City University of New York (CUNY)

CUNY Academic Works

2018

ENGL 21007: Writing for Engineers

Danielle Carr
CUNY City College

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City College of New York

Engl 21007- B27686

-C27642

Writing for Engineers- OER/Hybrid Section

Course: Engl 210, Section B27686

Section C27642

Classroom: @ 9:30am- NAC 7/305, @11am- NAC 4/125

Schedule: Mondays and Wednesdays 9:30am-10:45am, 11am-12:15am

Writing Instructor: Danielle Carr

Office Location: NAC 6/335a

Office Hours: Mondays and Wednesdays 12:20-1:20, and by appointment

Email: dcarr@ccny.cuny.edu

Phone: 914-462-7330, and office extension

Course Description:

This course will help you to hone the critical reading and thinking, research, and writing you will need to succeed in all of your writing courses and specifically your engineering courses. This course is also preparing students to write as engineers in professional environments. We will examine, analyze, and create various types of technical communication such as: memos, letters, instructions, definitions, descriptions, designs, proposals, and presentations. You will learn to synthesize information, find answers, and present ideas to some of the different audiences you will encounter. Learning to write well will enable you to present yourself in the best possible light in all situations. You will learn how to communicate your knowledge, plans, and ideas in a professional manner. Our time in this course will focus on reading and listening, essential steps in the writing process, effective writing, synthesizing material from various sources, and the ability to locate and evaluate relevant library and online research. We will also examine how writing is impacted by the elements of the rhetorical situation. By the end of the course, students should be confident in utilizing this knowledge in the construction and completion of a writing portfolio and self assessment.

How This Course Works:

This course is a hybrid course, a blend of an online classroom and a literal, face to face (f2f) traditional classroom experience. Luckily, this won't change too much of your class experience. You will still be responsible for attending all scheduled f2f classes and handing in all work ON TIME and properly done, whether it's due online or f2f. You will also be responsible for posting projects and presentations in specific folders and also posting responses to these projects. I will let you know when these postings are due, keep in mind they are mandatory as they are part of your homework and participation grades. The online homework will also have time sensitive deadlines. These responses can transfer to f2f discussions held in class, so they must be thought provoking and thorough. However, it is extremely important for students to attend all in person meetings as well, as this is the time when we will work on the most difficult assignments for the course.

Also, this course is an Open Educational Resource (OER) course, meaning that there is no formal textbook for purchase; however, supplemental course material and a *tentative* online textbook will be made available through Blackboard posts under the content section.

Course Learning Outcomes:

Over the course of the semester, you will

- 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)

What You're EXACTLY Doing in This Course:

In this course you will learn to read, write, and speak thoughtfully and critically within your discipline. You will produce various written works in discipline specific genres and give

presentations surrounding scientific topics of your choosing. Hopefully this rhetoric and writing practice strengthens your writing skills throughout your academic and scientific career.

Required Textbook(s): *Tentative* online text book,

- Supplemental Readings will be made available on Blackboard or as handouts and distributed in class.

Semester Calendar

Monday, August 27- **First Day of Class**

Wednesday, August 29

Monday, September 3- **No Class, Labor Day**

Wednesday, September 5**- Classes Follow a Monday Schedule**

Monday, September 10- **No Class**

Wednesday, September 12

Monday, September 17

Wednesday, September 19- **No Class**

Monday, September 24

Wednesday, September 26

Monday, October 1

Wednesday, October 3

Monday, October 8- **No Class, Columbus Day**

Wednesday, October 10

Monday, October 15

Wednesday, October 17

Monday, October 22

Wednesday, October 24

Monday, October 29

Wednesday, October 31

Monday, November 5

Wednesday, November 7

Monday, November 12

Wednesday, November 14

Monday, November 19

Wednesday, November 21

Monday, November 26

Wednesday, November 28

Monday, December 3

Wednesday, December 5

Monday, December 10

Wednesday, December 12, **Last Day of Classes**

Class Policies

Lateness and Absences

- According to the CUNY CCNY Undergraduate Bulletin:
  http://www.ccny.cuny.edu/registrar/upload/2013-2015-Undergraduate-Bulletin.pdf (page 215)

Students are expected to attend every class session of each course in which they are enrolled and to be on time. An instructor has the right to drop a student from a course for excessive absence. Students are advised to determine the instructor's policy at the first class session. They should note that an instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. *Each instructor* retains the right to establish his or her own policy, but students should be guided by the following general College policy: **In courses designated as clinical, performance, laboratory or field work courses, the limit on absences is established by the individual instructor. For all other courses, the number of hours absent may not exceed twice the number of contact hours the course meets per week. When a student is dropped for excessive absence, the Registrar will enter the grade of "WU".**

In other words: each student can miss up to THREE classes. FOUR absences results in a failure of the course. Students are expected to be in class ON TIME and remain for the duration of

class. IF there is an unavoidable issue which prevents the student for remaining in the class for the entire period (as in necessity for lateness or early departure) please let the instructor know prior to arrival via email. If attendance/lateness is going to be a problem, consider switching from this section, it's an early section and if I can arrive to school on time, ready to work, then so can everyone else.

Food and Drink ←---------------- Don't let this be you!!!

Eating/Drinking is allowed in class but do not let it be a distraction to you or your classmates. Also, **clean up after yourselves!** Classrooms are communal spaces and NOT your personal bedrooms, hotel rooms, or kitchens. They need to be kept clean by ALL who use them.

Electronic Devices

If it beeps, vibrates, rings, plays music, or has a screen, mute it before you enter class. Cell phone use is prohibited during class. Silence your cell phone, put it away before you enter the room and keep it away for the duration of class. If there is an emergency, quietly step out of the room to handle it. Tablets and computers can be used as note-taking devices or E-book readers if that is how students wish to transcribe information or read text. However, those devices can only be used SOLELY for that purpose, no web surfing, social media, or any other recreational use during class time. When those devices are not needed, they should be "sleeping," face down, and out of reach.

"Don't Yuck My Yum"

Each and every one of us, including myself, comes from a diverse background, environment, and has a unique life experience and skill set which contributes to our worldview and opinion. As

members of a classroom community, school community, and society, etc., it is our duty to remember this and respect all viewpoints, even if we don't agree with them. Remember, there are constructive ways to criticize.

Assignments and Due Dates

Assignments are due on the due date both in print and on blackboard unless previously arranged with the instructor. The campus is full of computer and print labs, save your work, get a cloud or a thumb drive and plan for all possible technological failures. In the case that any student will be absent on a due date, plan to submit work early! I prefer not to read on screen, so emailed work is frowned upon unless given prior permission If you are submitting print work AFTER class and I'm not there for you to put it in my hands, you MUST put it in my mailbox across from the English department and MAKE SURE someone **signs** and **dates** your submission. Work **without** a time and date stamp will be considered late. Work submitted after the due date will be deducted by half a letter grade every day that it's late. First draft due dates are listed on the weekly assignment schedule, final draft due dates are due **1-2** class meetings after you receive your essays back with either my or peer comments. The exact dates will be announced in class. Various assignments will be required to be posted on Blackboard. You will receive advanced notice for this and there will be a section on Blackboard for the submission. In these cases, submission both on paper and online is required and one without the other can and will affect your grade.

Academic Integrity

Plagiarism is the unacknowledged use of another person's words or ideas. You can use other people's ideas as much as you want and/or need to. Just make sure to **properly** give credit where credit is due. Words copied verbatim from another source must be quoted and the source must be cited. When you paraphrase words/ideas from another source, you must acknowledge the original author unless the ideas are common knowledge (information found in three or more different places). If you collaborate with another author to produce written work, you must acknowledge that person's contribution. "Borrowed" material must be *properly* cited in APA format, as is the preferred citation for the sciences. Anything incorrectly cited is considered plagiarism and is graded as an F. If there is any further question about the parameters of academic dishonesty reference page 230 of the CUNY Policy on Academic Integrity appears on page 230 of the City College of New York Undergraduate Bulletin 2013-2015.

- http://www.ccny.cuny.edu/registrar/upload/2013-2015-Undergraduate-Bulletin.pdf

All writing submitted for this course is expected to be your own. If a student's submission contains any forms of plagiarism, he/she is at minimum subject to a failing grade for the project

and/or course, and worst case scenario, academic suspension or expulsion. Part of the function for this course is to teach students how maintain academic integrity and to cite sources **properly** according to the standards of the American Psychological Association (APA) in order to avoid cases of inadvertent plagiarism, As part of this course, we will discuss strategies for adhering to standard conventions for responsible source use and for maintaining academic integrity and how to avoid inadvertently plagiarizing someone else's work.

You can learn more about plagiarism at the following link: www.u.arizona.edu/~rlo/482/plagiarism.pdf

Here are five practices defined as plagiarism in the CUNY Policy on Academic Integrity:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments. Submitting downloaded term papers or parts of term papers, paraphrasing, or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

If you need ANY help at all *outside* of the classroom pertaining to anything at all, from writing issues and tutoring, to feeling overwhelmed, or *anything* in between, utilize these resources…

The Writing Center
http://www.ccny.cuny.edu/writing/
The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104. They will be partially open starting 9/8, and fully operational starting 9/15. I strongly advise you contact them as soon as possible, even if you don't have anything specific you need assistance with yet.

Gateway Advising Center, NAC 1/220
http://www.ccny.cuny.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.ccny.cuny.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.

Campus Counseling Center, Marshak J-15
Phone: 212-650-8222, Email: counseling@ccny.cuny.edu
http://www.ccny.cuny.edu/counseling/
The Counseling Center offers short term individual and group counseling to help students deal with their personal and adjustment issues that may interfere with their ability to progress academically to their fullest potential.

Instructor, see front page for contact information and location
If there's something you feel I can't help you with during class time, please do NOT hesitate to reach out and contact me. I frequently answer email and I love hard working students.

Grading Breakdown

Students will be assigned a grade for the writing section based on their completion of their assignments, participation, and attendance according to the following breakdown:

Attendance and Participation, (online and f2f),

Coursework and in class writing 15%	**94%-100%**	**A**	**70%-72%**	**C-**
Diagnostic Essay (letter to professor) 5%	**90%-93%**	**A-**	**66%-69%**	**D+**
Lab Report 15%	**86%-89%**	**B+**	**60%-65%**	**D**
Technical Description 20%	**85%-83%**	**B**	**0%-59%**	**F**
Final Project	**80%-82%**	**B-**		
- Proposal 15%	**76%-79%**	**C+**		
- Presentation 10%	**73%-75%**	**C**		
Self Assessment/Portfolio 15%				

Required Assignments

In addition to smaller assignments that will be assigned throughout the course of the semester, the bulk of the coursework will focus on 3 major assignments given with the goals of reinforcing lessons, meeting learning outcomes, and increasing writing, analytical, and rhetorical skills. These will be done in a series of drafts with scaffolding assignments in order to both lead up to the assignments and provide students opportunities for revision.

➢ **Diagnostic Writing Assignment**- **500 word minimum- two fold assignment, read in entirety!!**
  o Write a professional letter to me about your life, your experiences, your achievements, your talents. What is your major in college and how does your major connects to your professional goal(s)? Include where you are from and how you want me to see you. Write about your challenges as well as your successes. How do you imagine your future place in the world of engineering? What are some of the engineering challenges you would like to be involved with? How do you plan to impact change in your world with your degree? Must include at least ONE page on an "artifact," an item that is most important to your area/concentration. For example, computer engineers could discuss a mouse, keyboard, etc. Must describe the item in detail and discuss the significance of the item. Bring the item to class and be prepared to stand up in front of class and discuss it.

      ▪ Format: Put the sender's and receiver's addresses on the top. Put the date. This is a formal letter, addressed to me (use the school address), and signed at the end by you. Type in 12 point New Times Roman font, normal margins and double spaced. (see blackboard for letter template)

➢ **Technical Description** (20%), **minimum of 5 pages of text, 2 page for reflection.**
  o You will write a description of a simple technological item, more than likely, the item you selected and included in your letter to the instructor assignment.
  o Choose one that you are particularly interested in and explain its purpose. Think carefully about your choice. Descriptions of objects, mechanisms, and processes appear in virtually every kind of technical communication. In addition, instructions are also frequently used.

➢ **Lab Report**- **min 4-5 pages of text, min 2 pages reflection paper**
  o Students will compose a lab report based on a lab experiment specific to their chosen area/concentration of engineering. The lab report must have all the

elements of the lab report listed in from the discussion/ powerpoint and the lab report powerpoint presented in class (the appendix and acknowledgements are not mandatory, but the other elements are). The lab report also requires a bit of research, a minimum of three sources must be cited both in text and listed on the reference page according to APA standards.

➢ **Engineering Proposal (15%) + Presentation (10%) Project Minimum 5 pages. Self-Reflection 1-2 pages. *Each person will write his or her own reflection. Each person in the group will write his/her own reflection paper which must include their role in the project (exactly WHAT they did), how they liked (or disliked) working in teams, analysis of the rhetorical elements and how the project met specific course learning outcomes.**

  o All engineering groups will be determined in class and, hopefully, by discipline. The assignment is a group/oral report of a proposal for a creative engineering innovation. The following areas of the United States (USVI, Puerto Rico, parts of Florida, and Houston), not to mention islands such as Dominica, islands of the BVI, St Maarten, Barbuda, Cuba, etc were drastically affected by hurricanes Maria and Irma. These areas are undergoing massive rebuilding projects, changing infrastructure, and considering ways to update aspects of the islands so that such immense damage does not occur in the wake of other hurricanes. Power grids, computer systems, roads, bridges, buildings, to name a few things, have been destroyed. Hospitals, airports, etc are being severely impacted. Despite the amount of human suffering that has occurred in the wake of these natural disasters, these natural disasters actually make for an engineer's dream: how can you positively impact these areas in their times of great need? Rebuilding and upgrading to better than once was will take years, especially if hurricanes of such magnitude return to the Caribbean.

  o Your task is to consider this in light of your engineering concentration (civil, electrical, computer, mechanical, chemical, etc) and develop a thing/idea that is designed to assist the rebuilding process in some way. Your design might have something to do with infrastructure: bridges, roads, sidewalks, etc. Your idea might have to do with solar panels and electrical grids, water collection (as islands are notoriously yet ironically always short on water), anything, there is no limit to idea but money must be considered (you need a budget, hurricane repair is ALREADY expensive). These are just some ideas you are not required to use them.
  o You will need to do some research to see what problems have surfaced where (as far as issue/island/location) on your own, which you will incorporate into your project (that's going to be the history/background part).

- o The project requires a brief technical description of your thing/idea, the proposal (no powerpoint powerpoint, and an audience analysis, who are you presenting this to? Who are you impacting/helping with your idea/thing? How will this impact your content? (these are of course just some of the things you will ask)

  - o Project objectives:

  - o Innovation
  - o Process
  - o Group work
  - o Oral presentation
  - o Overall thoroughness and logic of proposal structure
  - o *Groups will present over the three days of class just before Thanksgiving.
  - o
- o Reflection paper- typically 1-2 pages, but depends on the assignment.
  - o Students must make use of the terms introduced in the rhetorical situation and describe how each assignment has helped them to achieve the course learning project. These must be attached to the final draft of all assignments.
- ➢ Final portfolio and self reflection
  - o A rhetorical analysis of the student's work that should include references to elements of the rhetorical situation: genre, audience, purpose, exigence, stance, and media/design.
    - ▪ ***This semester, Researchers at CCNY will be collecting all assignments from all sections of Engl210 Writing for Engineers including portfolios and self-assessments. Because of this study, you will be asked to submit your final work following specific formatting conventions.**

  ** All major writing assignments will require a written self reflection component, which we will discuss in class.

On draft work:

"Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something -- anything -- down on paper. A friend of mine says that the first draft is the down draft -- you just *get it down*. The second draft is the up draft -- you *fix it up*. You try to say what you have to say more accurately. And the third draft is the dental draft, where you check every tooth, to see if it's loose or cramped or decayed, or even, God help us, healthy."

– Anne Lammott, *Bird by Bird: Some Instructions on Writing and Life*

**Essentially, plan on a 2-3 draft process for each assignment, draft work is a mandatory aspect of this class and does negatively impact your grade if it is not submitted.
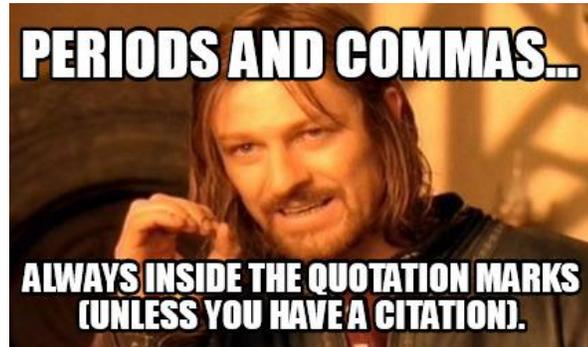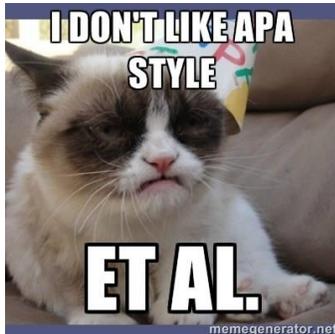
*** All written assignments must be typed using Microsoft Word in 12 point, Times New Roman font, double spaced, with one inch margins, as per APA guidelines. For this course we will be referring to the Purdue OWL website to learn and practice using the APA format. https://owl.english.purdue.edu/owl/resource/653/01/
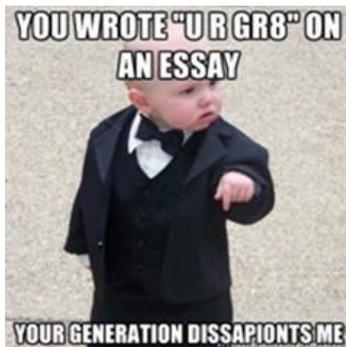
*** Also, while the course objectives do not state that I am trying to create professional grammarians, _**ALL**_ writing for this course _**MUST**_ be written in Standard English and not in text slang or colloquial spelling.

Weekly Assignment Schedule

Date	In Class	Assignment
Week 1		
Monday 8/27	Review syllabus, ice breaker, introductory essay, assign and explain diagnostic essay assignment, discuss "Theme	Review Rhetorical situation notes/PP on blackboard, essay due 9/5.

	for English B."	
Wednesday 8/29	Introduce elements of Rhetorical situations, genre, stance, exigence, purpose, media/design, and audience and other terms from previous reading. In class writing assignment on rhetorical situation and audience.	Essay due 9/5
Week 2		
Monday 9/3	**No Class- Labor Day!**	Essays due 9/5, revisit the item you selected, compose instructions on assembly and usage and bring item to class.
Wednesday 9/5	presentations	
Week 3		
Monday 9/10	**No Class**	Instructions due 9/12
Wednesday 9/12	Continue with presentations, discuss technical description assignment, review items/instructions in pairs.	Review posted material on technical description
Week 4		
Monday 9/17	Select groups, discussion on reflection papers	Draft work due Mon 9/24, bring 4 copies for peer review
Wednesday 9/19	**No Class!**	Final draft due 2/27, read ch 19 Lab Reports
Week 5		
Monday 9/24	In class peer review	Final draft due 10/1/18
Wednesday 9/26	discuss citations, summary, quotations, paraphrasing, APA, etc	Final draft due 10/1/18
Week 6		
Monday 10/1	Final draft due, begin discussion on lab reports	Read posted material on lab reports
Wednesday 10/3	Continue discussion	Post topic selection on lab report on Blackboard under discussion section, draft work due 10/10, bring 4 copies to class for in class peer review, final draft due 10/15
Week 7		
Monday 10/8	**No class- Columbus Day**	Draft work due 10/10, bring 4 copies

Wednesday 10/10	In class peer review	Final draft due 10/15
Week 8		
Monday 10/15	Discuss project and groups, final draft due	Read material on technical proposals and powerpoints
Wednesday 10/17	Discuss proposal as a genre, powerpoint as a medium, and review student samples of proposal project	Continue project work at home
Week 9		
Monday 10/22	Continue discussion	
Wednesday 10/24	Continue discussion	Project due 11/19
Week 10		
Monday 10/29	***Potential library day**	
Wednesday 10/31	***Potential library day**	
Week 11		
Monday 11/5	Discussion on career/job recruitment/ resumes	Homework on resumes/job/career
Wednesday 11/7	In class discussion	
Week 12		
Monday 11/12	****possibly work on projects in class**	Drafts due 11/14, bring copies
Wednesday 11/14	In class peer review	Final due 11/19
Week 13		
Monday 11/19	In class presentations	
Wednesday 11/21	In class presentations	
Week 14		
Monday 11/26	In class presentations/ discussion of final project	
Wednesday 11/28	Discussion of final project Genre/project review	
Week 15		
Monday 12/3	Discussion of final project Genre/project workshop	Read/analyze student samples
Wednesday 12/5	workshop on final, review student samples	Draft work due 12/10, bring 4 copies Final due 12/12
Week 16		
Monday 12/10	In class peer review	

Wednesday 12/12	Last day of class, final projects due	Winter Break