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| --- | --- |
| **Course Title:** | Technical Report Writing |
| **Course Code:** | **ENG 194** |
| **Program:** | Associate of Science (AS): Three**-**year diploma programs**/**  Level: 4 |
| **Departments:** | Chemical Engineering Technology (CHET),  Electrical Power Engineering Technology (EPET),  Mechanical Maintenance Engineering Technology (MMET) |
| **College:** | **College of Applied Industrial Training (CAIT)** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 Credit hours** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **√** | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level: 4/ Year: 2nd** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENG 193** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 75 | 100 |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | **75** |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **75** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description Technical Report Writing will give students experience in preparing technical reports, right from the inception to the completion. Following the final report template, it will guide students through to the completion of the written technical report as necessary to complete their summer Co-Op training program. Oral interview skills will also be introduced. The course would conclude with the students presenting their technical reports before an independent panel of three evaluators. |
| CEFR\* Level: B1 & SAQF\* Level: 5  \****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
| 2. Course Main Objective The main objective of this course is to provide students with necessary expertise in preparing technical reports and oral presentations. The course aims to train the students in core language and skills that students need to communicate successfully in technical and industrial specializations, which include technical concepts, and latest developments in the field. This course also includes developing writing and oral skills as necessary to write and present technical reports. |
|  |

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## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Reproduce written and oral communication skills, and demonstrate awareness gained during OTJ training in the Co-Op summer program. | Show knowledge of English language.  Recognize the concepts and legal requirements of risk management and safe operation in the workplace. |
| 1.2 | Demonstrate ability to channel OTJ experiences into information gathering techniques, along with topical research. |
| 1.3 | Producing formal written reports and oral presentations; writing and rewriting successive drafts of the report in Word and the presentation in PowerPoint. Printing the reports and PowerPoints; practicing the delivery of the presentation. |
| **2** | **Skills:** |  |
| 2.1 | Demonstrate ability to adhere to the Final Report Template guidelines, and demonstrate verbal and interactive skills in the oral presentation. | Identify, formulate, and analyze technical problems using basic English language.  Communicate effectively, both orally and in writing, using appropriate media, within the engineering community and society at large. |
| 2.2 | Demonstrate the ability to work with peers and instructors successfully. Deliver the oral presentation in a clear and persuasive manner. |
| 2.3 | Demonstrate daily use of the common classroom apps, dictionary, and search engines. Create and store documents in the individual work folder in Google drive, or other cloud storage, via the link in the LMS. |
| **3** | **Values:** |  |
| 3.1 | Develop group participation and leadership qualities. | Prepare qualified graduates who are valued as members of the workforce in technical engineering related industries.  Show commitment to professional and ethical responsibility. |
| 3.2 | Exhibit professional code of conduct and ethical values. |
| 3.3 | Act with responsibility in personal and professional situations. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Oil & Gas 1: Unit 8. Working Offshore  Guide to Technical Report Writing: 1. Introduction; 2. Structure | 11 |
| 2 | Oil & Gas 1: Unit 9. Natural Gas  Guide to Technical Report Writing: 3. Presentation; 4. Planning the Report | 11 |
| 3 | Oil & Gas 1: Unit 10. Oil and the Environment  Guide to Technical Report Writing: 5. Writing the First Draft; 6. Revising the First Draft; 7. Diagrams, Graphs, Tables & Mathematics | 11 |
| 4 | Oil & Gas 1: Unit 11. Workshop Operations  Guide to Technical Report Writing: 8. The Report Layout; 9. Headings; 10. References to Diagrams, Graphs, Tables & Equations | 11 |
| 5 | Oil & Gas 1: Unit 12. Repairs and Maintenance  Guide to Technical Report Writing: 11. Originality & Plagiarism; 12. Finalizing the Report & Proofreading; 13. The Summary; 14. Proofreading | 11 |
| 6 | Oil & Gas 1: Unit 13. The Refinery  Guide to Technical Report Writing: 15. Word Processing, Desktop Publishing | 10 |
| 7 | Oil & Gas 1: Unit 14. Emergencies  Guide to Technical Report Writing: 16. Recommended Readings | 10 |
| **Total** | | 75 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Reproduce written and oral communication skills, and demonstrate awareness gained during OTJ training in the Co-Op summer program. | Reports will be divided into the four main sections, introduction, discussion, conclusion, and references. Lectures, classwork, and independent homework | Oral presentation,  Quiz,  Worksheets,  Exams |
| 1.2 | Demonstrate ability to channel OTJ experiences into information gathering techniques, along with topical research. | Students will expand upon their writing and speaking strategies, and will improve in self-editing skills. | Classroom activities,  Quiz,  Assignment |
| 1.3 | Producing formal written reports and oral presentations; writing and rewriting successive drafts of the report in Word and the presentation in PowerPoint. Printing the reports and PowerPoints; practicing the delivery of the presentation. | Other *CAIT* departments may participate in the information and training aspects of the course. Question and answer method, task based activities, brainstorming, practice, etc. | Classroom activities,  Quiz,  Slip-Test,  Exams |
| **2.0** | **Skills** | | |
| 2.1 | Demonstrate ability to adhere to the Final Report Template guidelines, and demonstrate verbal and interactive skills in the oral presentation. | Students will write and rewrite their reports, adhering to the Final Report Template. Directed lab sessions to enable students to focus on technological skills useful for learning English. | Oral presentation,  Activities,  Assessment - oral |
| 2.2 | Demonstrate the ability to work with peers and instructors successfully. Deliver the oral presentation in a clear and persuasive manner. | Students will perform one or two practice presentations before delivering the final presentation. Brain storming, identification and description, etc. | Classroom activities,  Quiz,  Slip-Test,  Exams |
| 2.3 | Demonstrate daily use of the common classroom apps, dictionary, and search engines. Create and store documents in the individual work folder in Google drive, or other cloud storage, via the link in the LMS. | Individual mentoring, checking each other’s works, pair work and group work activities promoting interpersonal skills and preparing for assessments | Report submission,  Quiz,  Slip-Test,  Exams |
| **3.0** | **Values** | | |
| 3.1 | Develop group participation and leadership qualities. | Counseling and instruction to learn and practice healthy attitudes and behavior | Feedback,  Assessment,  Activities |
| 3.2 | Exhibit professional code of conduct and ethical values. | Guidance - teamwork and individual responsibility | Observation,  Assessment,  Quizzes - pair work |
| 3.3 | Act with responsibility in personal and professional situations. | Guidance – instruction on ethical standard behavior | Group work participation,  Observation |

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## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Six Weekly Quizzes** (Integrated Skills) | Alternate weeks | **20** |
| **2** | **Continuous Assessment** (Integrated Skills) | Throughout | **10** |
| **3** | **Progress Test (Mid Term Exam)** | 8 | **20** |
| **4** | **Final Exam** | 16 | **50** |
| **5** | **Total** |  | **100** |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Each group is assigned a teacher for individual guidance, consultation and academic advice. Every teacher is supposed to allocate a minimum of 6 hours per week for his/ her group. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Oil and Gas 1: Lewis Lansford & D'Arcy Vallance, Oxford University Press (Unit 1 to 7) with Class Audio CD**   * An integrated course LSRW added with vocabulary, number talk and project. * Reading includes information, specialist knowledge about subject. * 'It's my job' includes real people talk about their work such as workshop operations and repairs and maintenance. * Writing bank- extra practice in writing reports, notes, and emails. * Number talk –activities using numbers and measurements. * British and American English terms defined throughout. * Grammar: need to know approach. * Listening activities expose students to a variety of situations and accents, from both native and non-native English speakers.   **Guide to Technical Report Writing: H. Prance, University of Sussex**   * Introduction to technical report writing: structure of the report, presentation part of the report, help students plan the report, and write the first draft of the report adhering to the template * Revise the first draft of the report & put in place relevant graphics, diagrams, tables, etc. as used in the technical report * Work on the final layout or the design of the report & take a final call on all the headings within the report; cite references to all diagrams, graphs, tables, mathematical equations, if any, etc. * Use online software to check for originality and plagiarism, & give a final touch to the report and check for any errors/ mistakes, grammatical or otherwise * Prepare a summary of the report and edit the same * Final report be ready in soft and hard copies, along with a PPT presentation for the evaluators |
| **Essential References Materials** | [www.oup.com/elt/oefc](http://www.oup.com/elt/oefc)  [www.oup.com/elt/teacher/oefc](http://www.oup.com/elt/teacher/oefc)  <https://www.sussex.ac.uk/webteam/gateway/file.php?name=guide-to-technical-report&site=356> |
| **Electronic Materials** | [www.oup.com/elt/oefc](http://www.oup.com/elt/oefc)  <https://www.sussex.ac.uk/webteam/gateway/file.php?name=guide-to-technical-report&site=356> |
| **Other Learning Materials** | **Oil and Gas 1** ***Teacher's Resource Book:***   * Supports teachers in the vocational teaching situation, providing them with specialist background information for the industry. * Provides specialist background to the industry for every unit, as well as industry tips to support non-expert teachers. * An integrated key to give quick access to the answers. * Additional activities to help cope with the demands of mixed-ability groups. * Photocopiable tests and communication activities to facilitate extra practice and support. |

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## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Spacious classrooms to accommodate students per class with traditional and smart whiteboards. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Internet connectivity * Speakers (for audio) * Microphone (for recording speaking skills) * Audio player and recorder * OHP |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Whiteboard of good quality (to be used as a screen for playing videos as well); Whiteboard markers * Paper for photocopying * Photocopying and printing facilities for the teachers and the students |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Quality of learning resources,  Effectiveness of teaching, Assessment Methods | Students | Survey designed by the English Language Institute (ELI)/ University -distributed among the students. **Direct** |
| Quality of learning resources, Assessment Methods, Extent of achievement of course learning outcomes | Faculty | Surveys designed by the English Language Institute (ELI)/ University - distributed among the course instructors. **Direct/ Indirect** |
| Effectiveness of teaching | Quality Assurance and Accreditation Unit, ELI | Classrooms visits and observation. **Direct** |
| Extent of achievement of course learning outcomes | Program Leaders | Statistical analysis of students’ marks in Progress Test and Final Tests. **Direct** |
| Course effectiveness | Quality Assurance and Accreditation Unit, ELI | Reviewed bi-annually, improvements are planned and implemented. |
| Student assessment  (Summative Test) | Faculty | Marking and remarking of sample of Progress Test and Final Test papers between teachers. **Direct** |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

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# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance & Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/CS/ENG 194 |
| **Date** | 15 October 2020 |