

ENGL 201007/A
Writing for Engineers
Spring 2020
NAC 6/112
M/W 6:30-7:45 p.m

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WRITING FOR ENGINEERS SPRING SYLLABUS

Course Description

We will examine the engineer's role in the context of the modern world. We will learn practical formats, including technical writing, but we will also analyze and discuss expository and periodical writing on topics of scientific and technological interest in order to identify compositional strategies and refine our knowledge of effective writing. We will study several written forms that will be critical to your education and analytic development and are necessary to communicate within the field of engineering. You will write essays, formal letters, and formal proposals. We will approach the subject of engineering critically. We will learn, in the end, how to communicate our knowledge, plans, and ideas in a professional manner.

Course Learning Outcomes

- acknowledge your and others'; range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
- enhance strategies for reading, drafting, revising, editing, and self-assessment
- negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
- develop and engage in the collaborative and social aspects of writing processes
- engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
- formulate and articulate a stance through and in your writing
- practice using various library resources, online databases, and the internet to locate sources appropriate to your writing projects
- strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

Required Material

This is an Open Educational Resources course, which uses exclusively open access texts listed on the course website: writingforengineering21007h.commonscuny.edu

Grade Breakdown

- **Attendance, Punctuality, Participation, Peer Review and Informal writings = 20%**
- **Formal Letter and Resume Assignment = 10%**
- **Technical Report = 15%**
- **Technical Description= 15%**
- **Final Project= 25% (Engineering Proposal = 15% + Presentation = 10%)**
- **Final Portfolio and Self-Assessment: 15%**

Formal Assignments

- **Cover Letter and Resume:** This assignment will be to write a cover letter and compile a resume and all other application materials as if you were applying for a job. You will be graded on clarity, presentation, and how compelling your materials are.
- **Lab Report:** This assignment will be a comparative analysis of at least three lab reports. To augment your understanding of the conventions of the lab report, you should use the lab report format
- **Technical Description:** This assignment will be to choose an object, process, or mechanism that suits your interest, describe all of its components and their respective purposes in a part-by-part or step-by-step specificity.
- **Proposal and Presentation:** For this assignment, you will be divided into groups based on interest and discipline. Your group will identify a void or need for a specific innovation, the design, production, and implementation for which you will conceive and present to the class, using visual aids. The written proposal is due for each group.
- **Portfolio and reflective letter:** You will collect your work for the entire semester and present it in a digital portfolio in the form of a WordPress website. To introduce this body of work, you will write a letter describing your progress through the course's learning goals throughout the semester

Peer Review

One of the cornerstones of this class will be peer review. There's a tremendous amount of proven value not only in the experience of allowing your classmates to advise you on your own work, but also in the experience of looking over your peers' work. It's far easier to see room for improvement in work you are removed from, and by offering helpful advice, you can gain crucial editing experience, the lessons from which you can then apply to your own work later on. For each assignment, you will be expected to write a letter of at least 300 words to each classmate in your peer review group and post it to blackboard.

Feedback on drafts.

In addition to the feedback from your peers, you will also submit the draft to me, and I'll answer as many direct questions about it as you like about your work and the assignment. (You must leave at least four questions.)

As a rule I do not give general feedback, i.e. a long list of instructions for how you can change your essay to get the grade you want. Pedagogically, this can start to border on my writing the essay for you, which isn't going to do anybody any good. By examining your own work and identifying the specific areas that you're most unsure of, you can actually learn more about yourself as a writer and get some useful answers in the meantime. You can leave your questions using the comments tool on Google Docs or written at the end. Please keep your questions specific, though. We'll talk in class about suitable kinds of feedback questions for each assignment. If your questions are too general, (for example, "can you tell me how to get an A?"), I'll let you know I can't answer them, and if you leave no questions I won't be able to give any feedback at all.

Attendance

Students are expected to attend every class session of this course and to be on time. If you miss three classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss five classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course. I understand that extenuating circumstances arise that prevent students from attending class. If this is the case, you must alert me that you won't be able to make it before class starts or I will not be able to consider excusing your absence.

Preparation for class

You are expected to submit all works on time. Every day an assignment or a draft is late, I will drop a partial letter grade. (Including days we don't have class.) If something disastrous happens to you that prevents your being able to complete an assignment on time, I will be able to offer an extension if you request one before the due date. If the disaster is so severe that this is impossible, you must meet with me to discuss in person how we will proceed.

Formatting in APA style:

- *APA Cover Sheet or Title Page:*
- *Use a separate page before the essay with the following information on it: The title of your essay/paper, your first and last name, the professor's name, the title of the course, and the due date of the assignment or the academic semester and year, the name of the school. Adding a picture is your choice.*
- *Page Numbers:* On every page except the cover page, on the top left corner put the title or a summary of the title of the paper, and on the right corner of every page put the page number.
- Type the entire essay/paper (including the cover page) in 12-point font, Times New Roman or Calibri, double-spaced, with normal margins. Do not use any bold type. The only words that can be underlined or italicized are the titles of books. Note that the titles of smaller works as articles, poems, short stories or chapters will go in quotation marks. Hand written papers will not be accepted. Print on 8 ½ x 11 paper in black ink. Back to back printing is acceptable and preferred. Staple your paper.
- **Proofreading:** All assignments must be written in grammatically correct English, and properly punctuated. You should proofread all submitted works at least twice. Use the writing packet for

help or visit a tutor at the writing center of the school.

Classroom etiquette

During class discussions, I expect you to participate and, above all, to be polite and to treat your classmates and their opinions with proper respect. Anything to the contrary will lose you participation points. This includes side conversations, interruptions, and disrespectful comments.

Plagiarism

Plagiarism is the unacknowledged use of anybody else's material (words or even ideas). Any paper with your name on it signifies that you are the author- that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. In academic environment where thinking is of primary importance, stealing the thoughts of others and passing them off as your own is not tolerated and is subject to highest penalties. Evidence of plagiarism will result in one or more of the following: a failing grade from the assignment, the course or a report with the college, and disciplinary action. In the era of easily available materials on the Internet, plagiarism – a serious offense – can become enticing to students. Students are asked to use this potentially wonderful resource with caution. Students can consult a writing manual on incorporating secondary research. They can also talk to the professor during office hours for more information about acknowledging references (especially when uncertain about the rules).

CCNY's Statement on Community Standards

<https://www.ccnycuny.edu/studentaffairs/community-standards>

You will be expected to read and understand this by the end of the 2nd week of class

Student Support Services

Gateway Advising Center, NAC 1/220

<http://www.ccnycuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center Tutoring Services, NAC 1/218

<http://www.ccnycuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Course schedule:

Assignments and dates are subject to change

	Reading Due	Writing Due	What we'll do in class
Monday, January 27th First day!			Introduction to course and to each other. Discuss Syllabus and course policies
Wednesday, January 29th			Demonstrate course website Google Docs
Monday, February 3rd Possibly meet in library	"Genre" from Writing Commons	Find 3 websites the visual design of which you appreciate. Write 300-500 words explaining why. Post this on your online portfolio	Demonstrate Portfolio Platforms Discuss visual composition
Wednesday, February 5th Possibly meet in library	"Preparing Job Materials" "Establishing Your Professional Self" "Writing the Conventional Resume" "The Art of the Pick-Up" These are all quite short articles. Make sure you read them all before beginning your Cover Letter/Resume assignment		Discuss Job Application Materials Cover letter/Resume assignment
Monday, February 10th		Cover Letter/Resume Draft due Please bring 4 copies to peer review	Peer Review

	Reading Due	Writing Due	What we'll do in class
Wednesday, February 12th NO SCHOOL		Please email out peer review letters	
Monday, February 17th NO SCHOOL			
Wednesday, February 19th	"Quality Checking Your Resume" from Writing Commons Reading on Lab Report Conventions		Introduce Lab Report assignment
Monday, February 24th	Find three lab reports you could write about using a search engine.	Final Cover Letter and Resume Draft Due and posted to Online Portfolio	Work in small groups to analyze lab reports you've found
Wednesday, February 26th	Sample essays Reading on IEEE and other citation formats "Understand When Citations Are Necessary" from Writing Commons		Structuring an analytical essay Plagiarism and citation
Monday, March 2nd		Lab Report Analysis Draft due	Peer Review

	Reading Due	Writing Due	What we'll do in class
Wednesday, March 4th			Peer Review small groups
Monday, March 9th	Article on technical descriptions & instructions "Consider Your Audience" from Writing Commons	Peer Review letters due	Introduce Technical Description
Wednesday, March 11th	Locate an example of a technical description to bring in and discuss "Creating 'Viral' Impressions: Composing Infographics" from Writing Commons		Work in Small groups to analyze technical descriptions
Monday, March 16th	"Proposal Writing Basics" from Writing Commons "Proposals" by David McMurrey Examples of proposals	Final Draft Lab Report Analysis due	Introduce Proposals Group Brainstorming
Wednesday, March 18th Possibly meet in library	"Smart Searching" from Writing Commons		Library visit

	Reading Due	Writing Due	What we'll do in class
Monday, March 23rd		Technical Description Draft Due	Peer Review
Wednesday, March 25th			Peer Review
Monday, March 30th		Draft Technical Description Due	Peer Review
Wednesday, April 1st			Peer Review
Monday, April 6th		Peer review letters due	Introduction to Proposals
Tuesday, April 7th	“Audiovisual Presentations Made Easy(-ier)” from Writing Commons	Find a call for proposal that you'd like to address	Discuss presentations Form groups, start researching. Figure out how you'll divide up work
Wednesday, April 8 th SPRING BREAK	Research	Technical Description Due and posted to Portfolio	Work in small groups on proposals
Monday, April 10 th SPRING BREAK			
Wednesday April 12th SPRING BREAK			
Monday, April 20 th		Make sure everyone's completed his/her part of assignment	Work time to reconvene on individual parts of assignment

	Reading Due	Writing Due	What we'll do in class
Wednesday, April 22nd		Proposal drafts due	Review each others proposals
Monday, April 27th			Review Each others Proposals
Wednesday, April 29th		Peer review letters due by Friday	Review each other's portfolios/Work time
Monday, May 4th			Presentations/Maybe go over portfolio stuff again
Wednesday, May 6th			Presentations
Monday, May 11th			Presentations
Wednesday, May 13th LAST DAY		FINAL PORTFOLIOS DUE, Final Proposals Due as well	Presentations