Title (Units):   **COMP7950 IT Project Skills (1,*,*)**

Course Aims: Students will learn and develop advanced information searching skills, technical writing skills and effective presentation skills to improve business communication in IT projects.

Prerequisite: Nil

Course Intended Learning Outcomes (CILOs):
Upon successful completion of this course, students should be able to:

No.	Course Intended Learning Outcomes (CILOs)
	Knowledge
1	Acquire professional techniques in writing and presentation, compare/contrast effective and ineffective writing and presentations.
	Transferable Skill
2	Analyze relevant and useful information about IT projects
3	Write properly formatted and organized academic/business/technical documents
4	Present projects in clear and organized manner

Calendar Description: Students will learn and master information searching skills, writing skills and presentation skills for undertaking IT projects.

Teaching and Learning Activities (TLAs):

CILOs	Type of TLA
1-2	Lectures, workshops and discussions
2-4	Assignments and project

Assessment:

No.	Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
1	Assessment	40%	1-4	Assignments are designed to test students' understanding in the Knowledge and Skills domains. The assignment assessments could be writing (20%), and other deliverables (20%). Course instructor can determine the most appropriate percentage to assess his or her students.
2	Project	60%	1-4	Project is designed to test how well students could apply the Knowledge and Skills. The project assessments could be presentation (30%), and other deliverables (30%). Course instructor can determine the most appropriate percentage to assess his or her students.

Assessment Rubrics:

1. Assignment on information searching and citation management

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
a. Information Search				
Relevancy	• The information found comes from multiple sources and is rich and *highly related* to the topic of interest	• The information found comes from multiple sources and is *generally related*	• The information found comes from a limited number of sources and is *slightly related* to	• The information found comes from a single source and is *not related* to the topic of interest

		to the topic of interest	the topic of interest	
b. Use of Citation Manager				
Proficiency with the software	• Able to use the citation manager to store *almost all* the references correctly and present them in a *consistent and appropriate* documentation style	• Able to use the citation manager to store only *some* the references correctly and mistakes and inconsistencies in documentation style appears *occasionally*	• Able to use the citation manager to store only *a few* the references correctly and mistakes and inconsistencies in documentation style appears *frequently*	• Fail to use the citation manager to store any references and they are presented in an *incorrect* documentation style

2. Assignment on writing skills

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
Content	• *Almost all* key points are thoroughly addressed • Materials is clear, relevant, accurate, and concise	• *Major* key points are addressed • Materials is clear, relevant, accurate but not concise	• *Some* key points are addressed • Materials is appropriate but may be irrelevant sometimes	• *Only a few* key points are addressed • Plagiarism
Sources of Information	• Sources are *clearly integrated* into and advance the argument through accurate use of summary paraphrase, and quotation • The paper *consistently* and accurately uses appropriate documentation style	• Sources are *clearly related* to and advance the argument through accurate and appropriate use of summary paraphrase, and quotation • There is *some* accurately use of appropriate documentation style	• Some of the sources are *weakly related* to the argument • There is *occasional* use of appropriate documentation style	• Source material is misquoted, used *out of context*, poorly paraphrased, or not related to the argument • *Inaccurate* use of documentation style interferes with the reader's ability to check sources
Organization	• The organization is *logical*; paragraphs are unified and exceptionally coherent • Transitions are *highly effective*; the sequence of ideas are clear and easy to follow with the aid of effective topic sentences in each of the paragraphs or sections • These is *no* unnecessary	• The organization is *very clear*; paragraphs are somehow unified and coherent • Transitions are *effective*; the sequence of ideas are easy to follow although topic sentences are missing • There is *little* unnecessary duplication of ideas or information	• The organization is *generally clear*; paragraphs are somehow unified and coherent • Transitions are *clear but mechanical*; the sequence of ideas are difficult to follow • There is *some* unnecessary duplication of ideas or information	• The organization is *unclear*; paragraphs are incoherent or underdeveloped • Transitions are *unclear or missing*; the sequence of ideas is difficult to follow • Unnecessary duplication of ideas or information exists *frequently*

	duplication of ideas or information			
Language	• Sentences are mature, varied and coherent • Accurate vocabulary and consistent use of standard grammar and mechanics demonstrate outstanding communication mastery	• Sentences are varied and coherent • Accurate vocabulary, standard grammar and mechanics demonstrate a command of the language	• Sentences are correctly structured but with little variety • Vocabulary, grammar and mechanics somehow limit the readability of the write-up	• Sentences are fragmented and lack variety • The language used is very poor and seriously limit the paper's readability

3. Oral Presentation

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
Content	• Exceptional use of material that clearly relates to a focused thesis with *abundance* of various supported materials	• Information relates to a clear thesis with many *relevant but unstructured* points	• The thesis is clear, but the supporting information is *disconnected*	• Thesis is unclear and information appears *randomly chosen*
Clarity	• Development of thesis is clear through use of specific and appropriate examples • Transitions are clear and create a succinct and even flow	• Sequence of information is well-organized for the most part • More clarity with transitions is needed	• Content is loosely connected • Transitions lack clarity	• No apparent logical order of presentation, unclear focus • Poor transitions
Attention of audience	• Engage audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation • Able to answer *almost all* questions from the audience or suggest resources to answer questions	• Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm • Able to accurately answer *most* questions posed by the audience	• Little attempt to engage audience • Able to accurately answer *a few* questions posed by the audience	• Did not attempt to engage audience • *Unable* to accurately answer questions posed by the audience
Speaking skills	• Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm;	• Clear articulation of ideas, but apparently lacks confidence with material • *Some* grammatical mistakes are	• Little eye contact; fast speaking rate or mumbling • *Significant* grammatical mistakes are made and simple language is used	• Lack of eye contact with the audience; speak in monotone • The grammar and vocabulary are so *poor* that

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Fail (F)
	appropriate use of visual aids • *A very few* grammatical mistakes are made and the use of language is highly effective in delivering the thesis	made and the use of language enables delivering the thesis		fails to deliver the thesis

Course Content and CILOs Mapping:

Content		CILO No.
I	Principles of effective business communication in IT context	1
II	Information searching and citation management	2,3
III	Writing skills for IT documentation	3
IV	Oral presentation skills for IT projects	4

References:

• J. Thill & C. Bovee, Excellence in Business Communication, 13th Edition, Pearson, 2021
• M.E. Guffey, D. Loewy, Essentials of Business Communication, 11th Edition, Cengage Learning, 2018
• P. Cardon, Business Communication: Developing Leaders for a Networked World, 3rd Edition, McGraw-Hill Education, 2017
• C.L. Bovee, J.V. Thill, Business Communication Today, 14th Edition, Pearson, 2017
• Selected articles from journals, magazines, the Internet, etc.

Course Content:

Topic

I. Principles of effective business communication in IT context

II. Information searching and citation management

III. Writing skills for IT documentation

IV. Oral presentation skills for IT projects