

Course Syllabus for Engineering 2367 Autumn 2013

Instructor: Dr. James H. "Kimo" Tichgelaar

Office: Hitchcock 305—Mailbox: 244 Hitchcock—Email: tichgelaar.1@osu.edu

Office Hours WF 2:15-3:30 and TR 2:30-3:45 or by appointment

Email is the best way to reach me: tichgelaar.1@osu.edu

You are welcome to bring your personal communications technologies (laptops, tablets, etc.) to class.

ENG 2367 Course Overview -

This section of 2367 will advance your communication abilities for both academic and career purposes. You will read texts critically and apply concepts from them to writing tasks. You will be asked to write documents that develop your skills in analysis, interpretation, and use of evidence in informative and persuasive documents. Writing assignments and document formats are within the context of science and engineering industries and support future communication tasks for other university courses and your career within those disciplines. *Students interested in other disciplines will benefit from knowledge of how to communicate professionally for the workplace as well as by exploring thematic content of the course.*

This course fulfills the requirement to complete a GE Second Writing Course and a Diversity course. The expected learning outcomes for this course are:

GE Second Writing and Communication

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

GE Diversity Course

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Social Diversity in the United States

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The focus of the readings will be the emerging U.S. sustainable and green practices and technologies and how those affect, or are likely to affect political, economic, cultural, physical, social aspects of the U.S. and one or more of the world's nations, peoples, and cultures outside the U.S. This is a very broad theme offering you the opportunity to examine the aspect that interests you most regardless of your major.

Required Course Textbook:

Markel, Mike. Technical Communication, 10th ed. Bedford/St. Martin publishers, Boston. 2012. Available at the campus bookstore and on Amazon.com—Bring the textbook to every class meeting.

Course Educational Objectives:

1. Students will be able to read, summarize, research further, and analyze in writing the interrelationship of technology with ethics, society, culture, religion, politics, economics and the environment.
2. Students will be able to write documents using common technical communications conventions, purposes, style, tone, audiences, and formats.
3. Students will be able to write informative and persuasive documents and oral presentations for a variety of audiences and purposes.
4. Students will be able to produce a useful resume and application letter.
5. Students will gain practice in common workplace communication skills including conducting meetings and collaborative team work.
6. Students will be able to accurately document research sources using APA and IEEE citation styles.
7. Students will be able to correctly place and label visuals and graphics in their documents.
8. Students will be able to research topics of interest within the course theme and produce thoughtful documents and deliver oral presentations with clear audiences, organization, and purposes.

Ultimately, success in this course is up to you.

- Attend every class meeting and be on time.
- Pay close attention to lecture.
- Take thorough notes.
- Participate regularly in class discussions and activities.
- Course content is cumulative, so use ALL of the RESOURCES related to the assignments carefully: complete the textbook readings, study the assignment guidelines, requirements, links on Carmen to handouts and videos, and related handouts given as the unit progresses.
- Ensure that your participation in any team assignment is EQUAL to every other member of the team.
- Keep track of your grade progress: I do not post grades using Carmen so it is up to you to know the results of each assignment and how many possible points it was worth. Keep track of your grades yourselves.

On-time attendance is expected. Late arrival to class will result in a deduction of attendance and participation points. Three or more instances of unexcused tardiness will result in a reduction of the final course grade by 1/3 letter grade for each 3 instances of tardiness.

Daily attendance is expected. Students must provide email notice in advance of planned absence. Only one absence is permitted without grade penalty. Each absence after that, if not for documented illness or accident, results in a deduction of 10 points from the final course grade. Planned exceptions to this policy can be negotiated for internships starting early or interviews taking place out of town, and other such events.

Draft quality will be noted and contributes to your course grade. A draft is complete document and must contain all required parts of the assignment and be close to or at the required length. Incomplete drafts will not receive full credit.

Course Assignments Overview You will practice communication using the following assignments:

- General Classwork (Individual)
 - o Attendance, Activities, and Discussion - *200 points*
 - o Quizzes - *200 points*
 - o Drafts and Peer review - *75 points*
 - o Progress reports on group work - *100 points*
 - o Class Portfolio - *100 points*
- Introduction to Technical Communications (Individual)
 - o Cell Phone memo, Discussion, Reading and writing a review - *100 points*
- Job Seeking and Career Skills (Individual)
 - o Job Ad Worksheet, Resume, Application Letters - *200 points*
 - o Individual Presentations - *50 points*
- Writing for the Public (Group)
 - o Public Document Memo/Annotated Bibliography - *75 points*
 - o Public Document (newsletter, webpage, wiki, video, etc.) - *200 points*
- Proposal (Group)
 - o Thesis Statement - *25 points*
 - o Logic Model/Annotated Bibliography - *50 points*
 - o Proposal Narrative - *250 points*
 - o Proposal Pitch - *75 points*

Points will be converted at the end of the quarter to the OSU A - E grading system.

Notice that drafts, attendance, and class participation make up a significant portion of your course grade. Attendance is expected. Draft quality and response to feedback will be noted and contribute to your course grade.

General Grading Criteria for All Documents

90-100 A Excellent writing: the thesis or purpose statement is a (well supported) clear assertion that demonstrates sophisticated original thinking and goes beyond “stating the obvious.” The format is correct; the organization is logical and easy to follow; paragraphs are unified, developed, and effectively placed within the document’s context. Sentence structure is logical and rhetorically effective with superior use of transitions between sentences and paragraphs with a minimal number of minor errors in grammar, style, or format, and with a standard use of language and punctuation. The different aspects of the document (tone, rhetorical strategy, etc.) all contribute to and support the writer’s main purpose; research and references are incorporated smoothly and effectively into the overall argument and are cited correctly.

80-89 B Above average writing: the thesis or purpose statement is an arguable assertion and is generally well supported. The organization is generally logical and easy to follow; paragraphs are generally unified and developed but may lack the maturity found in “A” quality writing. Sentence structure is logical and rhetorically effective with good transitions between sentences and paragraphs; the writing overall is strong with some errors in grammar or style that affect comprehension. References are generally used effectively and cited properly.

70-79 C Average writing: the thesis may be vague, overly broad, and/or predictable. The organizational scheme has an overall logic but is not executed as effectively as it might be; paragraphs have some problems with focus, unity, and development with minimal transitions. The writing overall is acceptable, but contains assorted errors, some serious, in grammar or style that affect comprehension; sentence structure is adequate but lacking in thematic focus and specificity. References are adequate, but may be awkwardly introduced.

60-69 D Below average writing: the thesis is unclear. The organizational scheme is not effective; paragraphs lack transitions and logical placement within the essay. Sentence structure is often substandard with underdeveloped or undeveloped focus; writing is generally inadequate with several severe errors that dramatically affect comprehension. References may be lacking, and/or may not effectively support the essay’s overall argument.

Below 60 Failure Unacceptable writing: the paper lacks a coherent thesis. Organization is unclear or lacking; paragraphs lack transitions, development, and logical placement within the essay. Sentence structure is generally substandard; major errors impede the reader’s comprehension and reflect a failure to grasp English fundamentals. References are not used effectively.

Note: I am not your editor.

For key assignments, I will comment on your writing style, vocabulary, sentence and punctuation errors, paragraph and document organization, structure and logic, and overall response to the assignment specification.

However, I will not mark every instance of any of these errors or correct them for you. You must improve your own writing: please use the your textbook, the Writing Center, OSU resources, and links on Carmen.

Policy on work quality and late work DO NOT turn in sloppy, rapidly produced drafts. If you fall behind, request an extension via email 24 hours in advance of the deadline, so your work is better. Each student may have ONE extension.

Late work will lose points. 1/3 letter grade is deducted for each calendar day an assignment is late. Drafts will not receive credit unless an extension is arranged in advance. Assignments must be turned in to the correct Carmen dropbox unless otherwise specified.

Writing Center The OSU Writing Center provides free writing tutoring and assignment consultations. Set up an appointment in advance by phone: 688- 4291 or drop by the center at 475 Mendenhall Lab. Additional information is available at <http://cstw.osu.edu/writingcenter/>

Additional Resource for Writing Help Our textbook contains an appendix for documenting sources (APA or IEEE) that explains the steps to take to create an effective in-text citation and to construct a References list. The textbook also includes an appendix (D) for writers of English as a Second Language. This appendix contains information about usage, punctuation and grammar that may be useful to all students.

Plagiarism is when a writer includes the ideas, information, phrases and whole passages from a source without giving acknowledgement to the original author(s). This includes data, facts, tables, images etc. If in doubt, ask me. You are likely to be advised to cite the source. It is better to be cautious and over-cite than fail to provide a citation.

Do not copy the writing or document design of others. Examples of documents given in class or on Carmen are to provide guidance and perspective, not an opportunity to copy someone else's work.

For the Portfolio assignment, some templates are provided on Carmen as a starting point for your work. These you may use as a place to begin your creation of documents for your portfolio.

Disabilities Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for documented disabilities.

Inclement Weather and Illness Please check Carmen and your OSU email address for instructions in case of inclement weather. Class will not be held on days that OSU is officially closed. Even if OSU remains open, this class may make alternative arrangements, including on-line sessions, discussion boards, work days, or other activities if travel is unsafe. These will be posted to Carmen and emailed to registered students: it is your responsibility to monitor your email. Additionally, students are encouraged to consider their own health and safety first. In case of illness, please be considerate of your fellow students and consider getting well before coming to class. Email me at Tichgelaar.1@osu.edu if you need to miss class. A reasonable number of absences will not hurt your grade. In case of prolonged illness, please let me know so that appropriate arrangements can be made.

Units of Instruction

- Basic writing skills: tenses, voice, technical communication style, correct basic punctuation, sentence structure, paragraph structure
- Thesis and support: the foundations of informative and persuasive writing and presentations
- Technical writing skills: writing sentences, informative and persuasive writing, parallel structure, passive vs active voice, audience analysis, purpose, engineering contexts, technical communication formats for differing audiences, purposes and contexts
- U.S. diversity relating to technology
- Writing and Interviewing for the Career Search
- Working and writing in teams: planning, managing, collaborating, tracking and reporting progress, and writing an effective document as a team
- Writing a proposal; planning and drafting an oral presentation about the proposal
- Delivering oral presentations using different methods (individual, team, video format)
- Analytical writing for primary and secondary research assignments, documenting sources correctly

- Team Project: research skills, incorporation of sources, rhetorical strategies, document design and formatting conventions