

CUFE 2014-2015

Postgraduate Studies

Pre-Master Courses

**Gen 600: Technical Writing and
Scientific Publication**

Tentative Course Plan

~ 30 hours, 12 weeks

Topic	Hr's
Introduction	3
Basic Mental Concepts & Model	
Sentence errors	3
Dangling & Squinting Modifiers	
Writing Effective Sentences	6
Writing Effective Paragraphs	4

Practices & exercises: Instructor's choice

Tentative Course Plan (~ 30/36 hours, 12 weeks)

Topic	contact →	Hr's
Outlining & Organizing		2
Discovering Ideas		3
Text Parts: I-B-C		3
Summaries and Abstracts		
Forms: Outputs of Writing		4
Miscellaneous Topics		2

Practices & exercises: personal duty

Prerequisite for
TW: Grammar &
Mechanics (TOEFL)

Essentials of Style

Word Classes
Tenses
Articles
Relative clauses
Modal Verbs
Special Verbs

Grammar

①

SMCR

Abbreviation
Capitalization
Numbers
Spelling
Punctuation

Mechanics

②

**Dangling
Modifier**
**Squinting
Modifier**
Parallelism

Style

③

Unity
Cohesion
Emphasis
Variety
Preciseness
Conciseness
Clarity

Sentences

④

Paragraphs

Form, length, structure
Topic statement
Topic development
Types of Paragraphs

⑤

**Technical Writing:
A Systems Approach**

Forms

⑤

- * Collecting Data
- * Outlining
- * Organizing

- * Introduction/Body/Conclusion
- * Summary/Attachments
- * Graphs & Tables

Text

Samples

- **At least half of their customers who fly to New York come by plane.**
- **Career break in 1999 to renovate my horse**
- **Hobbies: “enjoy cooking Chinese and Italians”**
- **Service for old man to check they are still alive or not.**
- **2001 summer Voluntary work for taking care of the elderly and vegetable people.**
- **I’m interested to hear more about that. I’m working today in a furniture factory as a drawer.**
- **The applicant listed his name as Ali in the resume but wrote Aly on the onsite application.**
- **Candidate explained a gap in employment by saying it was because he was getting over the death of his cat for three months.**

تدريس بعض الموضوعات والتدرب عليها يمكن
أن يدعم كافة المهارات والجدارات المطلوبة للحياة

**Teaching certain topics enhance
lifelong learning skills (*topics are
complex and require several skills*).**

Writing is one of these topics.

**Others are Management, Risk,
Environment, ...**

Systems Approach fits such objective.

How To Study

**Important Note: You are a
postgraduate learner!**

Read; Read; Read!

Read good material.

**Compare what you read with Course
Contents.**

Signal any discrepancy!

**Practice writing; follow Course
sequence!**

Lecture-1

40 slides

Week 1, 2-3 hours

■ Introduces

- Course, Objective, ILO, Schedule, Grading

■ Highlights

- Basic Concepts: Systems Thinking, Total Quality, Relationship With Writing

■ Outlines

- Course Parts
- Ethics, through Plagiarism

Next file: *2-Thesis Statement.pptx*

Integrate important concepts in the Writing Process

Systems Approach

Creativity

TQ & CI

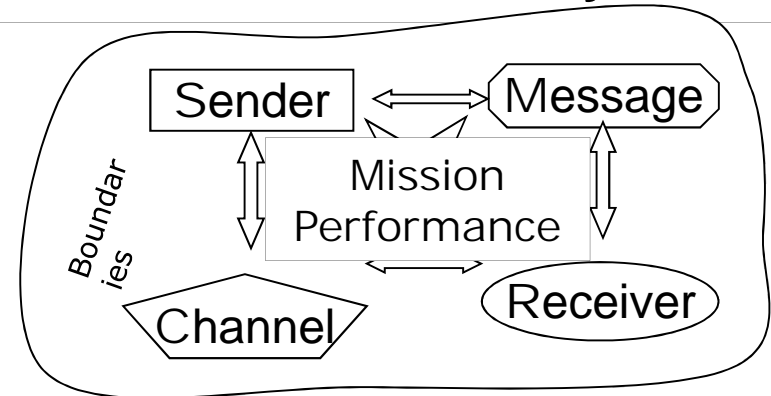
Synergy

**Clear
Perception**

Mastery

**Values & Ethics
Awareness**

The Communication System



1. Clarity of concepts
2. Respect of Conventions
3. Use of Systems Thinking
4. Quality of the Approach
5. Respect of the Receiver
6. Synergy of Words and Structure
7. Use of Continuous Improvement
8. Competence of the Author
9. Mastery of the Language
10. Observance of Ethics

Course Objectives

- 1. To develop awareness of difficulties**
- 2. To stress the importance of writing skill**
- 3. To develop awareness of continuous self-learning habits for bridging skill gaps in English**
- 4. To stress elements of basic style**
- 5. To polish writing skills**
- 6. To build observation skills**
- 7. To show that writing is a systemic process.**

ILO: Knowledge and Awareness

- **Will have developed awareness that writing is a TQ process**
- **Will have recognized personal performance, and planned for improvement**

ILO: Transferable Skills

- **Will have shaped personal attitude and language for the services of communication**
- **Will be able to plan and write effective technical texts: audience analysis, ...**

Grades

Final exam	40
term	60
attendance	40
Quizzes	
Initiatives, participation, writing activities, ingenuity, creativity, positive attitude, willingness to learn...	
* Mid Term*	20

Introductory: Course Objectives, Ethics, Systems Thinking, Skills, ...

1- The Communication Model

2- The Writing Process

3- The Structure of an article (miniature of thesis...)

4- The Thesis Statement

5- Discovering Ideas

6- Outlining

7- Organizing

8- Paragraphs

9- Sentences

10- Sentence Errors

11- Larger forms ...

12- Special Parts: Summary, Introduction, Conclusion

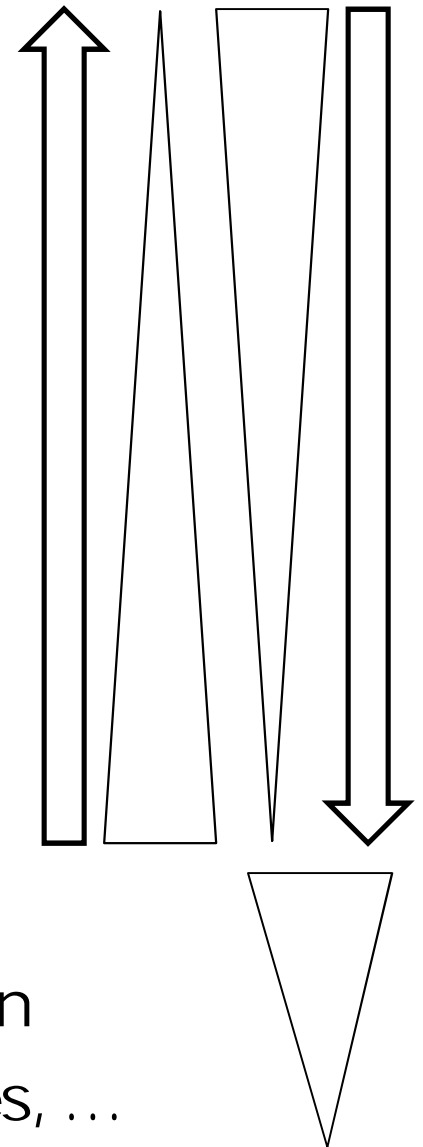
13- Miscellaneous: References, Titles, Graphs, Tables, ...

**Recommended
sequence. But
approach is
instructor's choice.**

Specific to General

Top Down

Mixture



The Linear Way/Process (1)

**The Writing
Process**

**The Process
of Writing**

1. Define M.
2. Define TS.
3. Collect data about M.
4. Organize M into:
 - Introduction,
Body, Conclusion.
5. Check the plan.
6. Develop the text.
7. Check.
8. Edit, improve.
9. Rehearse & Deliver.
10. Get feedback.
11. Evaluate, Improve.

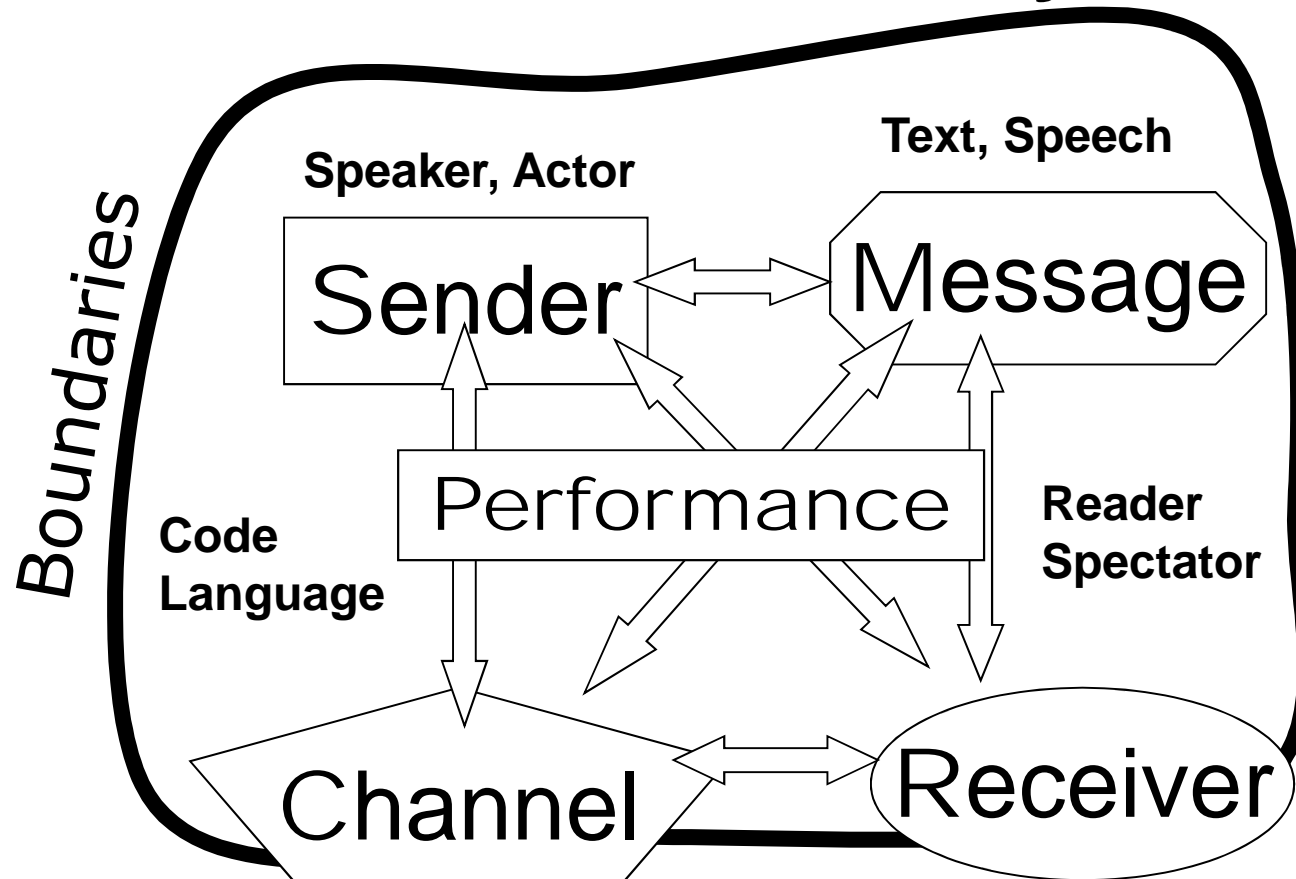
Mnemonic for the Linear Process

(A reminder)

- P: plan, define SMCR, discover ideas**
- O: outline, organize**
- W: sent/para, special parts**
- E: evaluate, correct, improve**
- R: revise, edit. Fine tune**

B. The Writing Process: A Systemic Approach

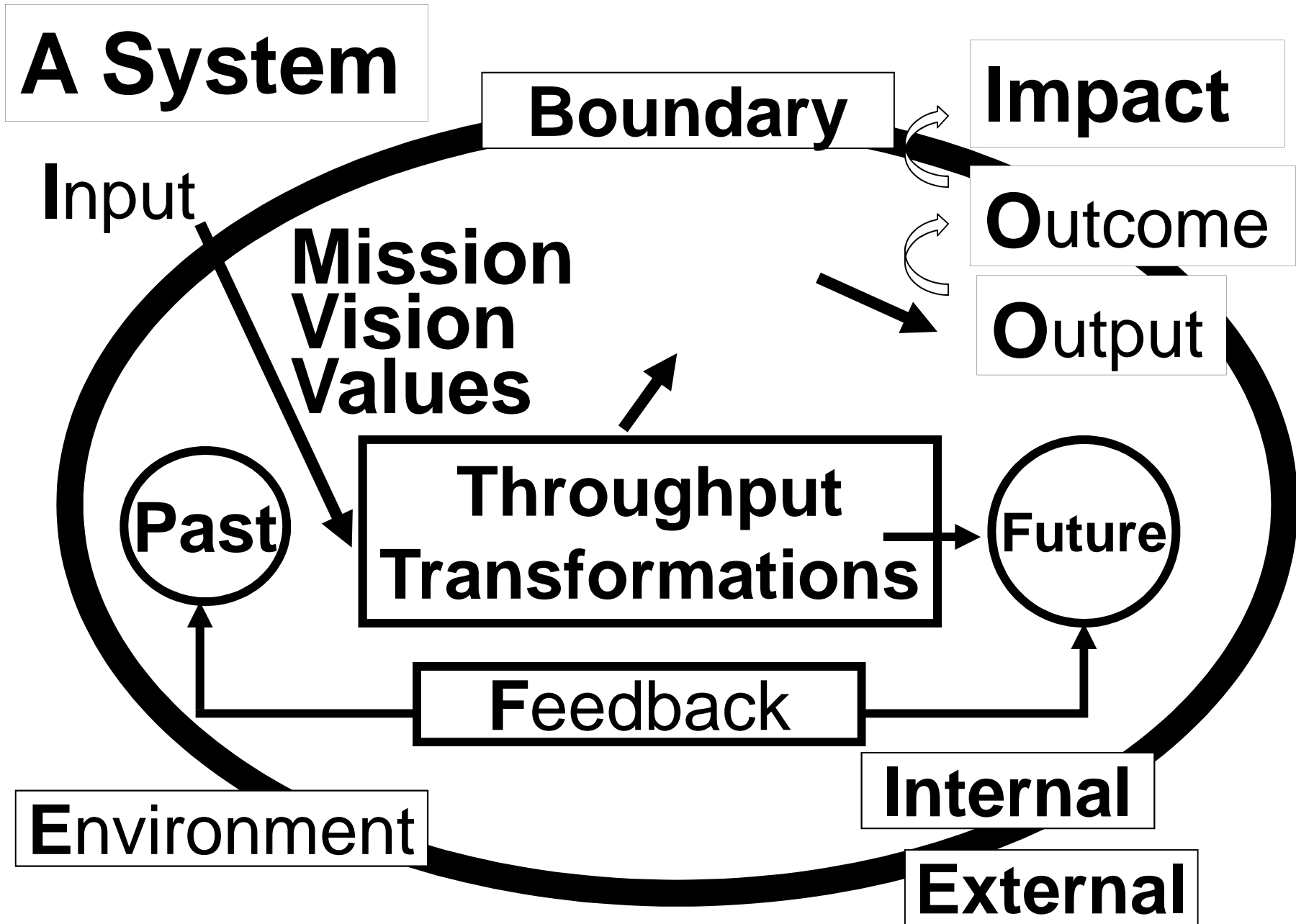
The Communication System



C	code, channel
	check, review
D	do
E	evaluate,
I	improve
M	message
P	plan
R	receiver, reader
TS	topic sentence
<u>TS</u>	<u>Topic statement</u>
W	write

**Consider: Objective, Size, Time,
Venue, Environment, V-Aids, ...**

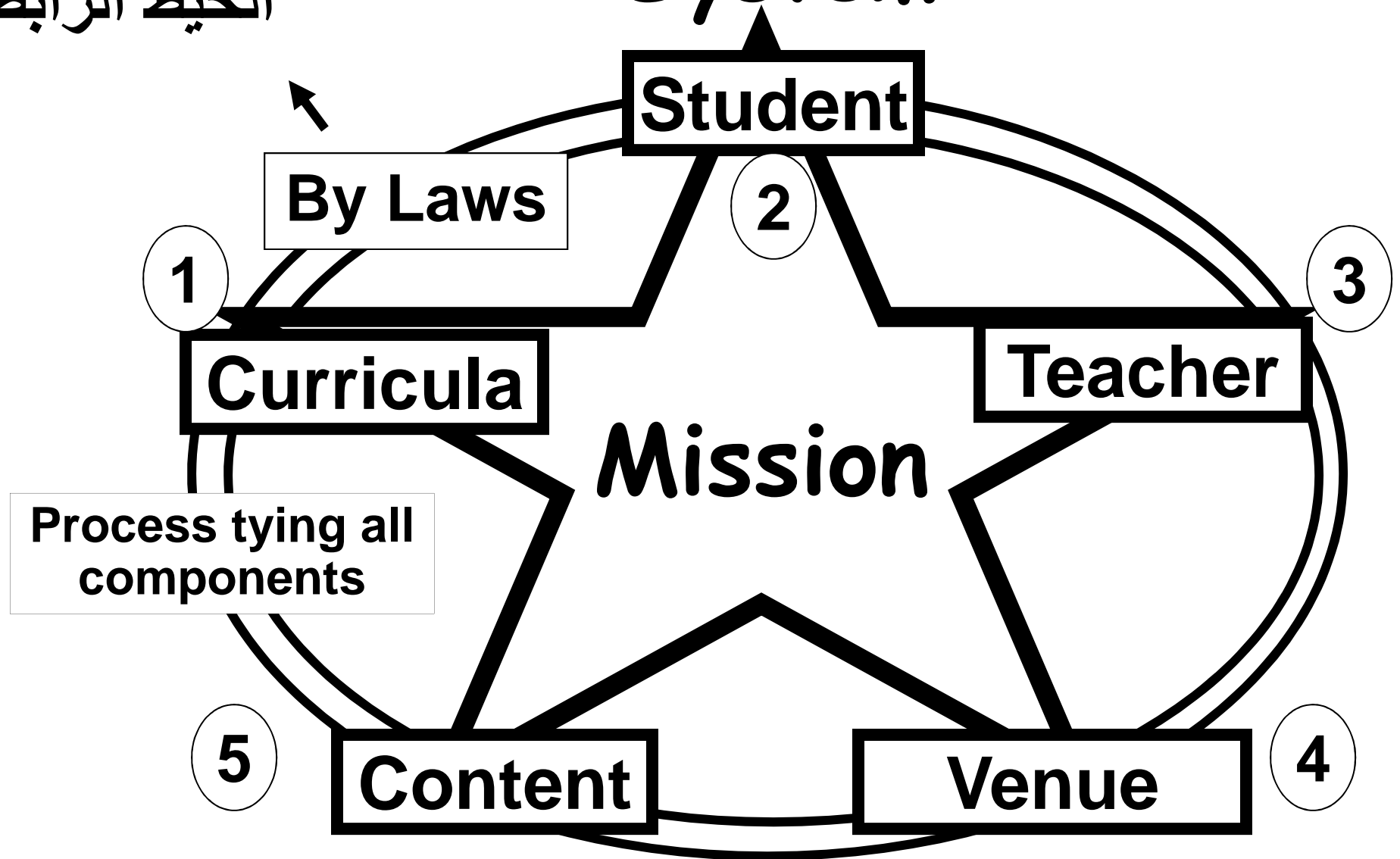
Open (yes) or Closed (no)?





The Learning/Education System

الخيط الرابط



Paradigm Shift to Systems Thinking

**Seeing/Thinking should shift
from seeing/thinking in terms
of elements and functions, to
seeing whole with
relationships.**

**In open systems, every
problem has several solutions.**

**There is always one optimum!
(Is a result of change.)**

**In a system, any palliative,
considered permanent, can
become a chronic problem of
tomorrow.**

Systemic Approach

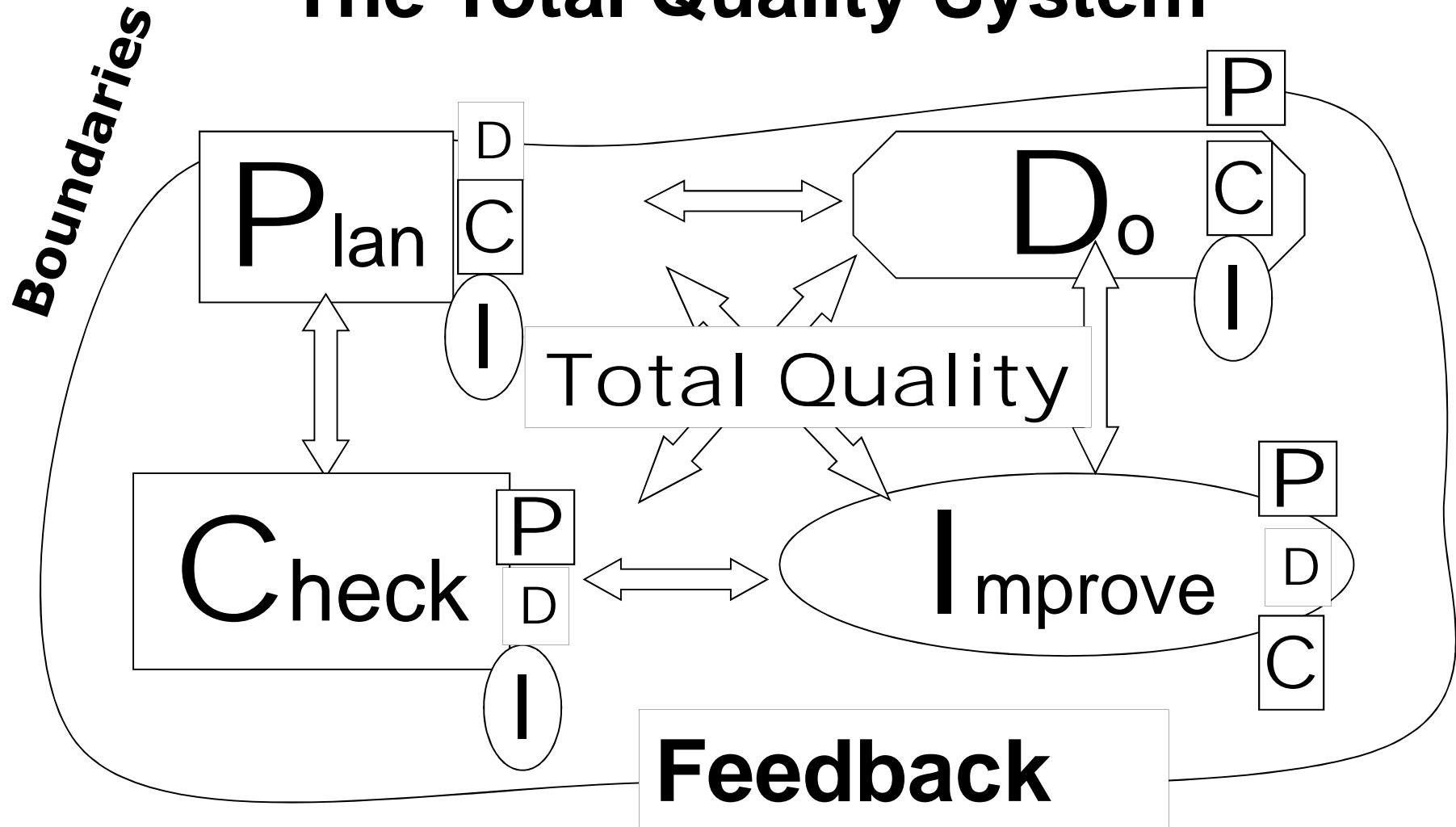
- **Define Terminology, background**
- **Set up objective (s)**
- **Define system components behind**
- **Look for relationships**
- **Look for the details**
- **Check what you do against criteria**
- **Improve, based on results**
- **Repeat the improved process**

Be a Continuous Learner

Be a Continuous Learner

- 1. What you do not know will hurt you and will hurt your organization.**
- 2. Mistakes are learning opportunities.**
- 3. Learning is ultimately your responsibility.**
- 4. Learning is an investment in yourself.**
- 5. Learning should not decrease after universities.**
- 6. There are many career ladders → invest in learning.**

The Total Quality System

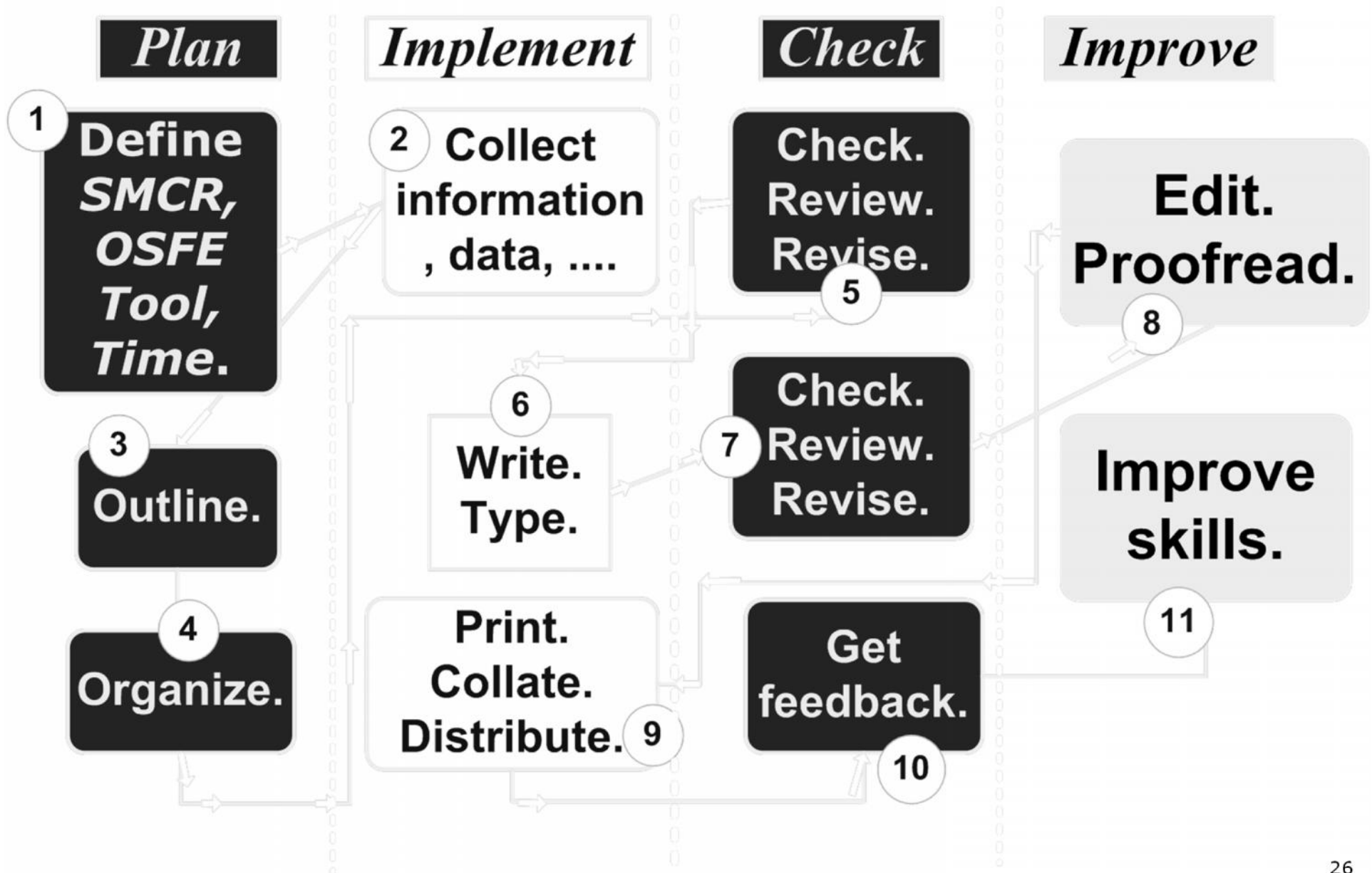


Min. no. of relationships = $n(n-1)$

The 12 Steps Close the Total Quality Loop

1. Define SMCR+ others (OFSETT).	P
2. Collect Ideas.	D
3. Outline.	P
4. Organize.	P
5. Field check.	C, I
6. Write /Type text.	D
7. Revise.	C, I
8. Field check.	C, I
9. Edit /Proofread.	C, I
10. Print, Bind, Distribute.	D
11. Collect feedback.	C, I
12. Improve.	I

P: Plan
D: Do
C: Check
I: Improve



CUFE, Postgraduate Studies, Master Preparatory Year

**Gen 600: Technical Writing and Scientific
Publication**

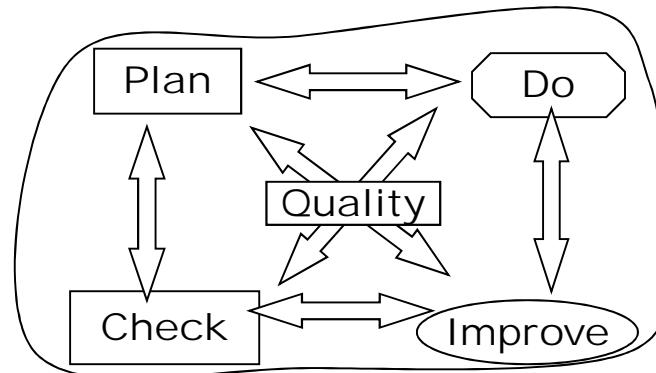
Extended Course Outline

Extended Outline of the Cours

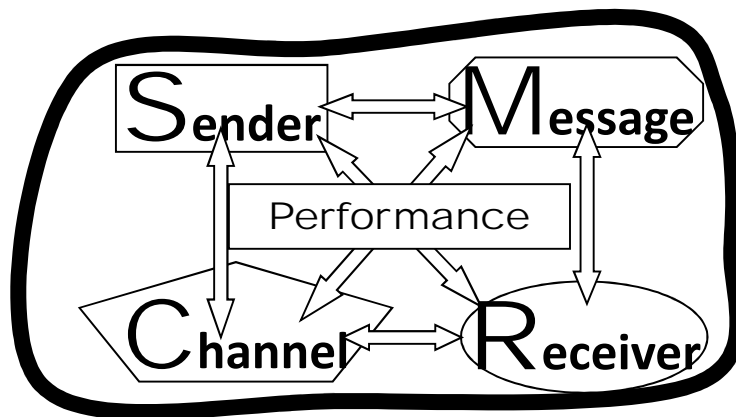
(Writing Technica / Publications)



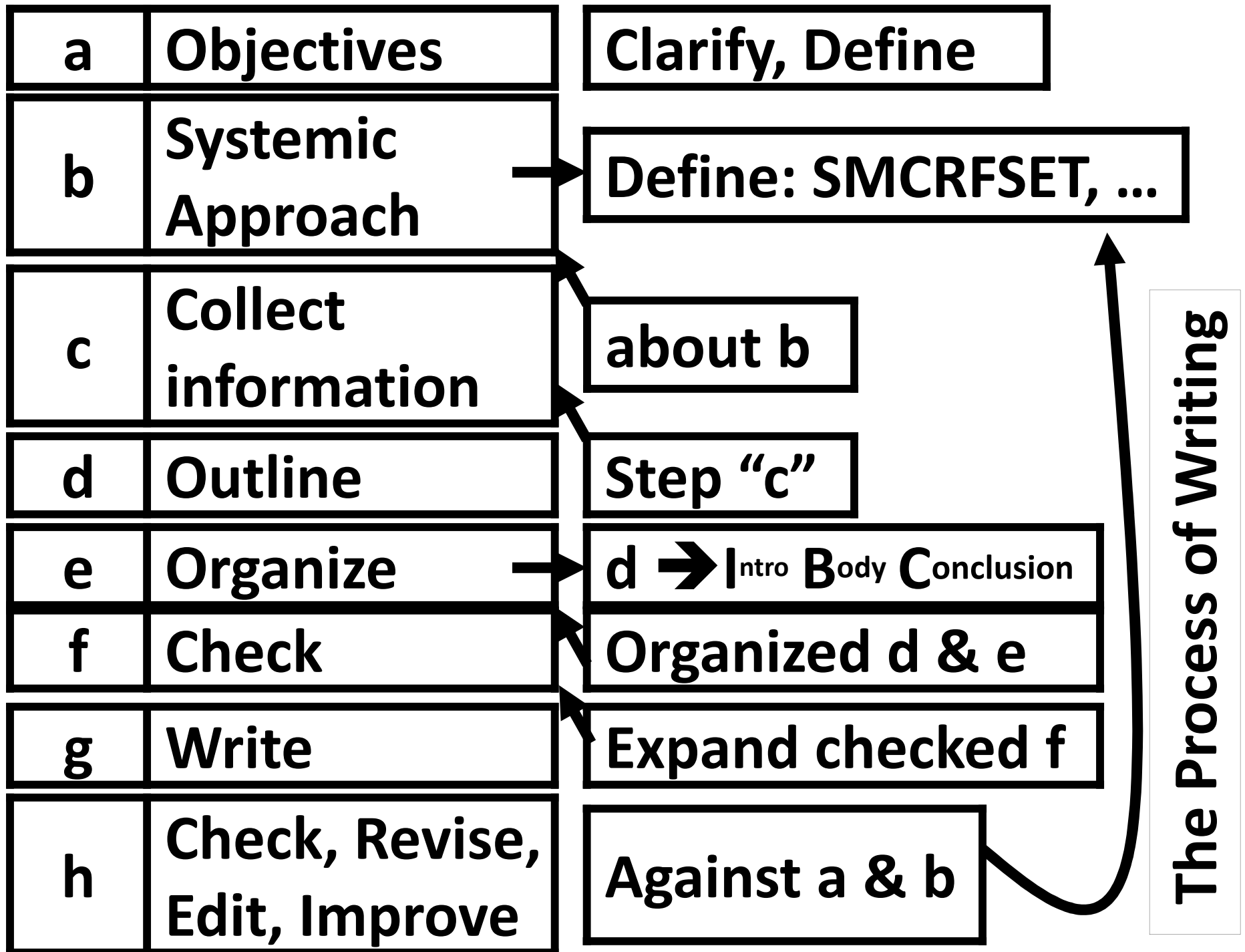
P_{DCI}



B The Approach: Systemic

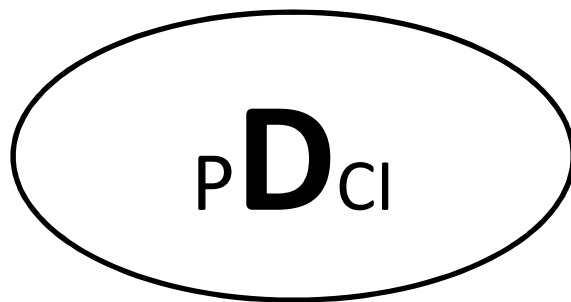


Define:
Sender
Message
Code
Receiver
Form
Size
Time & Timing
Environment



a	Objectives	Clarify, Define
b	Systemic Approach	Define: SMCRFSET, ...

c	Collect information
---	--------------------------------



About:

Message, **R**eaders, **E**nvironment, ...

Use Discovering Ideas:

- Brainstorming
- Q's
- Pentad
- Grid
- Models

**Break thesis statements
into Topic Statements**

a	Objectives
b	Systemic Approach
c	Collect information

Clarify, Define
Define: SMCRFSET, ...
about b

d	Outline
---	---------

<p>Info collected (c):</p> <ul style="list-style-type: none"> • Topic outline (T) • Use sentence outline (S) • Mixture of T & S
--



e	Organize
---	----------

Outline (d)

<p>➔ Introduction, Body, Conclusion</p> <p>Use</p> <ul style="list-style-type: none"> * Natural * Logical * Psychological
--

Techniques

a	Objectives
---	------------

Clarify, Define

b	Systemic Approach
---	-------------------

Define: SMCRFSET, ...

c	Collect information
---	---------------------

about b

d	Outline
---	---------

c

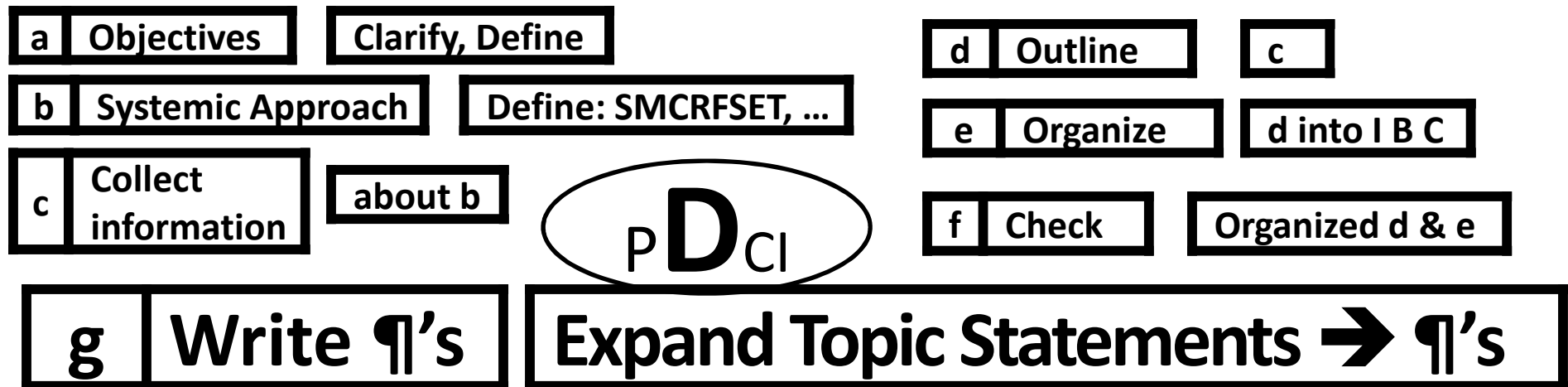
e	Organize
---	----------

d into I B C

PD **C** I

f	Check adequacy of the organized outline
---	--

- | |
|--|
| <ul style="list-style-type: none">■ for R & M■ Field check■ Improve■ Multiply C & I |
|--|



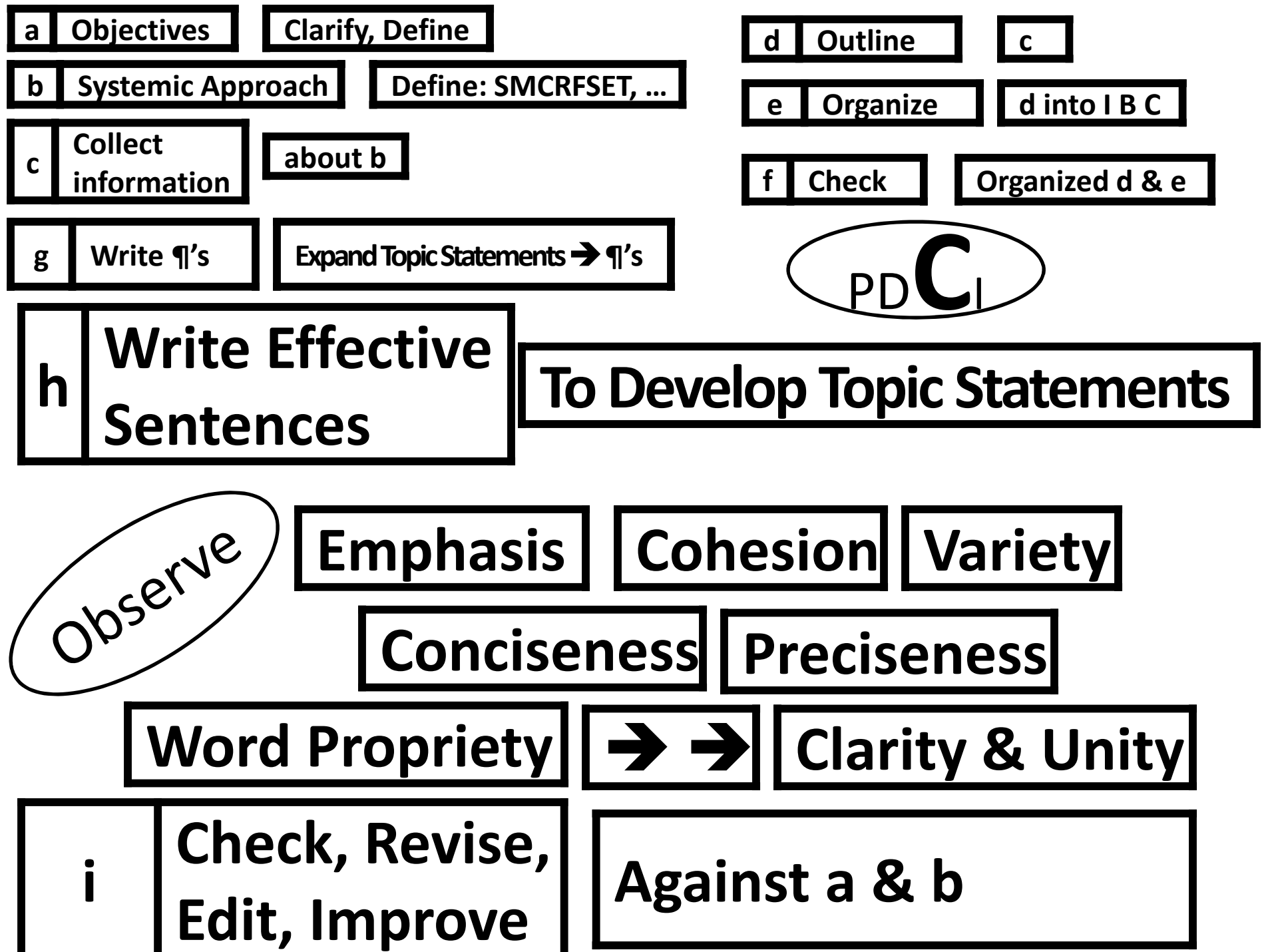
Choose

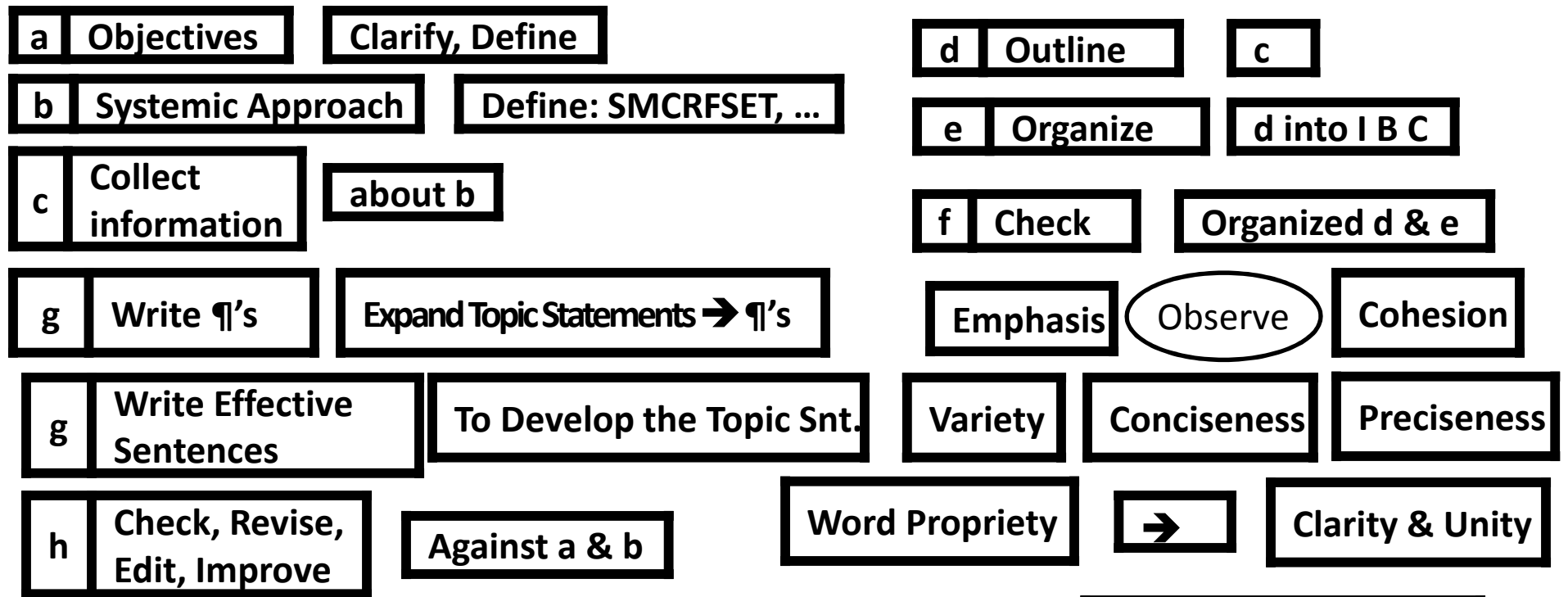
- Ways-To-Begin (WTB),
- Ways-To-Develop (WTD)
- Signal words/verbs

All suitable for TS

Then, and, or, nor for, but,
so yet, therefore,
however, further, if,
because, first, finally,
cause, define, ...

Statement	WTB	WTD
Action, Process	X	X
Advice	X	
Background	X	X
Call for action	X	X
Command/Request	X	
Comparison-contrast	X	X
Definition/classification	X	X
Early theory and technique	X	X
Forecast and hypothesis	X	X
Illustration/exemplification	X	X
Listing	X	X
Point of view	x	x





Introduction

- ✓ Defines problem
- ✓ background
- ✓ Presents TS
- ✓ States purpose
- ✓ Presents text contents.

PD CI

Conclusion

- ✓ Restates TS
- ✓ Summarizes conclusions
- ✓ Shows New
- ✓ Recommends

Equations

Abstract

- 1- Descriptive
- 2- Informative
- 3- Indicative

Tables

Figures

Titles

References

Appendixes



Forms of Scientific Writing

- The Scientific Article
- The Scientific Report
- Dissertations: M. Sc. & Ph. D.
- Descriptive layout
- Apply Course Contents to Sections of the Forms.



The captain was still prowling about the deck, Hubbard heard him lift up his voice in a hail, "Masthead, there! Keep your wits about you!"

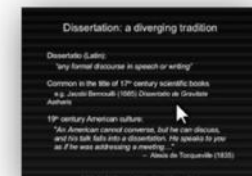
"Aye, aye, sir."

The poor devil of a lookout up there was the most uncomfortable man in the whole ship, Hubbard supposed, without sympathy for him. It was interesting to note that the captain was apparently a little uneasy still about the possible appearance of British ships. Peabody had brilliantly brought the Delaware out to sea—the first United States ship to run the blockade

was a touch of elaboration about his gesture which conveyed exactly enough contempt both for the ceremony and for the first lieutenant to annoy the latter intensely, and yet too little to make the captain's clerk liable to punishment under the naval regulations issued by command of the President of the United States of America—not even under that all-embracing regulation which decided that "all other faults, disorders and misdemeanors not herein mentioned shall be punished according to the laws and customs in such cases at sea." The young cub

The Hingham experimental newspaper type, with Ionic capitals.

Your street address, city and zip (if indicated in our code)	11 Broadway Dorset, CT 06032
Space	
Date	July 6, 2011
Space	
Name, position, and address of person to whom the letter is being written	Mr. Kelly Jones Vice President Wilmington Pacific Company Bain, NH 03002
Space	
Greeting (name followed by a colon)	Dear Mr. Jones:
Space	
Body of letter (paragraphs with indicated space between paragraphs)	I'm glad we were able to meet in Dorset and discuss the points of our pending agreement. I hope you were already on your way before the storm hit and caused the Dorset airport to close. As we discussed, in this letter I am summarizing the changes we agreed on. The completion date will change from March 1 to July 6. The quantity of 2000 parts will now be 400 to 600. The reimbursement schedule will be as follows: instead of biweekly Progress meetings, we'll hold each one of \$100,000. The final contract will follow in a couple of weeks once legal is finished reviewing it. I have attached the proposed work schedule. Bender-Battley looks forward to a mutually beneficial partnership with Wilmington Pacific.
Space	
Closing	Sincerely,
Single or Quadruple Space	
Signature (in the space provided)	Adam J. Sherry
Typed Name	Adam J. Sherry
Position	Senior Vice President, Bender-Battley, Inc.
Space	
Enc.	Proposed Work Schedule for Wilmington/Bender Partnership

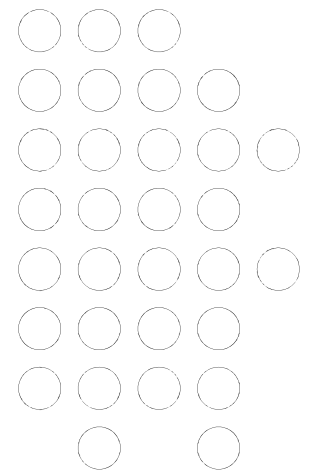


Plagiarism

According to the *Oxford English Dictionary*: to take and use as one's own the thoughts, writings, or inventions of another."

River college Plagiarism Policy, Sep. 2014

<http://www.rrc.mb.ca/files/File/policies/C7-AcademicIntegrity.pdf>



Definitions

Plagiarism is using words, ideas, data or product without appropriate acknowledgement of authors of these words.

Cheating is the use or attempted use of unauthorized materials, information, or study aids or attempt to misrepresent academic skill.

Fabrication is intentional misrepresentation or invention of any information such as falsifying research or inventing or exaggerating data.

Collusion is assisting another to commit an act of academic misconduct.

Self-plagiarism occurs when reusing previously written own work in a 'new' written product without saying that this material has appeared elsewhere.

Guidelines to Avoid Plagiarism

Rephrased from Miguel Roig

- 1. Acknowledge the contributions of others.**
- 2. Enclose verbatim text in quotation marks.**
- 3. Acknowledge every source whether paraphrased, summarized, or quoted.**
- 4. Reproduce the exact meaning of other author's ideas.**
- 5. When reducing a text, have a thorough understanding of the ideas and terminology used.**

Miguel Roig, Ph.D., Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing, First on-line version published in September, 2003; Revised on-line version published in August, 2006;
<http://facpub.stjohns.edu/~roigm/plagiarism/Index.html>

Plagiarism Guidelines

- 7. Signal to publisher previous dissemination of the same or part of the work.**
- 8. Be familiar with the basic elements of copyright law.**

Assignment

- 9. Use references that are directly related to contents.**
- 10. When describing others' work, do not rely alone on a summary of that work done by others.**
- 11. Report, ethically, evidences contrary to your view.**
- 12. Report all aspects of the study that may impact the independent replicability of research.**
- 13. Refrain from manipulating results to look plausible.**
- 14. Include no ghost authors, only those who have made substantive contributions in the publication.**
- 15. Faculty-student collaborations should follow the same authorship criteria.**
- 16. Disclose any possible conflicts of interest in work (e.g., ownership, consultation, relationship, ...)**

What to avoid:

1. Cutting and pasting from the internet without reference to the source material
2. Borrowing others' work without authorization
3. Trying to help someone a little too much for something he is personally supposed to do, and he is supposed to take credit for.
4. Photocopying material
5. Violating copyrights

End of
AA. Introductory Concepts

Next
BB. Technical Writing

Next file: *2-Thesis Statement.pptx*