**Writing for Engineering Syllabus**

**City College of New York**

**Spring 2017**

**Course:** 21007 E2

**Classroom:** SH 19

**Schedule:** M/W 2:00 - 3:15

**Instructor:** Andréa Stella

**Email:** astella@ccny.cuny.edu

**Office Hours:** M/W by appointment

**Office Location:** NA 6/217C

**Course Description:** This Writing for Engineers course is two-fold: we are going to explore technical writing in your field as well as investigate your individual acts of writing and composing. How does your individual approach fit within the formal expectations of the field?

**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 Text:** *Technical Communication* by Mike Markel, 11th edition, Bedford/Saint Martin’s (book or electronic copy)

**Course Policies and Procedures**

**Attendance:** When I walk in, headphones out. You will be automatically dropped from the course and receive a WU if you miss *five* classes. Attending a political action or supporting loved ones with respect to the current political situation will not count towards the missed class tally.

**Electronics and Communication:** One of the goals of this course is to understand how to use electronics respectfully. You will be expected to use electronics during class time and it is up to you to stay present**.** We will dedicate in class time to work on assignments involving computers. All announcements will go through your CCNY email -- not checking it is not an excuse.

**Assignments:** You will need a notebook for this course. All citations should follow APA or IEEE format. You may choose the layout of your essays (within reason) and you will be asked to explain your choices in the reflection portion of your portfolio assignment. Late work is not accepted and will receive a zero.

**Assignment Submission:** All assignments will be submitted digitally. We will be using Dropbox, Google Drive/Docs, and Blackboard. All major assignments need to be submitted both on Blackboard and into Dropbox. All attendance and drafts belong in your Dropbox folder.

**Grading:**

In-class Writing (Attendance): \*10%

Drafts & Peer Review: \*15%

Technical Description (Chapter 20): 15%

Technical Report (Chapter 19): 15%

Final Project

RFP Response (Chapter 16): 15%

RFP Pitch (Chapter 21): 10%

Digital Portfolio: 20%

\* Attendance, Drafts and Peer review will be assessed at the end of the semester with either 100 or 0.

**Academic Integrity:** Academic integrity is an essential part of the pursuit of truth, and of your education.  We are all are all responsible for maintaining academic integrity at City College – it is the rock on which the value of your degree is built. If you plagiarize by using someone else's work or ideas, you defeat the purpose of your education.  In addition, academic dishonesty is prohibited in the City University of New York. Plagiarism, which is the act of presenting another person’s writing or ideas as your own, will result in automatic failure of this course.

**Food and Drinks**: Quiet beverages and quiet snacks are permitted.

**Accessibility Statement:** I take seriously the needs of disabled and differently-abled students. This includes neurodiversity, learning disabilities, mental/emotional health, and others. Please let me know how I can support your learning.

**Student Support Services:**

**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.

**The Writing Center:** Should you find yourself in need of additional writing assistance, the Writing Center is available to you.  I am also happy to provide a list of additional support services if requested.

<http://www.ccny.cuny.edu/writing/>

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.

**Assignments**

**In-Class Writing:** In every class we will have a prompted freewrite. These freewrites will be added to your Dropbox folder and count as your attendance for the class session.

**Drafts & Peer Review:** You will be asked to complete a first and final draft for each assignment. The first drafts will receive feedback from both myself and your peers. You will complete peer edits based on a form provided to you. Drafting with peers allows you to collaborate with other classmates while also accessing your internal editor. Often times editing someone else’s work with suggestions will inform your own draft.

**Technical Description (Chp 20 *Writing Descriptions)* 1500-2000 words**

Choose an object, process, or mechanism from your field that you are particularly interested in and explain its purpose.

* A description will indicate clearly the nature and scope of said object, process, or mechanism
* A description assignment will introduce the object, process, or mechanism clearly
* A description assignment will provide appropriate detail
* A description assignment will end with a brief conclusion

Follow the sample descriptions listed on pg 548. Include diagrams and photos if applicable.

**Technical Report (Chp 19 *Writing Lab Reports*) 2500-3000 words**

Depending on your field, you will write either a test, lab or engineering report. This assignment is meant to build your fluency in scientific research and the way that these reports are expected in the field.

Based on your major and your academic interest or some past projects you have done with your engineering professors; choose the topic of your choice. Begin with a question that you want to answer, or a hypothesis/idea that you want to test. Begin some research about it. Find sources in credible journals and books. Use City College library database. Gather some information on the background of your topic and previous relevant research. You may re-experiment a past experiment for yourself, and you may get the same or different results. You want to add knowledge to the existing knowledge on your topic. Write about your methods, results, and limitations ethically. Use citation: both in-text and at the end in a bibliography.

**RFP Response (Chapter 16) 1500-2000 Words**

This is a group assignment. You will find an RFP (Request for Proposal) in your field, preferably for something here in NYC, and respond to it as if you were going to submit a bid to the organization requesting it. As engineers, you will be required to convince potential clients that your strategy and idea is their best option.  In order to achieve this, a proposal must persuade its reader three things:

* A proposal will show that you understand the clients’ needs
* A proposal will show that you have already determined what you plan to do and that you are able to do it
* A proposal will show that you are a professional and are committed to fulfilling your promises

Most RFPs give a specific template for how they expect bidders to respond.

**RFP Pitch (Chapter 21) 1000 word reflection due after the presentation**

Imagine your RFP bid made it through the first round, and your client is inviting your group in to hear what you are planning to do in person. You will now give a group presentation based on the RFP Assignment, which will include some form of multimedia (PowerPoint, Prezi, etc). This will be a formal presentation and the expectation is that you look the part. In addition to the oral presentation, each student will be required to write a 1000 word reflection on his/her contributions, involvement, and overall experience working in a group setting.

**Final Portfolio and Self-Reflection**

The portfolio and self-assessment are in many ways the most important documents that you’ll create for this class.  Assembling the portfolio will help you to see your progress as a writer over the course of the semester; the self-assessment will give you the chance to evaluate that work based on your own criteria as well as the course learning outcomes.

The Self-Assessment will provide you with an opportunity to demonstrate that you’ve understood the rhetorical terms that we’ve been working with this semester and an introduction to your portfolio.  The portfolio should include, at a minimum, the technical description, the technical report, the RFP assignment, and the group presentation response. You should also include freewrites, screenshots of group work, basically any and all proof of what you completed over the course of the semester.

The portfolio will be housed on a WordPress site. **Be sure to make your portfolio private, accessible only by password.** If you are concerned about privacy, consider creating an email account that you can use exclusively for course work.  It will be read by me, some members of this class, and other CCNY faculty and administrators.  You are, of course, free to share your portfolio with anyone else, but do not make it freely available. **If you would like toopt out of creating a WordPress site, please let me know and we will arrange for you to make a portfolio in Blackboard.**We will have one class time dedicated to creating your WordPress sites.

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| **Date** | **In Class** | **Assignment** |
| **Week 1** |  |  |
| Mon 1/30 | Introduction Freewrite; What’s your field? | Find article from your field in the library’s database, read & annotate |
| Wed 2/1 | Freewrite; Review Syllabus; Reading comprehension: Summary assignment 5, 3, 1 | Find technical description from your field, either in database or reliable source |
| Week 2 |  |  |
| Mon 2/6 | Freewrite; Introduce Assignment #1:Technical Description; Reading comprehension exercises | BBDB Post: 5-3-1 Technical Description; Read Chp 20 pg 543-551 |
| Wed 2/8 | Freewrite; Group Discussion re: Tech Description; TD Rubric | First Draft Technical Description due 2/15 |
| Week 3 |  |  |
| Mon 2/13 | NO CLASS | First Draft Technical Description due 2/15 |
| Wed 2/15 | Freewrite; Peer Review First Draft | Final Draft Technical Description due 2/22 |
| Week 4 |  |  |
| Mon 2/20 | NO CLASS | Final Draft Technical Description due 2/22 |
| Wed 2/22 | Reflection Technical Description; Introduce Move/Step | Read assigned article; Color-code move/step assignment |
| Week 5 |  |  |
| Mon 2/27 | Freewrite; Introduce Assignment #2: Technical Report; Expert/Non Expert Groups discuss | Read Chp 19 Expert Assigned Section |
| Wed 3/1 | Freewrite; Discuss Move/Step; Database Intro; Expert/Non Expert Groups Chp 19 | Brainstorm 5 Topic ideas post on BB |
| Week 6 |  |  |
| Mon 3/6 | Freewrite; Title Abstract Intro; TR Rubric | Find and read one article related to your Technical Report, mark moves |
| Wed 3/8 | Freewrite; finalize topics, begin research | First Draft Technical Report Due 3/15 |
| Week 7 |  |  |
| Mon 3/13 | Freewrite; work on draft TR | First Draft Technical Report Due 3/15 |
| Wed 3/15 | Freewrite; Peer Edits |  |
| Week 8 |  |  |
| Mon 3/20 | Freewrite; Introduction to Assignment #3: RFP Assignment; Assign Groups; RFP Rubric | Expert/Non Expert Chp 16 chosen by group members |
| Wed 3/22 | Freewrite; Groups Expert/Non Expert Discuss 16 and RFPl; Google Docs | Groups assign workload |
| Week 9 |  |  |
| Mon 3/27 | Freewrite; Groups work on RFP | Final Draft TD Due 3/29 |
| Wed 3/29 | Freewrite: TD Reflection; Groups work on RFP | RFP First Draft Due 4/3 |
| Week 10 |  |  |
| Mon 4/3 | Freewrite; Discuss Presentation; Pres Rubric | Groups assign reading |
| Wed 4/5 | Freewrite; Expert/Non Expert; Final Proposal 4/9 | RFP Final Due Sunday 4/9 |
| Week 11 |  |  |
| Mon 4/10 | Spring Break |  |
| Wed 4/12 | Spring Break |  |
| Week 12 |  |  |
| Mon 4/17 | Spring Break |  |
| Wed 4/19 | Freewrite; RFP Reflection & Discuss presentations | Groups read Chp 21 Presentations |
| Week 13 |  |  |
| Mon 4/24 | Freewrite; Group Presentation | Group Presentation |
| Wed 4/26 | Freewrite; Group Presentation |  |
| Week 14 |  |  |
| Mon 5/1 | Presentations! |  |
| Wed 5/3 | Presentations! |  |
| Week 15 |  |  |
| Mon 5/8 | Presentations! |  |
| Wed 5/10 | Presentations! |  |
| Week 16 |  |  |
| Mon 5/15 | Portfolio Day; Rubric |  |
| Wed 5/17 | Portfolio Day |  |