



Kot Bhalwal, Jammu



Model Institute of Engineering
& Technology (Autonomous)
Dr. Arun K. Gupta Teaching-Learning Centre

Department of Applied Sciences and Humanities

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Technical Communication
2.	Course Code	HSMC- 201
3.	Academic Year	2024-2025
4.	Semester	2nd
5.	Number of Lesson plans	30
6.	Faculty Assigned	Pummy Sharma

Faculty Signature



Lesson Plan No. 1	Course Name: Technical Communication Topic: Introduction to Technical Communication	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the basic concepts of technical communication. b. Identify the need for technical communication in various fields. c. Differentiate between everyday communication and technical communication.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Understand the basic concepts of technical communication. - Identify the need for technical communication in various fields. - Differentiate between everyday communication and technical communication. 2. Development (30 minutes) a. Highlight differences between informal and technical communication. b. Discuss the need for precision and clarity in technical communication. 3. Exercise (5 minutes) - Present examples of everyday communication vs. technical communication.
Closure	1. Summarize the key differences between general and technical communication. 2. Assign homework on identifying technical communication in daily life.
Evaluation	1. Quiz on concepts of technical communication. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 2	Course Name: Technical Communication Topic: Basic Writing Skills	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Learn to construct clear and concise sentences. b. Understand coherence in writing. c. Use appropriate phrases and clauses.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Start by discussing why clarity in writing is essential for technical fields like engineering, science, or business. Ask students to consider the consequences of unclear writing in professional documents (e.g., confusion, delays, errors). - Explain the concept of coherence as the logical flow of ideas within writing. Illustrate with examples of well-written and poorly written paragraphs. - Ask students to think about how they feel when reading a paragraph that lacks coherence, prompting a short discussion. 2. Development (30 minutes) a. Present the basic building blocks of writing: phrases, clauses, and sentence structure. b. Explain the difference between independent and dependent clauses and how they contribute to sentence complexity. c. Use examples to show how these can be misused, leading to run-on sentences or sentence fragments. Display these examples on a PowerPoint slide and have the class correct them together. d. Discuss paragraph structure. Focus on the importance of a clear topic sentence, supporting sentences, and a concluding sentence. e. Provide an example of a well-organized paragraph on the board, highlighting the coherence between sentences. Break down why each sentence logically follows the next. f. Go deeper into coherence by discussing transitions between sentences and paragraphs. Explain how transitions help guide the reader through the text. g. Show examples of common transitional phrases (e.g., "In addition," "Therefore," "However") and how they can be used to enhance the flow of writing. h. Have students brainstorm transitions they use in their own writing.



	3. Exercise (5 minutes) – Ask students to rewrite a poorly structured paragraph. Check the paragraph written by students at random.
Closure	1. Summarize key points about coherence in writing. 2. Assign a writing exercise for homework. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Short writing assignments. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 3	Course Name: Technical Communication Topic: Subject-Verb Agreement	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Master subject-verb agreement in various sentence structures. b. Identify and correct common grammatical errors related to subject-verb agreement. c. Improve sentence accuracy and clarity in writing.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by explaining the basic rule of subject-verb agreement: singular subjects take singular verbs, and plural subjects take plural verbs. Illustrate this with simple examples. - Ask students why they think this rule might be important in professional writing. Encourage them to share experiences of encountering confusing or incorrect sentences. - Provide examples of common subject-verb agreement mistakes in both formal and informal writing (e.g., "The team are working hard" vs. "The team is working hard"). 2. Development (30 minutes) a. Explain how subject-verb agreement can be trickier in complex sentences, particularly with collective nouns (e.g., "The jury is divided") and compound subjects (e.g., "Neither the teacher nor the students were prepared"). b. Show a list of such examples on the board and explain how to identify the correct verb form. c. Highlight exceptions and special cases, such as indefinite pronouns (e.g., "Everyone is welcome") and phrases that intervene between the subject and the verb (e.g., "The bouquet of flowers, along with the card, was beautiful"). d. Provide a worksheet with several sentences where students have to choose the correct verb form. e. Work through a few examples as a class, encouraging students to explain their reasoning. f. Offer tips for avoiding subject-verb agreement errors, like identifying the true subject of the sentence, ignoring intervening words, and being cautious with collective nouns. g. Lead a discussion on the potential impact of subject-verb errors in professional documents (e.g., loss of credibility, misunderstanding).



	3. Exercise (5 minutes) – Provide students with sentences that contain subject-verb agreement errors. Ask them to correct the errors in pairs and explain why they chose specific verb forms.
Closure	1. Summarize the key rules for subject-verb agreement and emphasize their importance in professional writing. 2. Assign students a worksheet as homework, where they must correct sentences with subject-verb agreement errors. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Check students' ability to identify subject-verb agreement errors through the worksheet activity. 2. Include a brief quiz with sentences requiring correction for subject-verb agreement in the next class. s Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 4	Course Name: Technical Communication Topic: Organizing Paragraphs	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the organizing principles of a well-structured paragraph. b. Learn to create coherence and flow within and between paragraphs. c. Practice techniques for constructing logical, well-organized paragraphs.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Start with a class discussion: "What makes a paragraph easy to read?" Write student responses on the board. - Explain that a well-organized paragraph is like a mini-essay: it has a beginning (topic sentence), middle (supporting details), and end (concluding sentence). Ask students to consider how a lack of organization affects comprehension. - Provide an example of a disorganized paragraph and ask students to point out what's wrong. Use this as a springboard to introduce the concept of coherence in paragraph writing. 2. Development (30 minutes) a. Explain the role of a topic sentence. Discuss how it introduces the main idea of the paragraph, providing direction for the rest of the sentences. b. Show examples of both weak and strong topic sentences. Lead a brief discussion on how the strength of a topic sentence affects the paragraph's clarity. c. Move on to the supporting sentences. Explain that these sentences must provide evidence, details, or explanations that directly relate to the topic sentence. d. Break down an example paragraph to highlight how each sentence supports the topic sentence. Ask students to identify the supporting details in the example. e. Discuss the role of the concluding sentence and transitions between paragraphs. Emphasize that a strong concluding sentence ties the paragraph together, while transitions ensure smooth flow between ideas. f. Show examples of strong concluding sentences and effective transitions. Ask students to identify effective transitions in sample texts. g. Have students work in pairs to rearrange sentences in a mixed-



	up paragraph into a logical, coherent order. 3. Exercise (5 minutes) – Provide a disorganized paragraph on the board. Ask students to reorganize it into a coherent, well-structured paragraph.
Closure	1. Recap the key elements of a well-organized paragraph: topic sentence, supporting details, and concluding sentence. 2. Assign students to write a coherent paragraph on a given topic as homework, ensuring they follow the organizational principles discussed in class. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Evaluate students' ability to create logical paragraphs through the in-class activity. 2. Review their homework paragraphs for clarity, coherence, and structure. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 5	Course Name: Technical Communication Topic: Techniques for Writing Precisely	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the importance of concise writing in technical communication. b. Learn techniques for eliminating redundancy and vague language. c. Practice writing with clarity and precision.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by asking students: "Why is precise writing important in technical fields?" Encourage students to reflect on how unclear or wordy instructions could lead to misunderstandings or errors, especially in engineering or scientific writing. - Explain that technical communication values brevity and clarity, as readers often need to process information quickly and efficiently. Introduce the concept of redundancy—using unnecessary words that don't add meaning. 2. Development (30 minutes) a. Show examples of overly wordy sentences and demonstrate how they can be made more concise. For instance, rewrite a sentence like "Due to the fact that" as "Because." b. Break down each example and discuss how cutting unnecessary words can improve clarity. Engage students in identifying redundant phrases in examples shown on the board. c. Discuss strategies for writing concisely, such as avoiding filler words ("basically," "actually") and replacing long phrases with shorter equivalents. d. Provide students with a list of common redundant phrases and ask them to suggest concise alternatives (e.g., "at this point in time" vs. "now"). e. Focus on specificity in writing. Explain that vague language can make technical documents unclear or imprecise. Provide examples of vague sentences (e.g., "The machine is not working well") and ask students to revise them to be more specific ("The conveyor belt is malfunctioning due to a jam in the gear system"). f. Pair students up to work on simplifying sentences from a technical document.



	3. Exercise (5 minutes) – Ask students to take a wordy paragraph and revise it by removing redundant words and improving clarity. Provide them with a paragraph to edit in pairs.
Closure	1. Summarize the importance of concise, precise writing in technical communication. 2. Assign students to find and revise one paragraph from a technical manual or article, focusing on eliminating redundancy and improving clarity. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' revised paragraphs for conciseness and precision. 2. Use a short quiz that asks students to simplify wordy sentences. ss Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 6	Course Name: Technical Communication Topic: Misplaced Modifiers	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of misplaced modifiers and how they affect sentence clarity. b. Learn how to place modifiers correctly within sentences. c. Practice identifying and correcting misplaced modifiers.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by asking students: "What happens when a sentence is confusing?" Lead the discussion toward the importance of sentence clarity, particularly when a modifier (a word or phrase that provides more information about a part of the sentence) is in the wrong place. - Introduce the term misplaced modifier by showing a simple, humorous example (e.g., "Running to class, the books fell out of my bag." vs. "While I was running to class, the books fell out of my bag"). Ask students why the first sentence is confusing. 2. Development (30 minutes) a. Explain the role of modifiers in providing additional details in a sentence but emphasize that they must be placed next to the word or phrase they are modifying. b. Show a series of sentences with misplaced modifiers (e.g., "He almost drove the car for five hours" vs. "He drove the car for almost five hours") and discuss how misplaced modifiers can drastically change the meaning of a sentence. c. Discuss the different types of modifiers—adjectives, adverbs, and modifying phrases. Focus on how their incorrect placement can lead to ambiguity or confusion in technical writing. d. Provide examples of sentences with both well-placed and misplaced modifiers, and have students identify the mistakes. e. Provide strategies for fixing misplaced modifiers. Teach students to ask themselves what the modifier is describing and place it as close to that word as possible. f. Work through several examples as a class, discussing the correction process step-by-step. Give students a worksheet with sentences that contain misplaced modifiers for them to correct. 3. Exercise (5 minutes) – Provide students with a short passage where



	the modifiers are misplaced. Ask them to rewrite the passage so that the modifiers are correctly placed.
Closure	1. Summarize the importance of correctly placed modifiers in ensuring sentence clarity. 2. Assign students a homework task to identify and correct misplaced modifiers in a paragraph from a technical document or article. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review the worksheet for students' ability to correct misplaced modifiers. 2. Quiz students by providing sentences and asking them to identify if the modifier is placed correctly or needs revision. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 7	Course Name: Technical Communication Topic: Pronoun Agreement	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the rules of noun-pronoun agreement. b. Learn how to correctly use pronouns in sentences without ambiguity. c. Avoid common pronoun errors in technical writing.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by discussing the importance of pronouns in making sentences more concise and readable. Ask students: "What is the purpose of a pronoun?" and "How do you ensure clarity when using pronouns?" - Explain that noun-pronoun agreement means a pronoun must agree with its antecedent (the noun it replaces) in number, gender, and person. Share a simple example on the board: "Each student must bring their book" vs. "Each student must bring his or her book." - Emphasize that correct noun-pronoun agreement is essential for clarity, especially in technical writing where precision is key. 2. Development (30 minutes) a. Discuss the basic rules of noun-pronoun agreement. Use examples to demonstrate how singular nouns must pair with singular pronouns (e.g., "The engineer completed his report.") and plural nouns with plural pronouns (e.g., "The engineers completed their reports."). b. Highlight the importance of gender-neutral pronouns in modern communication and professional writing. Discuss the increasing use of "they" as a singular, gender-neutral pronoun. c. Show examples of incorrect noun-pronoun agreement and ask students to identify the mistakes. d. Explain ambiguous pronouns—when it's unclear which noun the pronoun refers to. Provide examples where the pronoun's antecedent is unclear (e.g., "When Alex spoke to Jordan, he was excited"). Discuss how such sentences can confuse readers. e. Engage students in rewriting sentences to make the antecedents clear. f. Introduce collective nouns and indefinite pronouns, explaining how they can lead to confusion in noun-pronoun agreement.



	For example, "None of the students has submitted their assignment" (incorrect) vs. "None of the students has submitted his or her assignment" (correct). g. Provide examples of tricky pronoun agreement issues and work through them as a class. 3. Exercise (5 minutes) – Provide students with a worksheet of sentences containing incorrect noun-pronoun agreement. Ask them to correct the sentences in pairs and explain their reasoning.
Closure	1. Summarize the key rules for ensuring noun-pronoun agreement and avoiding ambiguity. 2. Assign students a homework task to identify and fix pronoun errors in a technical document or article. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' worksheets for correct identification of noun-pronoun agreement issues. 2. Quiz students on their ability to rewrite ambiguous sentences. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 8	Course Name: Technical Communication Topic: Redundancies and Clichés	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Learn to identify and eliminate redundant phrases in writing. b. Understand how clichés weaken technical communication. c. Practice replacing clichés with clear, original language.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Start by discussing why clarity is critical in technical communication. Ask students: "Have you ever read something that seemed wordy or full of clichés? How did it affect your understanding of the message?" - Explain that redundancies (unnecessary repetition of ideas) and clichés (overused expressions) can weaken writing by making it unclear and less impactful. Provide a few examples of redundant phrases (e.g., "advance planning") and common clichés (e.g., "think outside the box"). - Emphasize that technical writing must be clear, concise, and free of overused phrases. 2. Development (30 minutes) a. Define redundancies and show examples of how they occur in writing. For instance, "ATM machine" is redundant because "ATM" already stands for "Automated Teller Machine." b. Provide students with a list of common redundant phrases and ask them to simplify them (e.g., "past history" vs. "history"). c. Discuss why redundancy is problematic in technical writing, where precision and brevity are valued. d. Shift focus to clichés, explaining that while clichés are familiar and easy to use, they often obscure meaning. Provide examples such as "at the end of the day," "hit the ground running," or "think outside the box." e. Engage students by asking them to rewrite sentences with clichés using clear, specific language. f. Discuss techniques for avoiding redundancies and clichés in technical communication. Encourage students to: g. Be specific and precise. h. Use plain language. i. Avoid overused phrases that don't add value. j. Have students work in pairs to revise sentences containing redundancies and clichés.



	3. Exercise (5 minutes) – Provide a paragraph filled with redundant phrases and clichés. Ask students to rewrite the paragraph, eliminating these issues and improving clarity.
Closure	1. Summarize the importance of avoiding redundancies and clichés in technical writing. 2. Assign students a homework task to find a technical article and identify any redundancies or clichés, rewriting them for clarity. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' revised paragraphs for clarity, conciseness, and originality. 2. Conduct a quiz where students must replace redundant phrases and clichés with concise alternatives. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 9	Course Name: Technical Communication Topic: The E-English: Email Communication	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the fundamentals of professional email communication. b. Learn the proper structure and etiquette for writing emails. c. Avoid common mistakes in email writing.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Ask students: "How often do you send emails, and what is their purpose?" Engage them in discussing the difference between sending informal emails to friends and formal emails in professional settings. - Explain that email communication is a primary mode of interaction in most technical and business environments. Emphasize the importance of clarity, professionalism, and proper formatting in email writing. - Introduce the structure of a professional email: subject line, greeting, body, closing, and signature. Use a PowerPoint slide to illustrate each part. 2. Development (30 minutes) a. Discuss the key elements of a professional email. Explain that the subject line should be concise yet informative, providing the recipient with a clear idea of the email's purpose (e.g., "Meeting Rescheduled to 2 PM Tomorrow"). b. Show examples of good and bad subject lines and ask students which ones they would prefer to open. c. Break down the body of the email. Discuss how it should be direct, polite, and free of unnecessary information. Explain that the tone should always be respectful, even in difficult situations. d. Provide students with a sample email. Ask them to identify the greeting, body, and closing. Discuss how to write a professional email for different scenarios (e.g., applying for a job, requesting information). e. Highlight common mistakes in email writing, such as not proofreading, using inappropriate language, or forgetting to include a subject line. Show examples of poorly written emails (e.g., ones that are too casual or unclear) and ask students to suggest improvements.



	f. Pair students to rewrite a poorly written email, focusing on correcting tone, clarity, and structure. 3. Exercise (5 minutes) – Have students draft a professional email applying for a hypothetical job, ensuring they follow the correct structure and tone. This can be done individually or in pairs.
Closure	1. Summarize the key points of professional email communication: clarity, brevity, professionalism, and structure. 2. Assign homework where students must write a follow-up email after a meeting, ensuring they maintain a professional tone. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' email drafts for proper structure, tone, and clarity. 2. Quiz students on identifying the correct structure of an email from a list of options. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 10	Course Name: Blogging and Challenges of Online Communication	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the structure and purpose of blogs in modern communication. b. Explore the challenges of online communication, such as tone and clarity. c. Learn how to write effectively in digital spaces, such as blogs and social media platforms.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by asking students: "Have you ever written or read a blog? What makes a compelling blog post?" Engage students in a discussion about their experiences with blogs, including how they use or interact with them (e.g., as readers, writers, or for research purposes). - Explain that blogs are a form of online communication, often more informal than traditional writing, but still requiring clarity and structure, especially in technical or professional fields. - Introduce the structure of a blog post: headline, introduction, body, and conclusion. Use a PowerPoint slide to break down each section, emphasizing the role of tone and audience engagement in online writing. 2. Development (30 minutes) a. Discuss the headline as the most important part of a blog post. It must grab the reader's attention while providing a clear idea of what the post is about. b. Show examples of strong vs. weak headlines (e.g., "10 Tips for Better Writing" vs. "Some Thoughts on Writing"). Ask students to suggest improved headlines for weak examples. c. Move to the introduction of a blog. Explain how the first few lines of a blog post should engage the reader by addressing their needs or interests. Discuss techniques for writing engaging introductions, such as asking a question, sharing an interesting fact, or stating a problem that the blog will solve. d. Provide an example introduction from a popular blog and ask students to analyze why it's effective or how it could be



	improved. e. Cover the body and conclusion of a blog. Emphasize that the body should be organized into subheadings or sections to keep readers engaged and make the post easy to skim. f. Discuss how tone in online writing should be conversational yet professional, avoiding overly formal language. Use examples of technical blogs to show how to balance an engaging tone with clarity. g. Explain how the conclusion should reinforce the main points and call the reader to action (e.g., ask for comments, suggest further reading). h. Provide a blog post that is too wordy or unclear and ask students to work in pairs to rewrite it for clarity and engagement. 3. Exercise (5 minutes) – Ask students to write the first paragraph of a blog post on a technical topic of their choice. This can be done individually or in pairs, with a focus on creating an engaging introduction.
Closure	1. Summarize the key components of an effective blog: a strong headline, engaging introduction, clear and organized body, and a conclusion with a call to action. 2. Assign students to write a full blog post on a technical topic for homework, focusing on clarity, engagement, and tone. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review the first paragraph students wrote during class, checking for engagement and clarity. 2. Evaluate their full blog post assignments for structure, tone, and the ability to communicate technical information effectively. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 11	Course Name: Technical Communication Topic: Letter Writing (Formal)	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the structure of formal letters. b. Learn how to write clear and effective formal letters for various professional purposes. c. Develop an understanding of tone and language appropriate for formal correspondence.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by discussing the importance of formal letter writing in professional communication. Ask students: "When might you need to write a formal letter?" Responses could include applying for jobs, communicating with a company, or submitting a formal request. - Explain that formal letters require a specific structure and tone to maintain professionalism and clarity. The structure of a formal letter includes the sender's address, date, recipient's address, salutation, body, closing, and signature. - Show an example of a formal letter on the board, breaking down each section and explaining its role. 2. Development (30 minutes) a. Discuss the addressing part of the letter, starting with the sender's address and date, followed by the recipient's address. Explain why it's important to use accurate and formal titles when addressing the recipient (e.g., "Dear Mr. Smith" vs. "Hi John"). b. Provide examples of correctly and incorrectly addressed letters and ask students to identify mistakes. c. Move on to the body of the letter. Explain that the body should be concise and to the point, clearly stating the purpose of the letter in the first few sentences. Discuss how to maintain a respectful and formal tone throughout the letter, even in difficult situations (e.g., writing a complaint letter). d. Show a few examples of letter openings (e.g., "I am writing to inquire about...") and closings (e.g., "I look forward to your prompt response"). e. Ask students to suggest appropriate ways to start and end a formal letter. f. Discuss the conclusion of the letter, which should reinforce the



	main message and end with a polite closing statement. Provide examples of closings (e.g., "Yours sincerely," "Kind regards") and explain when each is appropriate. g. Ask students to draft the body of a letter based on a specific scenario (e.g., requesting information from a company) and pair up to peer-review each other's work for clarity, tone, and structure. 3. Exercise (5 minutes) – Ask students to write a formal letter applying for a job, following the correct structure and tone. This can be done individually or in pairs.
Closure	1. Summarize the key components of a formal letter: structure, clear purpose, and respectful tone. 2. Assign homework where students must write a formal letter of inquiry or complaint, ensuring they follow the structure discussed in class. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' letters for proper structure, tone, and clarity. 2. Quiz students on identifying the correct structure for different types of formal letters. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 12	Course Name: Technical Communication Topic: Letter of Application (Content and Format)	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the structure and purpose of a letter of application. b. Focus on creating compelling content in a job application letter. c. Learn to highlight skills, qualifications, and experience in a clear and concise manner.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Ask students: "What is the purpose of a job application letter? How does it differ from a CV?" Lead a discussion about how the application letter is used to introduce the candidate to the employer and showcase why they are a good fit for the role. - Explain that a letter of application follows a formal structure but also needs to be persuasive, highlighting the candidate's skills, qualifications, and experience in relation to the job they're applying for. - Show a sample application letter on the board and discuss its structure: introduction, body (skills and qualifications), and conclusion. 2. Development (30 minutes) a. Discuss the introduction of the application letter, which should include a brief explanation of why the applicant is writing and what position they are applying for. b. Provide examples of effective and weak introductions (e.g., "I am writing to apply for the position of Software Engineer, as advertised on your website" vs. "I am interested in working at your company"). c. Ask students to draft an introduction for a hypothetical job they are applying for. d. Focus on the body of the letter, which should highlight the applicant's most relevant skills and experience. Emphasize that this section should be concise and directly related to the job description. e. Provide examples of how to link skills to the job requirements (e.g., "My experience managing large projects makes me well-suited for the role of Project Manager"). Discuss how to avoid



	generic statements (e.g., "I am a hard worker"). - Have students pair up and draft the body of an application letter, then review each other's work to ensure relevance and clarity. - Discuss the conclusion of the letter, where the applicant should express enthusiasm for the role and invite the employer to contact them for an interview. Provide examples of closing statements (e.g., "I look forward to the opportunity to discuss how my skills and experience align with your needs"). - Ask students to write a closing paragraph for their hypothetical application letter, using polite, formal language. 3. Exercise (5 minutes) – Have students write a full letter of application for a job in their field, ensuring they follow the correct format and include compelling content.
Closure	- Summarize the key points of writing a letter of application: clear structure, relevance to the job, and formal tone. - Assign homework where students must complete their letter of application, incorporating feedback from their peers. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	- Review students' application letters for structure, relevance to the job, and clarity of content. - Quiz students on identifying key elements of a successful letter of application. s Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 13	Course Name: Technical Communication Topic: Report Writing – Types and Structures	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the different types of reports used in technical and business environments. b. Learn the structure and components of formal reports. c. Develop the ability to organize and present information in a clear and structured format.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin with a discussion: "What is the purpose of writing a report in a professional or technical environment? How does it differ from other forms of writing?" Engage students in sharing their understanding of reports in academic and professional settings. - Explain that reports are structured documents written to provide information, analysis, or recommendations. Highlight the main types of reports they will encounter: informative reports (which provide facts and data), analytical reports (which include data analysis), and recommendation reports (which suggest courses of action). - Display a sample of each type of report, briefly explaining their key differences. 2. Development (30 minutes) a. Discuss the structure of a formal report, which typically includes sections like the title page, abstract, table of contents, introduction, body, conclusion, and references. Use a PowerPoint slide to outline each part and its purpose in the report. b. Provide an example report and break down each section for clarity. Ask students to consider how the structure aids in organizing information logically and making the report easy to navigate. c. Focus on the introduction and body of the report. Explain that the introduction should clearly state the purpose of the report, background information, and the scope of the document. The body of the report should be organized into subsections, each dealing with a specific point or set of data.



	d. Provide examples of how to write a strong introduction and organize the body. Discuss how headings and subheadings can make the document more readable. e. Have students draft an introductory paragraph for a report based on a given topic. f. Discuss the conclusion and recommendations sections of a report. Explain that the conclusion should summarize the key findings, while the recommendations section should propose actionable solutions or next steps. g. Show examples of effective recommendations that are clear, specific, and feasible. Ask students to write a brief recommendation based on a scenario (e.g., improving a company's workflow based on data presented in a report). 3. Exercise (5 minutes) – Provide students with an incomplete report (missing the introduction or recommendations) and ask them to fill in the missing parts, ensuring they follow the correct format and style.
Closure	1. Summarize the key components of a formal report and the differences between various types of reports. 2. Assign homework where students must outline a report on a technical or professional topic of their choice, focusing on organization and clarity. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' outlines for structure, coherence, and relevance to the report's topic. 2. Use a quiz to assess their understanding of report types and structures. s Spend 5 minutes to evaluate student assimilation of the lesson contents



Kot Bhalwal, Jammu



Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 14	Course Name: Technical Communication Topic: Data Collection for Reports	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the importance of accurate data collection in technical and professional reports. b. Learn different methods for collecting relevant and credible data. c. Evaluate sources for credibility and relevance to the report's objectives.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Start by discussing the role of data in supporting the claims and findings of a report. Ask students: "Why is reliable data important in a report? What could happen if inaccurate or irrelevant data is used?" - Explain that data collection is a critical step in report writing because it provides the evidence needed to support conclusions or recommendations. Without credible and accurate data, a report's findings could be questioned or dismissed. - Introduce the different methods of data collection (e.g., surveys, interviews, literature reviews, and online research) and briefly explain when each method is appropriate. 2. Development (30 minutes) a. Discuss primary data collection methods, such as conducting surveys or interviews. Explain how these methods can be used to gather first-hand information directly from participants or experts. b. Provide examples of survey questions or interview templates and explain how to design them to collect useful data. c. Have students draft a few survey questions for a hypothetical research topic. d. Shift focus to secondary data collection, such as using existing research, articles, or reports. Emphasize the importance of evaluating sources for credibility (e.g., peer-reviewed journals, official websites) and relevance to the report's objectives. e. Show examples of credible vs. non-credible sources (e.g., comparing a peer-reviewed journal to a personal blog) and discuss how to critically assess the quality of a source. f. Provide a worksheet with examples of sources and ask students to evaluate whether they are credible and why.



	g. Discuss data organization and presentation. Once data is collected, it needs to be organized logically within the report. Explain how data can be presented in charts, graphs, tables, or other visual formats to make it easy to understand. h. Show examples of how data is presented in professional reports and discuss best practices for ensuring clarity (e.g., labeling graphs, using consistent units). i. Ask students to organize a small set of data into a table or chart format. 3. Exercise (5 minutes) – Provide students with a scenario (e.g., researching consumer preferences for a new product) and ask them to choose the most appropriate data collection methods for the report. Students should justify their choices.
Closure	1. Summarize the different data collection methods and their importance in producing credible reports. 2. Assign homework where students must research a topic and collect data using both primary and secondary sources, ensuring they evaluate the credibility of their secondary sources. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' data collection plans for relevance and appropriateness. 2. Evaluate their ability to assess source credibility using a quiz or class discussion. s Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 15	Course Name: Technical Communication Topic: Writing a Proposal	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the structure and purpose of a professional or technical proposal. b. Learn how to develop clear and convincing content for a proposal. c. Practice writing persuasive proposals that address a specific problem or need.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by asking students: "What is the purpose of a proposal? When might you need to write one?" Explain that a proposal is a formal document that outlines a plan or suggestion, typically to solve a problem or meet a need. Proposals are used in business, technical, and academic settings to persuade the reader to take a specific course of action. - Explain the basic structure of a proposal: introduction, problem statement, objectives, methodology, budget, and conclusion. Each section should be clear and focused on convincing the reader of the proposal's feasibility and benefits. - Show an example proposal and briefly highlight the role of each section. 2. Development (30 minutes) a. Focus on the problem statement. This section explains the issue the proposal is addressing and why it needs to be solved. The problem statement should be concise but specific, using data or facts to back up the claim. b. Provide examples of weak vs. strong problem statements and discuss what makes them effective. c. Ask students to draft a problem statement for a proposal based on a scenario (e.g., proposing a new software system to improve efficiency at a company). d. Move on to the objectives and methodology sections. The objectives should clearly state what the proposal aims to achieve, while the methodology explains how the objectives will be accomplished. These sections need to be detailed and realistic. e. Show examples of well-written objectives and methodologies. Discuss the importance of being clear and specific in outlining



	steps or actions. - Have students pair up to draft objectives and a brief methodology for their proposal. - Discuss the budget and conclusion sections. The budget outlines the financial resources required to implement the proposal, while the conclusion reinforces why the proposal is worth funding or approving. - Explain how to present the budget clearly and justify the costs. Provide examples of effective budget breakdowns. - Ask students to write a conclusion for their proposal, ensuring it summarizes the key points and ends with a call to action. 3. Exercise (5 minutes) – Provide students with a short proposal outline and ask them to expand on it, focusing on writing a detailed problem statement, objectives, and conclusion.
Closure	- Summarize the essential components of a proposal: a clear problem statement, realistic objectives, feasible methodology, and well-justified budget. - Assign homework where students must write a full proposal on a topic of their choice (e.g., proposing a new process in their field of study or a solution to a common problem in their industry). Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	- Review students' proposals for clarity, feasibility, and persuasiveness. - Evaluate their ability to structure a proposal and present a clear problem and solution through a quiz or peer review activity. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 16	Course Name: Technical Communication Topic: Writing Recommendation Letters and Instructions	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Learn to write clear and actionable recommendations in professional documents. b. Understand how to write precise instructions that are easy to follow. c. Practice providing step-by-step guidance for technical processes.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Ask students: "What makes a good recommendation or set of instructions?" Lead a discussion on the importance of clarity and precision in technical writing, particularly when providing recommendations or instructions that others need to follow. - Explain that recommendations should be based on evidence or analysis and offer clear, actionable solutions. Instructions, on the other hand, should be detailed and specific enough for anyone to follow, even without prior knowledge of the task. - Display examples of both clear and vague recommendations/instructions and discuss how vague writing can lead to confusion or errors. 2. Development (30 minutes) a. Discuss the key components of writing recommendations. Recommendations should be specific, practical, and tailored to the audience's needs. Provide examples from recommendation reports (e.g., suggesting new policies for a company based on data analysis) and discuss what makes them effective. b. Explain how to prioritize recommendations, focusing on feasibility and impact. c. Have students work in pairs to draft recommendations for a hypothetical report (e.g., recommendations for improving workplace efficiency based on survey data). d. Shift focus to writing instructions. Instructions should be written in a step-by-step format, using clear language and avoiding ambiguity. Show examples of poorly written instructions (e.g., missing steps, unclear language) and ask students to identify the issues. e. Provide a clear set of instructions for comparison (e.g., assembling a device or completing a technical task) and break



	down the elements that make the instructions easy to follow (e.g., clear steps, consistent formatting, and the use of diagrams or images). f. Discuss how formatting and structure play a critical role in making instructions user-friendly. g. Demonstrate the importance of testing instructions. Ask students how they would improve a set of instructions based on their experiences with poorly written manuals or guides. h. Provide a short activity where students write simple instructions (e.g., how to log into a system) and test them by having their peers follow the steps exactly as written. Students will then discuss any difficulties or unclear steps they encountered. 3. Exercise (5 minutes) – Ask students to write a recommendation for a hypothetical scenario (e.g., improving classroom technology) and a set of instructions for a common task (e.g., setting up a computer). They can complete this in pairs.
Closure	1. Summarize the key aspects of writing clear recommendations and instructions, emphasizing the importance of precision and testing instructions for clarity. 2. Assign homework where students must write a detailed recommendation report or instruction manual, focusing on clarity and feasibility. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' recommendations and instructions for clarity, practicality, and effectiveness. 2. Use a quiz to test their understanding of how to structure both recommendations and instructions. ss Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 17	Course Name: Technical Communication Topic: Business Communication	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the principles of effective business communication. b. Learn the different formats and types of business correspondence (e.g., emails, memos, letters). c. Practice writing clear, professional messages for various business scenarios.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by discussing the role of business communication in the professional world. Ask students: "What is the purpose of business communication, and why is it important?" Highlight how business communication is about conveying information clearly and efficiently, whether to a client, colleague, or manager. - Introduce the different types of business correspondence: emails, memos, business letters, and reports. Explain that each type serves a specific purpose, from sharing updates to requesting action. - Show examples of each type of business communication and briefly discuss their differences in tone, formality, and structure. 2. Development (30 minutes) a. Focus on business emails. Explain that emails are one of the most common forms of business communication and must be professional and clear. Discuss the key components of a business email (subject line, greeting, body, closing) and provide examples of both well-written and poorly written emails. b. Ask students to analyze a sample email and suggest ways to improve it. c. Discuss memos and their role in internal communication within an organization. Memos are typically used to convey information or updates to a group of people. Highlight the importance of keeping memos concise while ensuring they provide all necessary details (e.g., date, purpose, action required). d. Show examples of effective memos and ask students to draft a memo for a specific scenario (e.g., announcing a new company).



	policy). e. Move on to business letters. Explain that letters are more formal and often used for external communication (e.g., with clients, suppliers). Discuss the structure of a business letter, including the sender's and recipient's addresses, salutation, body, and closing. f. Provide a few examples of business letters (e.g., a complaint letter, a letter of request) and ask students to work in pairs to draft a letter for a given situation (e.g., requesting a product replacement or writing to a potential client). 3. Exercise (5 minutes) – Ask students to write a business email and a memo based on different scenarios (e.g., an email to schedule a meeting, a memo to announce a team-building event).
Closure	1. Summarize the key principles of business communication: clarity, professionalism, and appropriateness for the audience. 2. Assign students to write either a business letter or a memo as homework, ensuring they focus on clarity and tone. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' business communications for professionalism, clarity, and structure. 2. Use a short quiz to test their understanding of the different types of business correspondence. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 18	Course Name: Technical Communication Topic: Creative Writing Skills – Free Writing and Process Description	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Explore the principles of free writing to foster creativity and fluidity in writing. b. Learn how to write clear and detailed process descriptions in technical communication. c. Practice writing in a creative yet structured manner.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by discussing the role of creativity in technical writing. Ask students: "How do creativity and technical writing intersect? Can technical communication be creative?" Encourage students to share their thoughts on how creativity can enhance technical documents. - Introduce the concept of free writing as a technique to improve writing fluency. Explain that free writing involves writing continuously for a set period without worrying about grammar, structure, or editing. It helps writers overcome blocks and discover ideas they might not have realized. - Introduce process descriptions as an essential part of technical writing, especially when explaining how something works or detailing steps in a project. Show a sample process description (e.g., how to assemble a device) and highlight the importance of clarity and detail. 2. Development (30 minutes) a. Lead a free writing exercise. Give students a prompt related to their field (e.g., "Describe the most challenging aspect of your course so far" or "Imagine a future technology and how it will work"). Set a timer for 10 minutes and ask them to write continuously without stopping. b. After the exercise, ask students to reflect on their experience. Did they find any ideas or thoughts they hadn't considered before? Emphasize that free writing can lead to unexpected creativity and help overcome writer's block. c. Shift focus to process descriptions. Explain that process descriptions are a step-by-step explanation of how something works or how a task is completed. It requires precision and attention to detail, especially in technical fields.



	d. Provide a few examples of clear and unclear process descriptions and discuss what makes the good examples effective (e.g., logical order, specific details, clear language). e. Discuss how process descriptions should be organized in a logical sequence, with each step building on the previous one. Explain that effective process descriptions often use imperative sentences (e.g., "Turn on the machine," "Insert the material into the slot"). f. Show examples from technical manuals, such as assembling a product or using a piece of equipment. Walk through how these steps are described clearly and systematically. g. Have students work in pairs to write a process description for a simple activity (e.g., how to make tea, how to change a tire). They should focus on clarity, sequence, and providing enough detail so that someone unfamiliar with the task can follow it. 3. Exercise (5 minutes) – Ask students to individually write a process description for a technical task from their field (e.g., setting up a software program or conducting a simple experiment). This exercise will help reinforce their understanding of writing precise, step-by-step instructions.
Closure	1. Summarize the key points of free writing and process descriptions, emphasizing the value of creativity in unlocking ideas and the importance of clarity and detail in technical descriptions. 2. Assign homework where students either continue their free writing based on a new prompt or write a process description for a more complex task in their field of study. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' process descriptions for clarity, accuracy, and logical sequence. 2. Evaluate their free writing for fluency of ideas and creativity, focusing on how well they engaged with the prompt. s Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 19	Course Name: Technical Communication Topic: Descriptive Writing – Bar Charts and Flowcharts	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Learn how to interpret and describe information presented in bar charts and flowcharts. b. Practice writing clear and concise descriptions of visual data. c. Develop skills to translate complex data into understandable written form.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Start by asking students: "Why is it important to describe visual data clearly in technical writing? How can misinterpreting a chart or flowchart lead to problems?" Lead a discussion on how data visualization helps in communicating complex information, but only when described accurately and clearly. - Explain that descriptive writing for visual data is essential in reports, research papers, and technical manuals. Bar charts, flowcharts, and other visuals are frequently used to represent data, but the accompanying text must guide the reader in understanding the key points or trends being shown. - Show examples of a bar chart and a flowchart, and briefly discuss what information they convey. Explain that students will learn to describe such visuals in clear, concise writing. 2. Development (30 minutes) a. Discuss how to describe a bar chart. Highlight the key aspects that should be included in the description, such as the chart's title, axes, key trends, comparisons between categories, and any notable outliers. b. Provide a sample bar chart (e.g., sales figures over time) and demonstrate how to write a short paragraph describing its key features (e.g., "The chart shows a steady increase in sales from January to June, with the highest sales occurring in April. Sales dropped slightly in May before recovering in June."). c. Ask students to write a description of a provided bar chart and then share their work with the class for feedback. d. Move on to flowcharts, which depict processes or workflows. Explain that a flowchart's description should guide the reader through each step in the process, using clear and logical language.



	e. Provide an example of a flowchart (e.g., a customer service workflow) and show how each step in the process can be described in writing (e.g., "The process begins when a customer submits a complaint. The complaint is then reviewed by a customer service agent, who forwards it to the appropriate department if necessary..."). f. Have students practice describing a flowchart, focusing on maintaining clarity and flow in their writing. g. Discuss common pitfalls when writing descriptions for visual data, such as overcomplicating the explanation or focusing on irrelevant details. Encourage students to be concise, focusing on the most important aspects of the chart or flowchart. h. Provide examples of overly complex descriptions and ask students to simplify them without losing important information. 3. Exercise (5 minutes) – Provide students with either a bar chart or a flowchart (based on their field of study) and ask them to write a clear and concise description of the visual. This will reinforce their skills in translating visual data into text.
Closure	1. Summarize the key principles of descriptive writing for bar charts and flowcharts, emphasizing clarity, conciseness, and accuracy in conveying information. 2. Assign homework where students must find a chart or flowchart from a textbook or research paper and write a description for it. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' descriptions of the charts/flowcharts for clarity, conciseness, and accuracy. 2. Evaluate their understanding of how to focus on key trends or steps without overcomplicating the explanation. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 20	Course Name: Technical Communication Topic: Argumentative Writing	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the structure and purpose of argumentative writing. b. Learn how to develop a clear, well-reasoned argument in writing. c. Practice supporting arguments with evidence and logical reasoning.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin with a discussion: "What is the purpose of argumentative writing, and how does it differ from other forms of writing?" Engage students in sharing their experiences of reading or writing arguments in academic or professional settings. - Explain that argumentative writing is designed to persuade the reader to agree with the writer's position or viewpoint, using evidence and logical reasoning to support the argument. It differs from persuasive writing in that it relies more heavily on evidence rather than emotional appeals. - Introduce the structure of an argumentative essay: introduction, thesis statement, body (with arguments and evidence), and conclusion. Use a PowerPoint slide to illustrate this structure. 2. Development (30 minutes) a. Focus on the introduction and thesis statement. The introduction should grab the reader's attention and provide background information on the topic, while the thesis statement clearly presents the writer's main argument. b. Show examples of strong thesis statements (e.g., "Given the environmental benefits, the government should invest more in renewable energy.") and ask students to practice writing thesis statements for a given topic (e.g., "Should social media platforms be regulated by governments?"). c. Move on to the body of the essay, where the writer presents their arguments, supported by evidence (e.g., facts, statistics, expert opinions). Discuss the importance of using reliable sources and organizing the arguments logically. d. Provide an example of an argumentative paragraph and break down its structure (topic sentence, evidence, explanation). e. Have students write a body paragraph for an argumentative essay based on their thesis statement, focusing on including evidence and logical reasoning. f. Discuss counterarguments and rebuttals. Explain that addressing opposing viewpoints strengthens the writer's



	argument by showing that they have considered alternative perspectives. g. Show examples of how to introduce a counterargument and rebut it (e.g., "Some might argue that renewable energy is too expensive to implement. However, studies show that the long-term savings outweigh the initial costs."). h. Ask students to brainstorm potential counterarguments to their thesis and write a rebuttal for one of them. 3. Exercise (5 minutes) – Have students outline an argumentative essay on a topic relevant to their field of study, including the thesis statement, three supporting arguments, and a counterargument with a rebuttal.
Closure	1. Summarize the key elements of an argumentative essay: a clear thesis, logical arguments supported by evidence, and addressing counterarguments. 2. Assign homework where students must write a full argumentative essay based on the outline they created in class. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' outlines for clarity, logical flow, and inclusion of counterarguments. 2. Evaluate their ability to write well-supported arguments and rebut counterarguments through a quiz or peer review. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 21	Course Name: Technical Communication Topic: Essay Writing	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the basic structure of an essay. b. Learn how to organize ideas logically and coherently in essay writing. c. Practice writing essays with clear arguments, supporting evidence, and a strong conclusion.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - - Begin with a discussion: "What is the purpose of essay writing, and how does it differ from other forms of writing like reports or letters?" Encourage students to share their experiences of writing essays, focusing on the challenges they've encountered. - Explain that an essay is a structured piece of writing that presents an argument or point of view on a particular topic. Essays can range from personal reflections to academic research papers, but they all follow a similar structure: introduction, body paragraphs, and conclusion. - Introduce the thesis statement as the central idea or argument of the essay. Display examples of essays with strong and weak thesis statements, emphasizing the importance of having a clear direction for the essay. 2. Development (30 minutes) a. Focus on the introduction of the essay, which should provide background information on the topic and include the thesis statement. Explain that a strong introduction captures the reader's interest and clearly states the essay's purpose. b. Show examples of effective introductions, and ask students to write an introduction for a given topic (e.g., "The impact of technology on education"). c. Move on to the body paragraphs, each of which should present a single point supporting the thesis. Explain how to organize the body paragraphs logically, with each paragraph building on the previous one. Emphasize the importance of using transitions to maintain flow between ideas. d. Break down an example essay, showing how each body paragraph includes a topic sentence, supporting evidence, and an explanation of how the evidence relates to the thesis.



	e. Have students draft a body paragraph for their chosen essay topic, ensuring they include a topic sentence and supporting details. f. Discuss the conclusion, which should summarize the main points of the essay and restate the thesis in a new way. Explain that the conclusion should not introduce new information but should leave the reader with a strong final impression. g. Show examples of strong and weak conclusions, and ask students to draft a conclusion for the essay they are working on. 3. Exercise (5 minutes) – Ask students to outline an essay on a topic relevant to their field of study, including the introduction, body paragraphs with topic sentences, and a conclusion.
Closure	1. Summarize the key components of an essay: a clear thesis, well-organized body paragraphs, and a strong conclusion. Emphasize the importance of revising and refining the essay for clarity and coherence. 2. Assign homework where students must write a full essay based on the outline they created in class. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' outlines for coherence, logical flow, and inclusion of supporting evidence. 2. Evaluate their full essays for clarity, organization, and how well they support the thesis. s Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 22	Course Name: Technical Communication Topic: Précis Writing	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Learn the principles of précis writing, including how to condense information without losing key details. b. Practice summarizing longer texts into concise, clear versions. c. Develop skills in distinguishing between essential and non-essential information.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by asking students: "What is the purpose of writing a précis, and how is it different from writing a summary?" Explain that a précis is a concise summary of a longer text, capturing the essential ideas without unnecessary details. Unlike a summary, which may condense information without focusing on every key point, a précis retains the structure and main arguments of the original text. - Emphasize that précis writing is a valuable skill in technical communication, where it is often necessary to present complex information in a short, digestible format. - Introduce the process of précis writing: reading the original text carefully, identifying the main points, organizing these points in a concise form, and ensuring the meaning and tone of the original text are retained. 2. Development (30 minutes) a. Focus on the first step of précis writing: reading the original text carefully and identifying the main points. Show a sample article or passage and walk students through how to underline or highlight the most important ideas. b. Have students practice reading a short text and identifying the key points. c. Discuss how to condense these main ideas into a précis. Explain that a précis should be about one-third the length of the original text and should maintain the structure of the original work. Emphasize that students should avoid copying sentences verbatim and instead paraphrase the ideas in their own words. d. Provide examples of a well-written précis and an overly wordy one. Ask students to discuss what makes the well-written précis more effective.



	e. Explain the importance of clarity and coherence in précis writing. The reader should be able to understand the key points without needing to refer to the original text. f. Have students work in pairs to write a précis for a longer passage, focusing on maintaining the meaning and tone of the original while condensing the information. 3. Exercise (5 minutes) – Provide students with a passage from a technical article or textbook and ask them to write a précis, ensuring they capture the essential ideas clearly and concisely.
Closure	1. Summarize the key steps of précis writing: reading carefully, identifying the main points, condensing the information, and ensuring clarity and coherence. 2. Assign homework where students must write a précis of a longer text from their field of study. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' précis for accuracy in capturing the main ideas, clarity, and conciseness. 2. Evaluate their ability to distinguish between essential and non-essential information through a quiz or class discussion. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 23	Course Name: Technical Communication Topic: Paraphrasing	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Learn how to paraphrase effectively by rewriting text in your own words while retaining the original meaning. b. Understand the importance of paraphrasing in avoiding plagiarism. c. Practice techniques for paraphrasing technical and academic content.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin by asking students: "What is paraphrasing, and why is it important in academic and technical writing?" Explain that paraphrasing involves restating someone else's ideas in your own words without changing the original meaning. This skill is essential for integrating sources into research papers and technical documents while avoiding plagiarism. - Discuss how paraphrasing differs from summarizing: paraphrasing involves rewriting a specific passage in detail, while summarizing condenses the main points of an entire text. - Introduce the steps for effective paraphrasing: read the original passage carefully, rewrite the passage in your own words, and compare with the original to ensure accuracy and avoid unintentional plagiarism. 2. Development (30 minutes) a. Segment 1 (10 minutes): Begin with a brief passage from a technical article or textbook. Walk students through the process of paraphrasing, starting with reading and understanding the original text. Highlight the importance of capturing the meaning without copying the language. b. Provide examples of both effective and ineffective paraphrasing. Discuss why some paraphrases fail (e.g., copying too much of the original wording or losing the original meaning). c. Segment 2 (10 minutes): Practice rewriting the passage in your own words. Encourage students to break down the text into smaller parts, focusing on understanding each section before rewriting it. d. Have students work in pairs to paraphrase a passage and then compare their versions with the original to ensure they retained the key information while using different words.



	e. Segment 3 (15 minutes): Discuss how paraphrasing can help avoid plagiarism. Explain that even if students provide a citation, copying too much of the original wording can still be considered plagiarism if it's not paraphrased properly. f. Provide students with a worksheet of paraphrasing exercises, where they must rewrite short passages in their own words. 3. Exercise (5 minutes) – Ask students to paraphrase a passage from a technical article, ensuring that they maintain the original meaning while using their own words.
Closure	1. Summarize the importance of paraphrasing in academic and technical writing. Emphasize the key steps Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' writing for their paraphrasing skills. 2. Give them a paragraph to paraphrase and show their skills. 3. Evaluate their ability to distinguish between essential and non-essential information through a quiz or class discussion. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 24	Course Name: Technical Communication Topic: Poster Making	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the principles of effective poster design, including layout, typography, and visual elements. b. Create a visually appealing poster that conveys information clearly and effectively. c. Develop skills in selecting and organising content for a poster presentation.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin with a question: "What makes a poster effective in conveying information?" Discuss the importance of posters in technical communication, such as in conferences, workshops, and educational settings. - Introduce key elements of poster design: clarity, visual appeal, organisation, and audience engagement. 2. Development (30 minutes) a. Key Principles of Poster Design: Present the main principles (layout, typography, colour schemes, and use of images). Emphasise the importance of a clear focal point. b. Analysis of Examples: Show examples of effective and ineffective posters. Have students discuss what works and what doesn't. c. Content Selection: Explain how to choose and organise content effectively for a poster. Discuss the importance of concise text and appropriate visuals. d. Hands-On Practice: Divide students into small groups. Provide them with a topic and ask them to outline the main points they would include on their poster. e. Design Workshop: Give students time to start designing their posters using the materials provided. Encourage them to incorporate the principles discussed. 3. Exercise (5 minutes) – Allow students to present their poster drafts to their groups for feedback, focusing on clarity and design principles.
Closure	1. Summarise the key elements of effective poster making: clarity, organisation, and visual appeal.



	2. Assign homework where students must complete their posters and prepare a short presentation to explain their design choices. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review the final posters for adherence to design principles, clarity of information, and overall visual impact. 2. Evaluate students' ability to communicate their design choices during their presentations, focusing on their understanding of poster-making principles. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Lesson Plan No. 25	Course Name: Technical Communication Topic: Skimming and Scanning	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the difference between skimming and scanning as reading techniques. b. Apply skimming to quickly identify main ideas and overall structure. c. Use scanning to locate specific information within a text.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Start by asking students: "Why is it important to improve reading skills in technical communication?" Discuss the role of efficient reading in managing complex texts. - Introduce skimming and scanning as two effective reading strategies, explaining their purposes and when to use each. 2. Development (30 minutes) a. Skimming Technique: - Explain skimming and its goal: to get a general overview of a text. - Demonstrate skimming by reading a sample text aloud, highlighting how to focus on headings, subheadings, and the first sentences of paragraphs. - Provide a short text for students to practice skimming in pairs, identifying the main ideas. b. Scanning Technique: - Explain scanning and its goal: to find specific information quickly. - Demonstrate scanning with a sample text, showing how to look for keywords or phrases. - Give students a different text with specific questions to answer through scanning. Set a timer for this activity to simulate real-world conditions. 3. Exercise (5 minutes) – Distribute a mixed text and ask students to practice both skimming and scanning. First, have them skim to get the main ideas, then scan to find specific details based on given questions.



Closure	1. Summarise the key differences between skimming and scanning and when to use each technique. 2. Assign homework where students must select a technical article and practice both techniques, writing a brief summary and a list of specific details they found. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' summaries and lists for understanding of main ideas and details found. 2. Conduct a quick quiz or class discussion to assess their grasp of when to apply skimming versus scanning. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 26	Course Name: Technical Communication Topic: Reading and Note-Making	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the importance of effective note-making as a study skill. b. Develop techniques for summarising and organising information from texts. c. Apply different note-making methods, such as outlining and mind mapping.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Begin with a discussion: "How do you currently take notes while reading?" Introduce the importance of effective note-making in retaining information. - Explain that good notes can enhance understanding and serve as useful study aids. 2. Development (30 minutes) a. Techniques Overview: - Present various note-making techniques: outlining, Cornell method, and mind mapping. - Provide examples for each method. b. Practice Activity: - Distribute a short text. Have students read it and create notes using their preferred method. - Encourage sharing and comparing notes in pairs. 3. Exercise (5 minutes) – Ask students to revise their notes based on peer feedback, focusing on clarity and organisation.
Closure	1. Summarise the keynote-making techniques discussed. 2. Assign homework: students must read a selected article and create notes using one of the techniques learned. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' notes for clarity and organisation. 2. Conduct a brief discussion on the effectiveness of different note-making methods.



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	s Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 27	Course Name: Technical Communication Topic: Intensive Reading and Predicting Content	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Differentiate between intensive and extensive reading. b. Use context clues to predict content and meaning before reading. c. Apply intensive reading techniques to enhance comprehension.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Ask students about their reading habits and the types of reading they engage in. - Introduce intensive reading as a focused approach to understanding complex texts. 2. Development (30 minutes) a. Intensive Reading Overview: - Explain the concept of intensive reading and its goals. - Discuss the importance of predicting content for comprehension. b. Predicting Content Activity: - Present a text with missing sections. Have students predict the content based on headings and keywords. - After predictions, read the full text together and compare results. 3. Exercise (5 minutes) – Provide a new text for students to read intensively, using prediction strategies before diving into the details.
Closure	1. Summarise the benefits of intensive reading and predicting content. 2. Assign homework: students should find a technical article, predict its content, and then read it intensively, noting any discrepancies. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' predictions and comprehension notes. 2. Facilitate a class discussion on the effectiveness of prediction strategies.



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	Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 28	Course Name: Technical Communication Topic: Reading and Interpretation	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the process of interpreting written texts. b. Develop skills to analyse and evaluate the meaning of texts. c. Distinguish between literal and inferred meanings.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	1. Introduction (5 minutes) - Start with a question: "What do you think interpretation means in reading?" Discuss the role of interpretation in understanding texts beyond their surface meaning. - Introduce key concepts of literal versus inferred meaning. 2. Development (30 minutes) a. Interpretation Techniques: - Present strategies for interpreting texts, including context analysis and critical questioning. - Discuss how different perspectives can influence interpretation. b. Practice Activity: - Distribute a text and guide students in identifying both literal meanings and inferred meanings through discussion. 3. Exercise (5 minutes) – Have students interpret a new text individually, noting their insights and interpretations.
Closure	1. Summarise the key aspects of reading and interpretation. 2. Assign homework where students select a technical article and provide their interpretation, focusing on both literal and inferred meanings. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Review students' interpretations for depth of analysis. 2. Conduct a discussion on various interpretations of the same text. Spend 5 minutes to evaluate student assimilation of the lesson contents



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Lesson Plan No. 29	Course Name: Technical Communication Topic: Critical Reading	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the principles of critical reading. b. Develop skills to evaluate arguments and identify biases in texts. c. Apply critical reading strategies to assess credibility and relevance.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	Introduction (5 minutes) - Pose the question: "What does it mean to read critically?" Discuss the importance of critical reading in technical communication. - Introduce key concepts such as bias, argument structure, and evidence evaluation. Development (30 minutes) Critical Reading Principles: - Present strategies for identifying the author's purpose, evaluating evidence, and recognising bias. - Discuss how to differentiate between fact and opinion. Analysis Activity: - Provide a text and ask students to evaluate it using critical reading techniques. Guide them in identifying strengths and weaknesses in the argument presented. Exercise (5 minutes) – Give students a new text to analyse independently, applying critical reading principles.
Closure	- Summarise the key aspects of critical reading discussed in class. - Assign homework: students should critically evaluate a technical article, noting biases and argument structures. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	- Review students' analyses for depth and understanding of critical reading principles. - Facilitate a discussion on differing evaluations of the same text.



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	Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 30	Course Name: Technical Communication Topic: Hints Development	Course No.: HSMC-201
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of hints in written communication. b. Develop skills to create effective hints for clarity and guidance. c. Apply hints in technical writing to aid reader understanding.
Teaching Aids (if any)	a. PowerPoint presentation on the projector b. Green board
Teaching Development	Introduction (5 minutes) - Begin with a discussion: "What are hints, and how do they enhance communication?" Emphasise their role in guiding the reader. - Introduce different types of hints (verbal, visual) used in technical communication. Development (30 minutes) - Creating Effective Hints: - Present strategies for developing clear and concise hints that enhance understanding. - Provide examples of both effective and ineffective hints. - Practice Activity: - Distribute a technical document and ask students to identify where hints could improve clarity. - Have students create their own hints based on the document. Exercise (5 minutes) – Allow students to share their hints with the class and discuss their effectiveness.
Closure	- Summarise the key points about developing effective hints. - Assign homework where students must create hints for a technical text of their choice. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	- Review students' hints for clarity and effectiveness. - Conduct a class discussion on the impact of hints on reader comprehension.



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	Spend 5 minutes to evaluate student assimilation of the lesson contents
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