ThomasDiscussion on the themes/ point of viewRelating it to real-life scenariosReading comprehensionOUP Book pg# 54-57Picture conversationOUP Book pg# 34-7Cs-Attributes of TW | -Discussion-Activity Worksheet (Individual/ pair activity) Learn the aspects of synthesizing the given materialActivity-Analyse a letter/memo in the light of 7Cs | Assignment & Quiz 2Essay and grammar |
| Week 5 | Reading and DiscussionShort story“The Cop and the Anthem” by O. HenryDialogue writing PracticeOUP Book pg# 14-15-Comparison of tensesGrammar-Punctuation Marks  | Discussion * Text will be discussed
* Character development
* Plot structure
* Examples will be shared.
* Recording daily conversations
* Role play and Worksheets
 | Quiz and assignment 3Short story and grammar |
| Week 6 | Reading and discussionEssay“On Destroying Books” bySir John Collings Squire-Soft skills development-Listening activityExpository Essay writing-Essay/structure-Techniques | -Informal presentations-DiscussionTransition in the text<https://www.peoplescout.com/insights/soft-skills-in-the-workplace/><https://www.ted.com/talks/the_education_system_needs_to_evolve>-Sample discussion-Activity worksheet | Reading and Expository essay writing |
| Week 7 | Reading and discussionPoem“Good Hours” by Robert FrostReading and discussionShort story“The tell-take Heart” by Edgar Allan PoePicture conversationOUP Book pg# 47Regular/Irregular verbsActive and passive voice | -Analysis of the poem- Human behaviors and real-life inferences-Informal presentations- Brainstorm, sketch and build -Themes and characterization(individual/group activity) | Quiz and assignment 4Poem, short story, grammar |
| Week 8 | **Revision and Midterm exam** |  |  |
| Week 9 | Letter writing* Block format
* Apology Letter
* Complaint Letter
* Inquiry Letter
* Follow up letter
* Request letter

(formal/informal letters)Listening activitySentence error correction | -Discussion on sample Letters, useful vocabulary & phrases for letter writing-Practice Worksheetshttps://www.ted.com/talks/olympia\_della\_flora\_creative\_ways\_to\_get\_kids\_to\_thrive\_in\_school/transcript?language=en | Reading and letter writing practice |
| Week 10 | Reading and discussionEssay“ Three Days to See”Helen KellerReview Writing (Online Articles)-Introduction-Summary-Analysis/discussion-ConclusionMix tenses practice | -Role play-Discussion (pair/group)-Activity worksheets | Quiz and assignment 5 Letter Writing, essay and grammar |
| Week 11 | Short Report writingReading and discussionShort story“ The Piece of String” by Guy de Maupassant | -Discussion on Report writing samples (Students will swap their reports and critically analyze it/ grade it)-Discussion-Activity worksheets | Informal presentations/class discussionStudents will choose report writing topics according to their interest, execute and relate it with a real-life scenario |
| Week12 | Reading and discussionPoem“Success” by Ralph Waldo EmersonListening activityPhrasal verbs | -Analysis of the poem- Discussion-Activity worksheet | Quiz and assignment 6Report writing |
| Week-13 | 1. Email writing
2. Blog writing (types and format)
3. Social media writing

(Comprehensive introduction and mechanics)-How to make an effective Presentation?  | -Handouts -Activity worksheets-Discussion on do’s and don’ts of presentation skills-Informal presentations | Quiz and assignment 7Poem and argumentative essay |
| Week 14 | Presentations  | Students will demonstrate their formal presentation skills. |  |
| Week 15 | PresentationsFinal exams | Students will demonstrate their formal presentation skills. |  |

**REQUIRED READINGS**

* Howe, D, H., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2019). English for Undergraduates (12th Impression). Oxford University Press.
* Bove'e, Courtland L., & Thill, J. V. (2019). Business Communication Today (14thed.). Pearson.
* Bovee, C. L., &Thill, J. L. (2017). Business Communication Today (13th ed.). Pearson.
* Campbell, D. N. (2014). Business Academic Skills (5th ed.). Sydney: Pearson.
* Hewings, M. (2013). *Advanced Grammar in Use*. Italy: Cambridge University Press.
* Murphy, R. (2007). *Essential grammar in use*. Cambridge University Press.
* Vince, M., & Sunderland, P. (2003). *Advanced language practice*. Italy: Macmillan Publishers Limited.

**ASSESSMENT CRITERIA (subject to change according to scenario and current UMT policy)**

* Assignment 10%
* Presentations 10 %
* Project 10%
* Quizzes 10%
* Mid-term examination 20%
* End-term examination 40%

**COURSE REQUIREMENTS**

**In this course, students are expected to**

* Maintain discipline in class;
* Attend all class sessions for the requisite number of hours and participate in class activities;
* Complete all assignments in time;
* Prepare and appear in all quizzes;
* Respect and benefit from diverse, often opposing, values and opinions;
* Make use of the criticism offered by the instructor and peers positively by revising the work;
* Make use of library, dictionary, take notes, and raise questions during reading tasks;
* Fully participate in class discussions and help foster a discourse community by listening to the peers' views and ideas and effectively articulating their own;
* Pass all assessments and
* Demonstrate the skills and ability to succeed in the next level of the required English courses.

DLC POLICIES

* Attendance at lectures is mandatory. Students may not arrive late or leave the class early without the instructor's permission, or they may be marked absent for the class.
* Students are expected to prepare for the upcoming class by consulting the course outline or the instructor and come to class, having read the material to be discussed. They must also bring the text(s) being studied to class that day in the form prescribed by the instructor (for example, a hard copy instead of an electronic one).
* Students must proofread their assignments for errors before handing them in.
* Plagiarism (intended or unintended) will lead to a failing grade. Students must familiarize themselves with ways to avoid plagiarism at: [https://owl.english.purdue.edu/owl/resource/589/01/.](https://owl.english.purdue.edu/owl/resource/589/01/)
* Deadlines for assignments are to be strictly followed. Instructors reserve the right to reject late assignments. If, in exceptional circumstances, an instructor accepts late work at his or her discretion, a minimum of one mark will be deducted from the assignment for each day that the assignment is late. Instructors may set more rigorous guidelines for their respective courses.
* Students are strictly prohibited from approaching instructors regarding the grading of assignments and trying to influence them in any way by means of excessive pleading, repeated emails, accusations or threats. Instructors reserve the right to report such cases to University administration. For further details, please refer to The Participant's Handbook at:

<https://www.umt.edu.pk/org/Academics-and-Academic-Affairs/Participant-Handbook.aspx>

UMT POLICY

* You must adhere to the UMT policy and code of conduct. For detail, you must read the participant's handbook:

<http://umt.edu.pk/org/Academics-and-Academic-Affairs/Participant->Handbook.aspx

* All communication from the Department, Institute, and University will be sent to your UMT account. You are responsible for responding to the emails from the University.