

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Languages and Literature		
LEVEL OF STUDIES	1 st Cycle		
COURSE CODE	BADM-332	SEMESTER	Fall/Spring/Summer
COURSE TITLE	Technical Writing and Research		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	2.5	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, skills development.		
PREREQUISITE COURSES:	ENGL-101		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>After completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Compose documents, such as CVs, job application letters, emails, and memos that follow the technical writing style with the emphasis on achieving clarity, adhering to ethical standards and using non-discriminatory language. • Evaluate the usefulness and formats of different types of technical writing. • Assess and critically evaluate written materials composed by others. • Identify the processes of conducting primary research and the writing of primary research papers, with the simultaneous application of various styles of external source citation and documentation. • Explain and comment on the structure of a primary research paper. • Distinguish between various quantitative and qualitative methods of data collection.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Working independently.
- Teamwork.
- Production of free, creative and inductive thinking, decision-making.
- Criticism and self-criticism.
- Project planning and management.
- Showing social, professional and ethical responsibility and sensitivity to gender issues.
- Respect for difference and multiculturalism.

(3) SYLLABUS

- The Significance of Technical Writing.
- Writing at School Vs Writing at Work.
- Five Steps to Successful Technical Writing.
- How to Create your Resume.
- How to Write Job Application Letters.
- Avoiding Discriminatory Language.
- Conciseness vs Wordiness.
- Writing Memos.
- Feasibility Reports.
- Progress Reports.
- Research:
 - Primary vs Secondary Research.
 - Data collection in primary research (qualitative and quantitative).
 - The organisation of a primary research paper (i.e. abstract, introduction, review of related literature, methodology section, analysis/results/discussion, conclusion, reference section, appendices).
 - Various documentation styles (e.g. the British Standard/the Harvard systems, the Chicago Manual and the American Psychological Association Style).
- Avoiding plagiarism.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching / Χρήση ΤΠΕ Communication with students / Επικοινωνία με Φοιτητές <ul style="list-style-type: none"> • LMS • Use of Padlet as an in-class group work communication tool and class brainstorming support

TEACHING METHODS	Activity	Semester workload
<p><i>The manner and methods of teaching are described in detail.</i> Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Lectures	35
	Readings	45
	Homework	40
	Exam preparation	30
	Course total	150
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Attendance/Class Participation, Assignments, Final Examination.</p>	

(5) ATTACHED BIBLIOGRAPHY

Required Textbooks / Readings

Title	Author(s)	Publisher	Year	ISBN
Handbook of Technical Writing	Alred G.J., C.T. Brusaw and W.E. Oliu	St. Martin's Press	2003	0-312-39323-7
Technical Writing Basics	Holloway, B.	Pearson/Prentice Hall	2007	0-13-241255-1
Technical Writing: Process and Product (4th Edition)	Gerson, S.J. and Gerson, S.M.	Prentice Hall	2003	0-13-098174-5