The New Senior Secondary Curriculum for Sierra Leone

Subject Syllabus for Technical Writing
Subject stream: Languages and Literatures

SSSC
Senior Secondary School Curriculum

Curriculum Elements for Technical Writing - an applied subject

Subject description

The Technical Writing curriculum for SSS in Sierra Leone is a subject that examines the functional aspects of writing in everyday life at every level or strata of society. The curriculum builds on communication skills or language skills but goes beyond the traditional elements of language learning and training because the curriculum affords pupils the opportunity to be constantly challenging themselves by creating or formulating templates, or formats or designs to promote mass communication be it general, specific, or technical. Technical Writing as an applied subject under the Languages and Literature stream will appeal to every pupil at SSS because it is designed to cater for everyone, and it also lays the foundations for engagement at the tertiary level. The subject will pupils prepare pupils for the job market since most of what they will be facing there would have been introduced at this level.

*The topics are entirely from **Handbook of Technical Writing** Eleventh Edition by *Gerald J. Alred, Charles T. Brusaw and Walter E. Oliu* published by Macmillan Publishers

Rationale for the Inclusion of Technical Writing in the Senior Secondary School Curriculum

a) To improve the knowledge of pupils in functional writing.
b) To provide Sierra Leonean pupils the platform to integrate workplace scenarios in their learning environment.
c) To ensure that there is a platform for pupils to channel their creativity for solution provision.
d) Technical Writing will bring fun to the environment of problem-solving.
e) Knowledge of Technical Writing will put our pupils at par with the rest of the world especially in the (21st where the need for problem-solving learning is on the rise.
f) The teaching of Technical Writing will prepare our pupils for their university careers and opportunity for cross-learning.
g) Technical Writing will position our pupils for the ICT environment in which problem-solving and application development and their use are on the increase.

General Learning Outcomes (Broad Goals)

At the end of the course, the following would have been achieved:
a) Appreciable levels of awareness of pupils on matters relating to technical documents, designs and visuals, correspondence to name but a few.
b) Desirable knowledge of pupils on issues relating to job search and application, presentations and meetings, research and documentations to name but a few.
c) Impressive capabilities to engage in problem-solving in and out of the workplace.
d) Top-notch learning opportunities for pupils within a learner-friendly environment imbued with humour.
e) An opportunity for pupils not to be left behind in the (21st.
f) Linked-up learning systems for both SSS and tertiary education in preparation for the job market.
g) Learners will be able to enhance or complement their traditional language skills.
h) Learners will be able to see different worlds of problem-solving in the operations of applications (Apps).

i) Pupils will be able to prepare for their academic career in tertiary institutions.
j) Pupils will have an opportunity to choose a career in Technical Writing.

Subject Content Outline by Broad Themes & Specific Topics

1. **Introducing Technical Writing**

a) Definitions
b) Historical Background of Technical Writing
c) Types of Technical Writing
d) Benefits of Technical Writing
e) Exercises

2. **Technical Writing Documents and Elements**

a) Brochures
b) Descriptions
c) Frequently Asked Questions
d) Instructions
e) Manuals
f) Job descriptions
g) Newsletter articles
h) Proposals (grant proposals and request for proposals)
i) Questionnaires
j) Report components (abstracts, appendixes, conclusions, executive summaries, introductions, tables of contents and title)
k) Reports (feasibility, formal, incidents, investigative, laboratory, progress, test, trip, specification, trade, literature, usability, white paper, and web writing)
l) Exercises

3. **Designs and Visuals**

a) Layout and designs (forms, headers and footers, headings, and list)
b) Visuals (drawings, flowcharts, global graphics, graphs, infographics, maps, mathematical equations, organizational charts, photographs, and tables)
c) Exercises

4. **Job Search & Applications**

a) Acceptance and refusal letters for employment
b) Application cover letters

c) Interviewing for a job
d) Job search
e) Resignations
f) Resumes
g) Exercises

5. Presentations & Meetings

a) Listening
b) Meetings
c) Minutes of meetings
d) Presentations
e) Exercises

6. Research & Documentation

a) Adapting to new technologies
b) Bibliographies
c) Brainstorming
d) Copyrights, Trademarks and Patents
e) Documenting sources
f) Interviewing for information
g) Literature reviews
h) Note-taking
i) Paraphrasing
j) Plagiarism
k) Questionnaires
l) Quotations
m) Research
n) Exercises

7. Organization, Writing and Revision

a) Blogs and forums
b) Collaborative writing
c) Content management
d) Description
e) Document management
f) Ethics in writing
g) Exposition

h) Global communication
i) Logic errors
j) Methods of development (cause and effect, chronological, comparison, definition, division and classification, general and specific, order of importance, sequential and spatial)
k) Narration
l) Organization
m) Outlining
n) Persuasion
o) Preparation (Audience, Brainstorming, Context, Purpose, Readers, Scope and Selecting the medium)
p) Proofreading
q) Repurposing
r) Revision
s) Social media
t) Writing a draft
u) Exercises

8. Digital Tips

a) Assessing hardware and software
b) Conduction online meetings
c) Creating an index
d) Creating an index for a formal report
e) Creating an outline
f) Creating styles and templates
g) Digitally enhanced formal reports
h) Incorporating tracked changes
i) Proofreading for format consistency
j) Scheduling meetings online
k) Sharing electronic files
l) Storing search results
m) Using collaborative software
n) Using PDF files
o) Exercises

9. English as a Second Language (ESL) Trouble Spots

a) Adjectives and their use
b) Agreement

c) Articles and their use
d) Avoiding shift in voice and choosing voice
e) Biased language
f) Clauses
g) Comma splice and commas
h) Double negative
i) ESL
j) Gender and assigning gender
k) Idioms
l) Moods and determining moods
m) Nouns, numbers, and punctuating numbers
n) Periods, phrases, and plagiarisms
o) Point of view
p) Using possessive pronouns, possessive case, prepositions, and pronouns
q) Quotation marks
r) Understanding the subject of a sentence
s) Run-on sentences, sentence constructions and sentence fragments
t) Spellings, style, syntax, tenses, using progressive form, transitions, verbs, verbals and voice
u) Exercises

10. Style & Language

a) Affectations
b) Allusions
c) Ambiguity
d) Awkward language
e) Biased language
f) Clarity
g) Cliches
h) Comparisons, conciseness and contractions
i) Defining terms
j) Direct address
k) Double negatives
l) Emphasis
m) English varieties
n) Euphemisms and expletives
o) Figures of speech
p) Gobbledygook (language that is unnecessarily complicated and unclear, often with lots of technical terms)
q) Idioms

r) Intensifiers
s) Jargons
t) Nominalizations
u) Parallel structure and pace, plain language, and point of view
v) Positive writing, repetitions, rhetorical questions, and sentence variety
w) Subordination, technical writing, telegraphic writing, and tone
x) Your 'viewpoint'
y) Word Choice (abstract /concrete, antonyms, buzzword, connotation and denotation, dictionaries, foreign words in English, functional shifts, malapropisms, synonyms, thesaurus, and vague words)
z) Exercises

11. Sentences & Paragraphs

a) Sentence constructions (appositives, clauses, complements, expletives, modifiers, objects, phrases, restrictive and non-restrictive elements, and syntax)
b) Sentence faults (comma splice, dangling modifiers, garbled sentences, mixed constructions, run-on sentences, and sentence fragments)
c) Paragraphs (coherence, transition, and unity)
d) Exercises

12. Grammar & Parts of Speech

a) Grammar (agreement, case, ESL, gender, mood, number (grammar), person, possessive, pronoun reference, tense, and voice)
b) Parts of Speech (adjectives, adverbs, articles, conjunctions, functional shifts, interjections, nouns, prepositions, pronouns, verbals and verbs)
c) Exercises

13. Mechanics & Punctuations

a) Mechanics (abbreviations, acronyms and initialisms, ampersands, capitalizations, compound words, contractions, dates, italics, numbers, prefixes, proof-reader's marks, spellings, and suffixes.
b) Punctuations (apostrophe, colon, brackets, commas, dashes, ellipses, exclamation marks, hyphens, parentheses, periods, quotation marks, question marks, semicolons, and slashes)
c) Exercises

14. Books, Authors & Publishers

a) Grammar
b) Continuous writing
c) Technical: Handbook of Technical Writing Eleventh Edition by *Gerald J. Alred, Charles T. Brusaw and Walter E. Oliu* published by Macmillan Publishers

Structure of the Syllabus Over the 3-Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
Term 1	**Introducing Technical Writing** a) Definitions b) Historical Background of Technical Writing c) Types of Technical Writing d) Benefits of Technical Writing e) Exercises **Technical Writing Documents and Elements** a) Brochures b) Descriptions c) Frequently Asked Questions d) Instructions e) Manuals f) Job descriptions g) Newsletter articles h) Proposals (grant proposals and request for proposals) i) Questionnaires j) Report components (abstracts, appendixes, conclusions, executive summaries, introductions, tables of contents and title) k) Reports (feasibility, formal, incidents, investigative, laboratory, progress, test, trip, specification, trade, literature, usability, white paper and web writing)	**Organization, Writing and Revision** a) Blogs and forums b) Collaborative writing c) Content management d) Description e) Document management f) Ethics in writing g) Exposition h) Global communication i) Logic errors j) Methods of development (cause and effect, chronological, comparison, definition, division and classification, general and specific, order of importance, sequential and spatial) k) Narration l) Organization m) Outlining n) Persuasion o) Preparation (Audience, Brainstorming, Context, Purpose, Readers, Scope and Selecting the medium) p) Proofreading q) Repurposing r) Revision s) Social media t) Writing a draft u) Exercises **Digital Tips**	**Style and Language** a) Positive writing, repetitions, rhetorical questions and sentence variety b) Subordination, technical writing, telegraphic writing and tone c) Your 'viewpoint' d) Word Choice (abstract /concrete, antonyms, buzzword, connotation and denotation, dictionaries, foreign words in English, functional shifts, malapropisms, synonyms, Thesaurus and vague words) e) Exercises **Sentences & Paragraphs** a) Sentence constructions (appositives, clauses, complements, expletives, modifiers, objects, phrases, restrictive and non-restrictive elements and syntax) b) Sentence faults (comma splice, dangling modifiers, garbled sentences, mixed constructions, run-on sentences and sentence fragments) c) Paragraphs (coherence, transition and unity) d) Exercises

	l) Exercises	a) Assessing hardware and software b) Conduction online meetings c) Creating an index d) Creating an index for a formal report e) Creating an outline f) Creating styles and templates g) Digitally enhanced formal reports h) Incorporating tracked changes i) Proofreading for format consistency j) Scheduling meetings online k) Sharing electronic files l) Storing search results m) Using collaborative software n) Using PDF files o) Exercises	
Term 2	**Designs and Visuals** a) Layout and designs (forms, headers and footers, headings and list) b) Visuals (drawings, flowcharts, global graphics, graphs, infographics, maps, mathematical equations, organizational charts, photographs and tables) c) Exercises **Job Search & Applications** a) Acceptance and refusal letters for employment b) Application cover letters c) Interviewing for a job d) Job search	**English as a Second Language (ESL) Trouble Spots** a) Adjectives and their use b) Agreement c) Articles and their use d) Avoiding shift in voice and choosing voice e) Biased language f) Clauses g) Comma splice and commas h) Double negative i) ESL j) Gender and assigning gender k) Idioms l) Moods and determining moods m) Nouns, numbers and punctuating number n) Periods, phrases and plagiarisms	**Grammar & Parts of Speech** a) Grammar (agreement, case, ESL, gender, mood, number (grammar), person, possessive, pronoun reference, tense and voice) b) Parts of Speech (adjectives, adverbs, articles, conjunctions, functional shifts, interjections, nouns, prepositions, pronouns, verbals and verbs) c) Exercises

	e) Resignations f) Resumes g) Exercises	o) Point of view p) Using possessive pronouns, possessive case, prepositions and pronouns q) Quotation marks r) Understanding the subject of a sentence s) Run-on sentences, sentence constructions and sentence fragments t) Spellings, style, syntax, tenses, using progressive form, transitions, verbs, verbals and voice u) Exercises	
Term 3	**Presentations & Meetings** a) Listening b) Meetings c) Minutes of meetings d) Presentations e) Exercises **Research & Documentation** a) Adapting to new technologies b) Bibliographies c) Brainstorming d) Copyrights, Trademarks and Patents e) Documenting sources f) Interviewing for information g) Literature reviews h) Note-taking i) Paraphrasing j) Plagiarism k) Questionnaires l) Quotations	**Style & Language** a) Affectations b) Allusions c) Ambiguity d) Awkward language e) Biased language f) Clarity g) Cliches h) Comparisons, conciseness and contractions i) Defining terms j) Direct address k) Double negatives l) Emphasis m) English varieties n) Euphemisms and expletives o) Figures of speech p) Goobledygook q) Idioms r) Intensifiers s) Jargons t) Nominalizations	**Mechanics & Punctuations** a) Mechanics (abbreviations, acronyms and initialisms, ampersands, capitalizations, compound words, contractions, dates, italics, numbers, prefixes, proof-reader's marks, spellings, and suffixes. b) Punctuations (apostrophe, colon, brackets, commas, dashes, ellipses, exclamation marks, hyphens, parentheses, periods, quotation marks, question marks, semicolons, and slashes) c) Exercises

		Research			u)	Parallel structure and pace, plain language and point of view		
	n)	Exercises						

Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
• Introducing Technical Writing • Technical Writing Documents and Elements • Designs and Visuals • Job Search & Applications • Presentations and meetings • Research and documentations • Organization, Writing and Revision • Digital Tips • ESL Trouble Spots • Style and Language • Sentence and Paragraphs • Grammar and Parts of Speech Mechanics and Punctuations	a) To improve the knowledge of pupils in functional writing. b) To provide Sierra Leonean pupils the platform to integrate workplace scenarios in their learning environment. c) To ensure that there is a platform for pupils to channel their creativity for solution provision. d) Technical Writing will bring fun to the environment of problem-solving. e) Knowledge of Technical Writing will put our pupils at par with the rest of the world especially in the (21st where the need for problem-solving learning is on the rise. f) The teaching of Technical Writing will prepare our pupils for their university careers	Below are some of the suggested teaching methods: • Face-to-face teaching • Online teaching • Seminars on frames • Picking out fallacies • Demonstration videos • Audios for instructions • Audios for manuals • FAQs listings • Group works • Job mapping • Resume building • Editing and revision • Language traps • Digital tools profiling • Problem-solution Matching • Colouring of mindsets • Language styling photo-ops • Tree diagrams for parts of speech • Analysing sentences • Mapping phrases	Below are some of the suggested texts for grammar, reading, comprehension, summary and technical: **Readers** **Texts** **Technical Handbook of Technical Writing** Eleventh Edition by *Gerald J. Alred, Charles T. Brusaw and Walter E. Oliu* Macmillan Publishers	Pupils will be assessed using but not limited to the following assessment methods: a) Homework b) Tests c) Subjective Tests d) Frames e) Register f) Presentations g) Interpretations h) Own Technical Writing i) Field Work j) Examinations Assessments 1-9 will be graded, totalled and divided by three and score will be added to the examination grade of 70% making it a total of 100%.

	and opportunity for cross-learning. g) Technical Writing will position our pupils for the ICT environment in which problem-solving and application development and their use are on the increase.	• Clause identification • Punctuation Dance		