

Writing 2130G**Building Better (Communication) Bridges: Rhetoric and Professional Communication for Engineers**

Winter 2019

Lecture Section 002**Friday 9:30-10:30 (FNB 1240)****Instructor: Dr. J. Johnston****Course Description and Objectives**

This course introduces students to rhetorical principles and the practices of written, oral, and visual communication in professional engineering contexts. Particular attention is paid to identifying and understanding audience, context and purpose; the grammar and effective style of Standard Written English; modes of persuasion; interpersonal communication; the negotiation of cultural difference; and effective scholarly research practices. Students will learn strategies for drafting and designing technical and academic documents and for approaching the editing and revision of those documents. As well, they will gain experience in organizing research effectively for presentation, composing clear and useful visual aids, and presenting research to their peers and the broader public with confidence.

Students who successfully complete Writing 2130 should be able to do the following:

- Write and speak with a greater degree of clarity, confidence, and critical self-awareness to different kinds of audiences
- Understand what constitutes effective, ethical, and correct written and oral communication in a variety of rhetorical situations (and why)
- Identify and define various rhetorical contexts for professional communication, including cultural contexts
- Identify, correct, and avoid errors in composition, grammar, and mechanics
- Distinguish between primary and secondary sources (research vs. review materials) and employ the methods of finding and evaluating such sources efficiently and correctly and of assessing their relative merits
- Understand what is at stake in conducting a review of scholarly literature and produce an annotated bibliography
- Integrate source materials into written assignments both ethically and correctly, using IEEE documentation
- Develop and deliver a brief presentation based on research
- Understand the constitution and practice of effective listening
- Work effectively with classmates, giving and receiving useful, constructive feedback and learning to read and consider received feedback thoughtfully, incorporating it into revisions
- Revise papers and oral presentations through multiple drafts
- Create an effective process description through analogy/metaphor and vivid language
- Understand basic principles of document design and visual rhetoric and apply them to a research papers as well as to electronic slides

Antirequisite

Engineering Sciences 2211F/G: Engineering Communications

Prerequisite

Engineering Sciences 1050: Introductory Engineering Design and Innovation Studio

Required Texts

R. Irish and P.E. Weiss, *Engineering Communication: From Principles to Practice*, 2nd ed. Don Mills: Oxford University Press, 2013.

W.E. Messenger *et al.*, *The Canadian Writer's Handbook: Second Essentials Edition*. Don Mills: Oxford University Press, 2017.

IEEE Citation and Documentation Guide

<https://ieee-dataport.org/sites/default/files/analysis/27/IEEE%20Citation%20Guidelines.pdf>

Course Requirements

Quizzes (Best 2 of 3 @ 7.5%)	15%
Assignment #1: Re-working of ES 1050 "State of the Art" report for a general audience (300-500 words)	10%
Assignment #2: Speech based on Assignment 1	10%
Assignment #3: Multi-component Research Project, as follows:	
Research Proposal and Annotated Bibliography	5%
Oral Presentation (5 minutes, 5-7 slides)	15%
Research Poster (formatted for 32" x 48")	10%
Research Essay (1250-1500 words)	15%
Final Exam (Part A: Grammar, Punctuation, Style; Part B: Content from lecture and assigned readings)	20%

Assignment Format

Written assignments are to be typed and double-spaced. When using sources in any written assignment, you will be expected to follow IEEE standards for citation and documentation (as well as for formatting).

Submitting Assignments

Assignments are due on the date specified on the schedule. **Unless your tutorial leader has granted you an extension, late assignments will be penalized a full letter grade and may not be accepted at all.** You must talk to your tutorial leader about extensions ahead of the due date; they are not automatic.

As noted below, in this course you will be required to submit the final version of each of your written assignments electronically, through the relevant "Assignment" link on OWL, to Turnitin.com.

Attendance policies

It should go without saying that attendance at class is required to improve as a writer. Here is the Writing Studies attendance policy for this class:

- You may miss up to three hours of class meetings (the equivalent of one week of class) without explanation. That means that the first three class hours you miss will be recorded as absences but *excused provided you don't miss any more.*
- However, if you miss a total of four to nine class hours (the equivalent of up to three full weeks of class), your final grade will be reduced by 10% (e.g. an earned final grade of 80% will be reported as a final grade of 72).

- If you miss a total of more than nine hours of class meetings (the equivalent of more than three weeks of class meetings) your final grade will be reduced by 15% (e.g. an earned final grade of 80% will be reported as a final grade of 68).

This policy will be waived only for medical or compassionate reasons. If you have good reasons for waiving an absence of one class meeting (e.g. if you've missed three hours, and need or want to miss another class meeting) discuss these reasons with your instructor within one week of that absence. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty, who may require documentation. That advisor may then contact all of your instructors. See also: '**Medical Accommodation Policy**' below.

Note: a class meeting missed in order to write a test, exam, or other form of 'make-up class' in another course will count as non-attendance, and will attract penalties as defined above if applicable. Instructors at Western University shall not require a student to write a make-up test or similar at times which conflict with that student's other scheduled class times. If you are asked or 'required' to do this, you should immediately contact an academic counsellor in your Dean's office. If you elect to miss a Writing class in order to write such a test in another class, that is your choice; your absence will not be excused.

Attendance also extends to tardiness. If you are more than 20 minutes late to class, you will be penalized an hour of attendance. Please make every effort to be on time as late entry can disrupt the flow of discussion in our class. Early departures from class that have not been previously arranged with the tutorial leader will also be counted as an absence. If you leave during the break, you will be docked an hour of attendance.

Scholastic Offences, including Plagiarism

All essays and assignments must be written **in your own words**. Whenever you take an idea or a passage of text from another author, you must acknowledge this debt by using quotation marks where appropriate and by proper referencing such as footnotes or in-text citations. Plagiarism also includes **double submission**: submitting work from one course for credit in another without written permission from both professors. Plagiarism is a major academic offence. Scholastic offences are taken seriously and attended by academic penalties that may include expulsion from the program. You may read the appropriate policy on what constitutes a Scholastic Offence at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Note: *In this course you will be required to submit an electronic copy of the final version of each of your written assignments to turnitin.com through your section's OWL HomePage.*

Prerequisite Checking

Ensuring you have the correct prerequisite(s) is your responsibility. The following notation articulates the Senate regulation with respect to the student needing to be responsible for ensuring that course prerequisites have been completed successfully or special permission from the Dean obtained:

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Academic Accommodation

The Senate language requires all requests for accommodation for a grade component of **10% or more** to go to academic counselling. That same section, however, allows for (and encourages) instructors to deal directly with accommodation requests for grade components less than 10%. Here's the relevant Senate language:

“Accommodation by Instructor for work worth less than 10% of the overall grade in a course

Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility. A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Instructors must indicate on the course outline how they will be dealing with work worth less than 10% of the total course grade. In particular, instructors must indicate whether medical documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Academic Counselling/Dean’s office, who will make the determination whether accommodation is warranted. Given the University’s Official Student Record Information Privacy Policy, instructors may not collect medical documentation.”

Medical Accommodation Policy

For UWO Policy on Accommodation For Medical Illness, see the following:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

(downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the “Medical Documentation” heading)

“Students seeking academic accommodation **on medical or other grounds** for any missed tests, exams, participation components and/or assignments **worth 10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation on medical grounds cannot be granted by the instructor or Writing Studies, and Writing Studies requires students in these circumstances to follow the same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation **on medical grounds** for any missed tests, exams, participation components and/or assignments **worth less than 10% of their final grade** must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on **non-medical grounds**, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an ‘Attendance’ policy in the course). **All** medical documentation **must** be submitted to the Academic Counselling office of a student’s home Faculty.

Students who are in emotional/mental distress should refer to MentalHealth@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help.”

Special Requests: Special Examinations, Incomplete Standing, Aegrotat Standing

Please refer to the “Information for All Students in a Writing Course” for more detailed information.

Briefly, remember that your instructor does not have the discretion to initiate, consider, or grant (or not) such requests; you must go directly to the Dean’s office of your home faculty.

Class Meeting and Reading Schedule

Note: Quiz dates are tentative and may change depending on how much material we have (or have not yet) covered since the previous quiz. Quizzes will never be moved up—only back—and advance notice will be given if/when such a scheduling change occurs.

As a general point about electronic devices in the classroom, note as well that while laptops or tablets are certainly encouraged for note-taking purposes, **cell phones are not permitted to be at hand or anywhere in view during class.** All phones must be turned off and kept in knapsacks/purses until class has concluded. If I feel that this classroom expectation regarding cell phones is not being respected, I reserve the right to ban all electronics from class for the remainder of term.

Date	Lecture Focus	Readings
Jan. 11	<p>Lecture: Introduction to the course/syllabus; Discussion of Assignment 1</p> <p>Tutorial: Grammar basics: word classes</p>	<p><i>Canadian Writer's Handbook (CWH):</i> Chapters 6 (all), 7a-b, 8a-f, 10-13 (all)</p> <p><i>Engineering Communication (EC):</i> pg. 130-36, Appendix C (pg. 337-39, 342-45), Appendix D, Appendix E</p>
Jan. 18	<p>Lecture: Assessing the rhetorical situation: Purpose, genre, and audience</p> <p>Tutorial: Grammar basics continued: Sentence elements (clauses and phrases) Sentence boundary errors</p>	<p>CWH: Ch. 1 a-b, 3 (all), 5a-c</p> <p>EC: Introduction, Ch. 1, Appendix A, Appendix B (pg. 328-35)</p>
Jan. 25	<p>Lecture: Purpose, genre, and audience</p> <p>Tutorial: Writing correctly: Punctuation Quiz 1</p>	<p>CWH: Ch. 15-18, 25; EC: Ch. 6 (pg. 213-16), Appendix F</p>
Feb. 1	<p>Lecture: Oral presentation basics Discussion of Assignment 2</p> <p>Tutorial: Agreement; Writing elegantly: Emphasis and "flow" Assignment 1 Due</p>	<p>CWH: Ch. 4 (all), 7c, 9 (all); EC: Ch. 5-6, Ch. 9 (pg. 280-92)</p>
Feb. 8	<p>Lecture: Oral presentation basics Discussion of Assignment 3</p> <p>Tutorial: Writing elegantly (cont.); Organizing information Quiz 2</p>	<p>EC: Ch. 3</p>
Feb. 15	<p>Lecture: Employment communication</p> <p>Tutorial: Assignment 2 Speeches Faulty Parallelism</p>	<p>CWH: Ch. 5h</p>
Reading Week		

Mar. 1	<p>Lecture: Developing a Research Essay: Finding and thinking about Sources</p> <p>Tutorial: Modifier Problems; Clarity</p>	CWH: Ch. 1d-g, 33 (all), 5d-e; EC: Ch. 4
Mar. 8	<p>Lecture: Developing and Designing an Argument: Visual Rhetoric</p> <p>Tutorial: Annotated Bibliographies; Oral Presentation practice/discussion</p> <p>Quiz 3</p>	CWH: 2; EC: Ch. 2, 8, 9
Mar. 15	<p>Lecture: Citing, Incorporating, and Documenting Sources</p> <p>Tut: Oral Presentations (Group 1) Proposal and Ann. Bibliography Due</p>	CWH: Ch. 34, 35, 36
Mar. 22	<p>Lecture: Strategies for Engaging with Sources Effectively</p> <p>Tut: Oral Presentations (Group 2)</p>	
Mar. 29	<p>Lecture: IEEE Citation and Documentation</p> <p>Tutorial: Research Essay peer review</p> <p>Assignment 3 Research Poster Due</p>	CWH: Appendix A
Apr. 5	<p>Lecture: Research Essay Tips; Exam Discussion and Review</p> <p>Tutorial: Assignment 3 Research Essay Due</p>	