



<b>Lesson Plan No. 1</b>	<b>Course Name: Technical Communication</b> <b>Topic: Introduction to Communication</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. articulate the concept of cloud communication. b. Understand how communication works in daily life. c. tell the difference between normal communication and technical communication.
<b>Teaching Aids (if any)</b>	a. PowerPoint presentation on the projector b. Green board
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Ask questions. what is communication? What are various components of communication? do you understand the importance of nonverbal communication? What are the language barriers for effective communication?</li><li>- Introduce the communication. Show a cartoon for communication.</li><li>- Talk about the psychological barriers for effective communication.</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>a. Discuss the importance of technical communication.<ul style="list-style-type: none"><li>- for effective communication.</li><li>- For achieving success for professional growth</li><li>- Show the pictorial presentation of elements of effective communication.</li></ul></li><li>b. Breakdown of the Course into Components<ul style="list-style-type: none"><li>- Sentences</li><li>- Techniques for Writing Precisely</li><li>- The E-English</li><li>- Letter Writing</li><li>- Essay Writing</li><li>- Creative Writing</li><li>- Descriptive Writing</li><li>- Reading Skills</li><li>- Listening Skills</li></ul></li><li>c. Evaluation Criteria for Course<ul style="list-style-type: none"><li>- Assignments</li><li>- Attendance</li><li>- Sessional</li><li>- Final Exam</li></ul></li></ol></li><li>3. <b>Exercise</b> (5 minutes) –</li></ol>



	<p>Show signboards with grammatical and linguistic errors to the students and ask them about identifying the errors.</p> <ul style="list-style-type: none"><li>- Image 1</li><li>- Image 2</li><li>- Image 3</li><li>- Image 4</li><li>- Image 5</li></ul>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Reading the content on the reference book</li><li>- The power point presentation uploaded on Camu</li></ul></li><li>3. Homework<ul style="list-style-type: none"><li>- Write a 200 word note on the barriers you face during spoken communication.</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Multiple type questions</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.2</b>	<b>Course Name: Technical Communication</b> <b>Topic: Sentences and Types</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Understand the definition of sentences. b. Understand the components of sentences. c. tell the difference between complex and compound sentence.
<b>Teaching Aids (if any)</b>	a. PowerPoint presentation on the projector b. Green board
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask questions. what is a sentence? What are various components of a sentence? What is the difference between simple, complex and compound sentences? How to convert two simple sentences into compound sentences?</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Discuss the components of a sentence.<ul style="list-style-type: none"><li>- Subject as the beginning of a sentence.</li><li>- Verb as the middle of a sentence</li><li>- Object as the ending of a sentence</li></ul></li><li>b. Types of Sentence Structures<ul style="list-style-type: none"><li>- SVO (Subject Verb Object)</li><li>- SOV (Subject Object Verb)</li><li>- VOS (Verb Object Subject)</li></ul></li><li>c. Types of Sentences<ul style="list-style-type: none"><li>- Simple Sentences</li><li>- Complex Sentences</li><li>- Compound Sentences</li></ul></li></ol></li><li><b>3. Exercise (5 minutes) –</b> Invite students at random to write an example of simple, complex, and compound sentences.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Reading the content on the reference book</li><li>- The power point presentation uploaded on Camu.</li></ul></li><li>3. Homework<ul style="list-style-type: none"><li>- Write 3 examples each for simple, complex, and compound</li></ul></li></ol>



	<p>sentences.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Multiple type questions</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.3</b>	<b>Course Name: Technical Communication</b> <b>Topic: Coherence</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> <li>Understand what coherence is.</li> <li>Learn different ways to achieve coherence.</li> <li>Write coherent pieces of writing.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint presentation on the projector</li> <li>Green board</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask questions.               <ul style="list-style-type: none"> <li>-what is coherence?</li> <li>-How can you achieve coherence in writing?</li> </ul> </li> </ul> </li> <li><b>Development (25 minutes)</b> <ol style="list-style-type: none"> <li>Discuss the definition of coherence.               <ul style="list-style-type: none"> <li>- why coherence is important for written communication.</li> <li>- Show the example of a coherent paragraph</li> <li>- Discuss how the given paragraph achieves coherence</li> </ul> </li> <li>Discuss Various Ways to Achieve Coherence               <ul style="list-style-type: none"> <li>- Use of Transition/Additive Words</li> <li>- Use of Pronouns</li> <li>- Use of Parallel Structure</li> <li>- Use of Repetitive words</li> <li>- Use of Summarizing words</li> <li>- Use of Order Words</li> <li>- Descriptive Writing</li> </ul> </li> <li>Discuss the Use of Various Elements of Coherence               <ul style="list-style-type: none"> <li>- Write sentences using these elements</li> </ul> </li> </ol> </li> <li><b>Exercise (10 minutes) –</b> Show two paragraphs to the students and ask them to read the paragraphs. Ask the students at random whether the paragraphs are coherent or not. Also ask them why they think the paragraphs are coherent or not coherent.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li> <li>Suggested Reading           <ul style="list-style-type: none"> <li>- Reading the content on the reference book</li> <li>- The power point presentation uploaded on Camu.</li> </ul> </li> <li>Homework           <ul style="list-style-type: none"> <li>- Write 200-word paragraph using the elements of coherent</li> </ul> </li> </ol>



	writing. Spend 5 minutes to wrap up and consolidate the learnings
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Multiple type questions</li></ol> Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 1.4</b>	<b>Course Name: Technical Communication</b> <b>Topic: Phrases and Clauses</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Understand the difference between phrase and clauses. b. Understand various types of phrases. c. Understand various types of clauses.
<b>Teaching Aids (if any)</b>	a. PowerPoint presentation on the projector b. Green board
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Ask questions.</li><li>-What is a phrase?</li><li>-What is a clause?</li><li>-What is the difference between phrase and a clause?</li><li>-What are different types of clauses?</li><li>-What are different types of phrases.</li></ul></li><li>2. <b>Development</b> (25 minutes)<ol style="list-style-type: none"><li>a. Discuss the concept of Phrases.<ul style="list-style-type: none"><li>- what are the parts that make a phrase</li><li>- Discuss different types of phrases</li><li>-Noun Phrase</li><li>-Prepositional Phrase</li><li>-Participial Phrase</li></ul></li><li>b. Discuss clauses different types of Clauses.<ul style="list-style-type: none"><li>- the definition of a clause</li><li>- Independent Clause</li><li>- Dependent Clause</li><li>- Use of Dependent and Independent Clauses in Complex sentences</li></ul></li><li>c. Discuss the hierarchy of different sentences components.<ul style="list-style-type: none"><li>- Words</li><li>- Phrases</li><li>- Clauses</li><li>- Sentences</li></ul></li></ol></li><li>3. <b>Exercise</b> (10 minutes) – Show phrases and clauses in a numbered list. Ask the students whether a given number on the list is a phrase or a clause.</li></ol>
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.



	<p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Reading the content on the reference book</li><li>- The power point presentation uploaded on Camu</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>2. Multiple type questions</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.5</b>	<b>Course Name: Technical Communication</b> <b>Topic: Subject-Verb Agreement</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> <li>Understand the concept of subject-verb agreement.</li> <li>Understand the underlying rules to follow for subject-verb agreement.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint presentation on the projector</li> <li>Green board</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction</b> (5 minutes)           <ul style="list-style-type: none"> <li>Ask questions.               <ul style="list-style-type: none"> <li>-what is subject-verb agreement?</li> <li>-what are the uses of subject-verb agreement?</li> <li>-what are the basic rules for subject verb agreement?</li> <li>-what are common exceptions to subject verb agreement rule?</li> </ul> </li> </ul> </li> <li><b>Development</b> (30 minutes)           <ol style="list-style-type: none"> <li>Discuss the definition of subject verb agreement.               <ul style="list-style-type: none"> <li>- Give an example of subject verb agreement.</li> <li>- Show a funny cartoon for subject verb agreement</li> </ul> </li> <li>Discuss the rules for subject verb agreement.               <ul style="list-style-type: none"> <li>- Rule 1</li> <li>- Rule 2</li> <li>- Rule 3</li> <li>- Rule 4</li> <li>- Rule 5</li> <li>- Rule 6</li> <li>- Rule 7</li> <li>- Rule 8</li> <li>- Rule 9</li> </ul> </li> </ol> </li> <li><b>Exercise</b> (5 minutes)           <p>Show examples of sentences and ask students to point out subject verb agreement mistakes.</p> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li> <li>Suggested Reading           <ul style="list-style-type: none"> <li>- Reading the content on the reference book</li> <li>- The power point presentation uploaded on Camu.</li> </ul> </li> <li>Homework           <ul style="list-style-type: none"> <li>- Ask students to copy all the rules of subject-verb agreement on</li> </ul> </li> </ol>



	<p>their notebooks.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.6</b>	<b>Course Name: Technical Communication</b> <b>Topic: Writing Precisely</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Understand the concept of writing precisely. b. Learn the ways to write precisely. c. Implement the learnt concepts in the written communication.
<b>Teaching Aids (if any)</b>	a. PowerPoint presentation on the projector b. Green board
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask questions.</li><li>-How to write precisely?</li><li>-What are the ways we can use to write precisely?</li><li>-What are the common mistakes students make in written communication?</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Discuss the importance of writing precisely.<ul style="list-style-type: none"><li>- For effective communication.</li><li>- For achieving success for professional growth</li><li>- For brevity in the written communication.</li></ul></li><li>b. Different ways to use for writing precisely.<ul style="list-style-type: none"><li>- use of active voice</li><li>- use of pronouns</li><li>- avoid vague nouns</li><li>- use words not their definitions</li><li>- Use of Transition/Additive Words</li><li>- Eliminate Prepositional Phrases</li></ul></li><li>c. Use the different methods in sentences.<ul style="list-style-type: none"><li>- Providing examples</li></ul></li></ol></li><li><b>3. Exercise (5 minutes) –</b> Ask students to point out mistakes in given sentences and ask them to frame sentences using the methods of writing precisely.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Reading the content on the reference book</li><li>- The power point presentation uploaded on Camu.</li></ul></li><li>3. Homework</li></ol>



	<p>- Write one sentence each using all the methods for writing precisely.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.7</b>	<b>Course Name: Technical Communication</b> <b>Topic: Noun-Pronoun Agreement &amp; Misplaced Modifiers</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Understand the basics of Noun-Pronoun Agreement. b. Implement the rules in their written communication. c. Identify and correct the misplaced modifiers.
<b>Teaching Aids (if any)</b>	a. PowerPoint presentation on the projector b. Green board
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Ask questions.</li><li>-what is Pronoun?</li><li>-what is Noun-Pronoun Agreement?</li><li>-what is a modifier?</li><li>-what is a misplaced modifier?</li><li>-how to correct a misplaced modifier?</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>a. Discuss the definition of Noun-Pronoun Agreement.<ul style="list-style-type: none"><li>- discuss the importance of noun-pronoun agreement.</li><li>- discuss the rules to follow for noun-pronoun agreement</li><li>- The agreement of number and gender for N-P agreement</li></ul></li><li>b. Discuss Misplaced Modifiers and ways to correct them.<ul style="list-style-type: none"><li>- Simple Adjectives</li><li>- Adjective Phrases and Clauses</li><li>- Adverbs and their place</li><li>- Limit Words Precede</li></ul></li><li>c. Discuss Dangling Modifiers<ul style="list-style-type: none"><li>- Definition of Dangling modifiers</li><li>-Examples of Dangling Modifiers</li><li>- Correcting the Dangling Modifiers</li></ul></li></ol></li><li>3. <b>Exercise</b> (5 minutes) – Show sentence with misplaced modifiers to the students and ask them to identify the errors and correct them.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Reading the content on the reference book</li></ul></li></ol>



	<p>- The power point presentation uploaded on Camu.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.8</b>	<b>Course Name: Technical Communication</b> <b>Topic: Redundancies and Email Communication</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Understand the concept of redundancies. b. Understand and implement best practices in Email Communication. c. Draft professional emails in e-communication.
<b>Teaching Aids (if any)</b>	a. PowerPoint presentation on the projector b. Green board
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask questions.<ul style="list-style-type: none"><li>-what is redundancy?</li><li>-how to remove redundancy in written communication?</li><li>-what are various components of email communication?</li><li>-what are the best practices in professional email communication?</li><li>-what constitutes good opening of an email communication?</li><li>-what are the language barriers for effective email communication?</li></ul></li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Discuss the definition of Redundancy.<ul style="list-style-type: none"><li>- Identifying the redundant parts</li><li>-Removing redundancy in text</li><li>- Choose Precise Words</li><li>- Use of active voice</li><li>-Avoiding tautology</li></ul></li><li>b. Email Communication and Language<ul style="list-style-type: none"><li>- Use of clear and concise language</li><li>- Subject Line in Email</li><li>- Professional Email Address</li><li>- Response Time</li><li>- Respect for Privacy</li><li>- Appropriate Signature</li></ul></li></ol></li><li><b>3. Exercise (5 minutes) –</b> Provide students a topic for email communication and ask them to draft an email for communication.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li><b>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</b></li></ol>



	<ol style="list-style-type: none"><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Reading the content on the reference book</li><li>- The power point presentation uploaded on Camu.</li></ul></li><li>3. Homework<ul style="list-style-type: none"><li>- Ask students to draft an email on the subject: “Reason for Tardiness in Class.”</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.9</b>	<b>Course Name: Technical Communication</b> <b>Topic: Report Writing</b>	<b>Course No.: HSMC-201</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> <li>Understand the fundamentals and importance of report writing in technical communication.</li> <li>Differentiate between various types of reports (informal vs. formal, informational vs. analytical).</li> <li>Identify the structure and essential components of a well-written report.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint presentation on the projector</li> <li>Green board</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Begin with asking:               <ul style="list-style-type: none"> <li>What is report writing and why is it important in technical fields?</li> <li>Can you name some types of reports you might encounter in the workplace?</li> <li>Why is clarity and structure important in report writing?</li> </ul> </li> <li>Introduce the concept of report writing, emphasizing its role in effective communication within professional and technical fields.</li> <li>Show a short video or a cartoon explaining the basics of report writing.</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>Discuss the importance of technical communication. Discuss the purpose of report writing: to inform, persuade, or record. Differentiate between informal and formal reports, informational and analytical reports, and internal and external reports. Use examples from the handouts to illustrate the differences.</li> <li>Breakdown of the Course into Components Overview of the common structure: Title Page, Abstract, Table of Contents, Introduction, Body, Conclusion, References, and Appendices. Discuss the function of each component in guiding the reader through the report.</li> <li>Writing Process and Style Strategies for planning and research. Emphasis on clear, concise, and objective writing. Importance of revision and proofreading.</li> </ol> </li> </ol>



	<p>3. Exercise (5 minutes) – Distribute report writing exercises, focusing on identifying the thesis statement, main points, and summarizing a given report.</p>
<b>Closure</b>	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Reading the content on the reference book</li><li>- The power point presentation uploaded on Camu.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>