



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Technical Writing and Editing		
Module Code	UFCFD5-15-3	Level	Level 6
For implementation from	2018-19		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Environment & Technology	Field	Computer Science and Creative Technologies
Department	FET Dept of Computer Sci & Creative Tech		
Contributes towards	Information Technology [Sep][FT][Frenchay][1yr] BSc (Hons) 2018-19		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	Technical Writing and Editing 2017-18		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Overview:</b> Technical writing and editing are essential skills in our information-rich society. Technical is used in its broader sense to mean relating to a specialised subject, rather than necessarily to concern information and communication technology. Writing is used to cover both printed and electronic publications and communications.</p> <p><b>Features:</b> Module Entry Requirements Students must have 200 credits at Level 1 or 2 or equivalent professional experience.</p> <p><b>Educational Aims:</b> In addition to the Learning Outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <ul style="list-style-type: none"> <li>Collaboration on writing and communication projects</li> <li>Providing constructive feedback on the writing of peers</li> </ul>

## STUDENT AND ACADEMIC SERVICES

Gathering and evaluating information from a range of sources for an individual writing project

**Outline Syllabus:** The syllabus will cover:

Technical writing and technical editing, contrasted - skills common to writers, skills common to editors

Designing a technical document: situational analysis, arrangement

Drafting, revising and editing, copymarking and proofreading, tracking revisions and version control

Writing style, accuracy (factual and technical), usability. House and document style guides

Writing and editing for specific audiences - readability, terminology, use of illustrations and other non-textual elements, layout suited to purpose

Disability awareness in writing and editing

Writing and editing for an international audience: language considerations, cultural considerations, technical differences

Writing and editing issues specific to different kinds of technical writing: instructions; learning and reference guides; requirement specifications; online documentation; writing about computer systems; writing and editing computer manuals and other documentation; posters

Academic writing skills for projects and dissertations

Using sources: intellectual property issues

The editor's role: editorial skills; editor's responsibilities - to the writer, to the customer, for accuracy, for time management, for understanding. Editing as a form of project management

The editor within the team - quality, objectivity, cost, efficiency, economy of scale; the editor's job

Working with other people - writers, managers, production staff and clients; collaborative writing, dividing and coordinating the work, keeping focus, achieving consistency of style

Purpose and process of editorial reviews, editing stages and product development schedule; developmental editing - objectives, inconsistencies, content issues, style issues, potential problem areas

Production edits: scheduling, text, structure, page layout, figures and tables, table of contents, index, final details

Editing in electronic format

**Teaching and Learning Methods:** Hours

Contact time 36

Assimilation and development of knowledge 74

Exam preparation 20

Coursework preparation 20

Total study time 150

The three hours of contact time will be used each week for:

a two hour workshop involving practical interactive activities as detailed below.

a one hour session to be used flexibly, for example for small group and individual feedback on work in progress.

## STUDENT AND ACADEMIC SERVICES

The course will be very practical in approach. The scheduled learning sessions will be conducted as workshops, with discussions, exercises and interactive activities as well as formal presentation of relevant theory.

Independent learning will involve essential reading, case study preparation, assignment preparation and completion, working both individually and in small groups.

Case studies of good and bad practice in technical writing and editing, will be used to introduce and reinforce the methodologies and concepts.

At the same time students will be producing their own technical documents, applying editing and writing techniques.

Ongoing formative feedback will be given to support students' work on their assignments.

Students will become aware of the strengths and weaknesses of their own use of the English language and use this knowledge to help them to become effective editors and writers. They will be encouraged to apply the techniques they are learning to the writing of reports and dissertations in other modules.

### Part 3: Assessment

The assessment strategy will consist of one coursework assessment and one examination. The coursework assessment will be an individual writing project based on work covered in lectures and tutorials, with a reflective section evaluating the student's use of theoretical concepts and practical skills taught. Guidance will be offered to the students during tutorials and via interim written feedback. The examination will be a group-based poster session applying the reading, lecture content and tutorial work to a scenario representative of the real world. Marks may reflect individual performance at the discretion of the examiner. A range of scenarios will be used to ensure that the sessions will be informative and stimulating for the student audience. The poster session will be held within scheduled classes.

#### Summative Assessment

Component A: Examination (group poster session): approx. 20 minutes duration per group, groups to be audience for other groups' Q and A sessions.

Component B: Individual writing project. Design and writing of a set of technical instructions, together with a reflective commentary and a portfolio of working documents.

#### Formative Assessments

In-class discussions and exercises  
Assignment proposals with feedback  
Online tests and quizzes

The group-based poster sessions will give the students the opportunity to experience and reflect on collaborative communication, although this will not be formally assessed.

The resit poster assessment will be an individual task, so avoiding the need for collaboration outside the normal period of the module run.

First Sit Components	Final Assessment	Element weighting	Description
Project - Component B	✓	75 %	Writing / editing project (individual)
Examination - Component A		25 %	Examination (group poster)

## STUDENT AND ACADEMIC SERVICES

Resit Components	Final Assessment	Element weighting	Description
Project - Component B	✓	75 %	Writing/editing project (individual)
Examination - Component A		25 %	Examination (individual poster)

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to:	
	<b>Module Learning Outcomes</b>	
	MO1	Analyse, design and evaluate written communication processes
	MO2	Conduct a situational analysis, and reconcile and apply a range of stakeholder perspectives
	MO3	Show a detailed knowledge and understanding of technical writing and technical editing, including awareness of personal responsibility and relevant professional and ethical issues
	MO4	Write good, accurate technical English to suit particular and multiple audiences
	MO5	Edit documents for correctness, consistency, accuracy and completeness
	MO6	Demonstrate key transferable skills in communication and reflective practice
Contact Hours	<b>Contact Hours</b>	
	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	114
	<b>Total Independent Study Hours:</b>	114
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	36
	<b>Total Scheduled Learning and Teaching Hours:</b>	36
	<b>Hours to be allocated</b>	150
	<b>Allocated Hours</b>	150
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/ufcfd5-15-3.html">https://uwe.rl.talis.com/modules/ufcfd5-15-3.html</a></p>	