



UNIVERSITY OF
SOUTH FLORIDA

COLLEGE OF ARTS & SCIENCES

ENC 3246: Communication for Engineers – SEC 003

Fall 2010

Course Syllabus

Department and Reference #: ENG 12523
Day & Time: MWF: 9:40 a.m. – 10:30 p.m.
Room: CPR 202

Instructor: Michael L. Shuman, Ph.D.
Office: CPR 358-F (Inside Department of English Main Suite)
Campus Phone: 813.974.5763
Office Hours: MWF 10:30 pm – 12:00 pm
Virtual Office Online Meeting Available by Request; Other days and times by
appointment
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Required Texts:

**Beer, David and David McMurrey. *A Guide to Writing as an Engineer*. 3rd ed. New York: Wiley, 2009.
ISBN: 978-0-470-41701-0. Print.**
**Shiple, David and Will Schwalbe. *Send: The Essential Guide to Email for Office and Home*. Rev. ed.
New York: Knopf, 2008. ISBN: 978-0-307-27060-3. Print.**

Course Description

This course is devoted to the writing concerns of engineers and those planning to enter the profession. It addresses important writing concepts which apply to professional engineering communication and deals with the content, organization, format, and style of specific types of engineering documents such as reports; specifications; business letters; memos; manuals; letters of applications and résumés. In addition, the course covers oral presentations, PowerPoint and Excel use, how to find engineering information in traditional ways and on the Internet, documentation, and techniques of writing with computers. The course emphasizes assessing audience needs in various contexts; communicating technical information to a variety of audiences; arranging visual information in a meaningful manner; paying attention to clear, precise, and accurate style; evaluating ethical and legal issues; and collaborating and managing team writing projects.

NOTE: This course is a part of the University of South Florida's Foundations of Knowledge and Learning Core Curriculum. It is certified as a Gordon Rule 6A Communication Course fulfilling the following dimensions: Critical Thinking, Inquiry-based Learning, and Written Language Competency.

Prerequisites

ENC 1101 and ENC 1102 or Honors English

Primary Resources

We will rely on a number of primary reference and information resources throughout the class.

- ***A Guide to Writing as an Engineer*** will be our primary text for the course. This book provides a comprehensive overview of the types of professional documents engineers normally are required to write during their careers, along with specific examples of those documents and guidelines for ensuring that the document is concise and complete. The authors also cover issues of grammar, style, and punctuation to an extent consistent with the intent of this course, and are suitably up-to-date in their discussions of business communications, electronic publishing, and the Internet. We will use this book as both text and as a reference throughout the class.
- ***Send: The Essential Guide to Email for Office and Home*** will provide reading and discussion material about email, an important tool for engineering communications. In many respects, the lessons we learn about email composition and etiquette can be applied to any other common engineering document.
- **Selected Web Resources** on important topics related to engineering communications will be assigned whenever appropriate.

Course Objective

The overall objective of the course is to enhance your written and oral skills in order that you might function professionally in the field of Engineering. To achieve this objective, specific goals will be to

- Provide practical solutions to use in meeting a wide range of technical writing challenges in the classroom and in the workplace
- Provide guidance on how to define terms and describe mechanisms and processes
- Enable you to gain skills in developing proposals, progress and status reports, feasibility and recommendation reports, instructions, research reports, abstracts, and executive summaries
- Enable you to enhance your grammar skills and style
- Provide opportunities for you to produce effective presentations
- Provide guidance in documentation appropriate for your field
- Provide opportunity for developing effective résumés, business letters, memos, and e-mails

Method of Instruction

This course will teach you many of the skills required of a beginning technical communicator. In addition to knowing how to write clearly and accurately, you must also know how to work effectively with others. Thus, the class functions in a workshop environment where collaboration with others is essential. Lectures, workshops, and hands-on practice in writing govern the activities of the course.

Grades and Evaluation

Strategies to measure student learning outcomes will include the instructor's evaluation of:

- Individual and team writing projects and oral presentations, including electronic delivery of projects and the use of presentation software
- Collaboration, document revision, and class discussion using content management software such as Blackboard or Sharepoint
- Peer evaluations of project team members
- Quizzes and other assessments related to engineering document formats and procedures

Each individual writing project, Blackboard class discussion, and quiz will be assigned a numeric score based upon a total possible value of 100 points. Missing assignments, as well as assignments earning an "F" or an "FF," will be assigned a numeric grade of zero.

The student's final course grade normally will be a plus/minus letter grade determined from the final weighted grade-point average calculated by Blackboard. The Blackboard Grading Rubric will be used for the mathematical breakdown on a 100 point scale to a letter grade scale:

A+ (96-100) 4.00	B+ (86-89) 3.33	C+ (76-79) 2.33	D+ (66-69) 1.33
A (93-95) 4.00	B (83-85) 3.00	C (73-75) 2.00	D (63-65) 1.00
A- (90-92) 3.67	B- (80-82) 2.67	C- (70-72) 1.67	D- (60-62) 0.67

Students will have the opportunity to submit work both individually and in collaboration with fellow classmates. Your grade for each team project will be based upon the overall project grade, with adjustment made relative to feedback from you team peers. You will also receive a grade for your own peer reviews, so be candid and forthcoming in your assessment of your team members. The following percentages will be used to determine your final grade:

Team Assignments

Engineering Team Proposal Oral Presentation	5%
Engineering Team Proposal Project	15%
Engineering Team Process Documentation Oral Presentation	5%
Engineering Team Process Documentation Project	15%

Individual Assignments

Letter of Recommendation	4%
Résumé and Cover Letter	4%
Engineering Team Proposal Peer Evaluation	3%
Engineering Team Process Documentation Peer Evaluation	3%
Engineering Research Project Abstract & Bibliography	5%

Engineering Research Project Presentation	5%
Engineering Research Project Final Paper	12%
Writing for the Web	4%
Class Discussion – In Class & Blackboard Forums	10%
Quizzes	10%
Total	100%

The Attendance section of this syllabus outlines how attendance is audited and how attendance scores may influence your final course grade.

Late Assignments

Assignments are due on the dates indicated on this syllabus or by the alternate date announced in class. No late assignments will be accepted without a compelling reason for an individual extension. Students who cannot attend class on an assignment due date should arrange to deliver the assignment via email or another alternative method.

Quizzes and Exams

We will have regular quizzes on reading assignments, particularly emphasizing reading assignments from the Beer and McMurrey text. Quizzes normally will consist of multiple choice questions related to the reading material. There will be no exams for this class.

Reading Assignment Schedule

All reading assignments must be completed **before** our first class meeting for the assignment week. For example, the readings listed under the Week Four heading “Reading Assignments for **This Week**” must be completed **prior to the first class meeting** of Week Four (in this case, Monday, February 1, 2010). You should always look at the upcoming week’s assignments on our syllabus and stay current with your class readings.

Supplementary Material

Additional reading and research material will be provided as appropriate.

Attendance

This class emphasizes collaboration and teamwork similar to that found in the technical workplace, and therefore students are expected to be fully involved in assigned readings, class discussions, and small group sessions throughout the semester. **Regular attendance is a requirement for successfully completing this class.**

You should let me know in advance by email if you expect to be absent for any class, and you should have a compelling reason for that absence. Excused absences typically are granted for personal medical issues, military or jury duty or the death of an immediate family member. Please be prepared to consult a classmate for information about the content of any class you miss.

An “excused” absence means that you will be allowed to make up any work normally assigned for that day or conducted in the classroom. The Blackboard Gradebook Attendance column, described later in this syllabus section, will maintain an absolute count of attendance points, regardless of the excused/unexcused nature of your missed class attendance. An excused absence does not negate the

fact that you were absent for that day's in-class activities. Excused absences, however, will gain special attention during the final grading process, and you will not be unduly penalized if you have followed the attendance procedures of this class.

Tardy students cause a distraction in class, and persistent unexcused tardiness, especially arrival 10 minutes or later than the established class starting time, may be considered a disruption of the academic process and penalties will be assessed according to the terms of USF's policy for academic disruption. Once you have entered the classroom, you should not leave until class has been dismissed, unless you have made arrangements with the instructor in advance. Leaving the classroom early is equally as distracting as tardiness, and persistent early departure similarly may be considered a disruption of the academic process.

You will be required to sign an attendance register each class meeting. A numerical attendance score will be part of your Blackboard grade book, and is calculated using the following scale:

Present for Class = 2 points

Tardy = 1 point

Absent = 0 points

Total point value for attendance is determined by doubling the actual number of class meetings for the semester, consistent with assigning 2 points for each class meeting. Attendance scores will reflect the absolute value of your calculated number of days present, regardless of any excused absences or special circumstances.

It is your responsibility to make sure that you sign the attendance register each class meeting. You will not be permitted to sign the register for any specific class meeting at a later date, so please do not ask.

Your attendance score *normally* will not be included in your final grade calculation.

However, your course grade may be lowered if you have more than 7 absences (approximately 15% of our regularly-scheduled class meetings) during the semester or if, in the evaluation of your instructor, excessive absences, tardiness, or early departures have marginalized your learning experience in this class.

Additionally, students with exceptional class attendance (fewer than 2 absences) will receive extra consideration in any borderline grading situations.

Religious Holidays

You are excused from class for major observances of your religion. Inform the instructor at the beginning of the term when you expect to be absent for these events.

Emergency Course Delivery Options

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific

communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Disruption of Academic Process

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Penalties for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class. In the case of student dismissal, a final grade of "W" will be assigned if the student is passing the course as of the date of dismissal, and a grade of "F" will be assigned if the student is not passing at the time of expulsion from the class.

Computer Skills and Access

Students enrolled in a class related to engineering at University of South Florida should already have basic computer skills and access to a computer for class assignments. You should be familiar with Blackboard or agree to become familiar with Blackboard during the first few weeks of class, and you must be prepared to collaborate with classmates and with the instructor using the designated SharePoint site. You must also be willing to communicate with the instructor using your USF email account, and you must regularly check your USF email throughout the semester for important notices related to the class.

Your emails must clearly include your full name, along with the course number and section.

USF NetID

Access to USF email, Blackboard, and SharePoint is managed through your USF NetID. Students who do not already have a USF NetID may obtain one by visiting the [Academic Computing Net ID Sign Up Page](https://una.acomp.usf.edu/) at <https://una.acomp.usf.edu/>. Please see me if you are unable to obtain a USF NetID or are unsure about meeting this computer skills and access requirement.

PCs in the Classroom

Use of classroom PCs and notebook/laptop computers during class meetings is encouraged but restricted to researching topics directly related to our course material. Casual web browsing or work on assignments for other classes is prohibited. Again, you are expected to be fully engaged in the day's assignments during our class time together.

Plagiarism/Academic Honesty

Plagiarism is the intentional appropriation of another person's work without proper reference to the source material. Plagiarists commit the highest form of academic dishonesty by representing the research or thoughts of another scholar or researcher as their own work. Plagiarism may consist of appropriating information from the web, copying information from published books or articles or representing another student's work as your own. Be sure you understand and employ the methods of proper attribution and documentation in all your references to other source material; we will discuss

these methods in some detail during the course. Please consult with me if you are unsure of proper documentation format for any given reference.

The University of South Florida has an account with an automated plagiarism detection service allowing instructors and students to submit written assignments for analysis. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers, and the instructor receives a report analyzing appropriated material for proper attribution and citation acknowledgment. Your enrollment in this class is an implicit agreement to submit assignments as electronic files as requested by the instructor.

Confirmed instances of plagiarism committed by students in this class for any assignment will result in a failing grade for the assignment or for the course based upon the instructor's assessment of the incident. Subsequent instances of plagiarism will result in a grade of "FF" for the course, an indication of academic dishonesty.

Please consult the USF catalog for further information concerning academic dishonesty and the penalties for intentional appropriation of another person's work:

<http://www.ugs.usf.edu/catalogs/0607/adadap.htm>

This course requires you to submit your paper to a plagiarism detection site that will be identified by your instructor. In order to comply with federal (FERPA) and state privacy laws, you (students) are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting. Please follow carefully your instructor's instructions regarding what identifying information to include. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you.

Verification of Attendance Excuses and other Course Documentation

As a career engineer, you will be required to maintain a scrupulous sense of integrity and professional ethics, including the submission of documents that are not compromised by plagiarism, dishonesty, or forgery. This class is a microcosm of your professional career, and I reserve the right to verify any documents you submit as a student in this class, including written attendance excuses. Identified forgery of attendance excuses will result in an "FF" grade for the course, and may lead to further academic discipline.

Public Writing

As a student enrolled in ENC 3246, you will be asked to engage in public writing, including online class discussions using Blackboard or the designated discussion lists on the SharePoint site for this class. The goal of public writing, in part, is to prepare you for contemporary literacies, including electronic collaboration, publishing, editing, and online archiving. As a citizen of our digital world and as a professional engineer, you need to be able to locate, critique, and author online.

Archiving

You will be required to submit electronic copies of your work to the appropriate View/Complete Assignments or Digital Dropbox area of Blackboard, as specified in the assignment instructions. In this manner your work will be archived automatically by the very nature of the submission process. However, each student is responsible for ensuring access to all assignments completed for the course,

and consequently you should maintain a separate archive of your work on a diskette, CD, flash drive, website, or in printed format.

Academic Assistance

Students who require additional assistance throughout the term should take advantage of my office hours or arrange to see me at an alternate time. Additional assistance is also available from The Writing Center located in the main library.

Disabilities

Students with a disability and thus requiring accommodations are encouraged to consult with the instructor during the first week of class to discuss accommodations. See Student responsibilities:

<http://sds.usf.edu/Students.htm>

Each student making this request must bring a current Memorandum of Accommodations from the office of Students with Disabilities Services, located in SVC 1133.

Audio Taping

Taping of lectures is not permitted without prior approval from the instructor.

Cell Phones

You are required to turn off your cell phone before the start of each class meeting. If you have a special need to accept calls during a specific class meeting, you must inform your instructor in advance.

Housekeeping

In order to insure the safety of your personal property and the cleanliness and order of the classroom, students are required to remove all personal items from the classroom at the end of each class period, including newspapers, pens and pencils, and scrap notebook paper. If you brought something with you into the classroom, it must leave with you at the end of the period.

CPR 202

CPR 202 is a No Food/No Drink zone. Due to the presence of computer workstations and other classroom technology, you are not allowed to bring food or beverages into this lab. Be prepared to fully honor this restriction each class meeting unless you have made other arrangements with the instructor.

Course Structure

Our work in this class requires significant preliminary reading and miscellaneous smaller projects in order to provide a background and context for the major writing, speaking, and research assignments. The first eight weeks of this course consequently emphasizes reading assignments and quizzes on those assignments, while the last seven weeks concentrates on group and individual work on major projects.

Syllabus Agreement

You will be asked to post a formal statement of agreement to the terms and conditions of this syllabus in a designated Blackboard discussion forum during the first week of class. This discussion post is

mandatory if you wish to remain enrolled in the course. Students who do not post a formal agreement by the due date must instead discuss any questions or concerns with the instructor at some point during the first week of class.

Schedule of Activities

This agenda is subject to change with appropriate notice. Supplementary reference material and reading assignments will be added as required.

All web links verified 21-December-2009

Week One

Introduction

*Reading Assignment for **This Week**:*

- Beer & McMurrey: Preface, v-viii
- Beer & McMurrey: Chapter 1, Engineers and Writing
- Writing Guidelines for Engineering and Science Students (Penn State)
<http://www.writing.engr.psu.edu/>

Introduction:

Assessing the Audience
Selecting the Format
Crafting the Style

01/11/10: Introduction to Course

01/13/10: Introduction to Writing as an Engineer

01/15/10: Introduction to Writing as an Engineer

Milestone: Fall Drop/Add Ends & Last day to drop for a full refund: 01/15/10

Week Two

Business Communication Overview / Recommendations & Résumés

*Reading Assignment for **This Week**:*

- Beer & McMurrey: Chapter 10, Writing to Get an Engineering Job
- Beer & McMurrey: Chapter 4, Writing Letters, Memoranda, and Email
- “Shiple and Schwalbe, *Send*
Introduction: Why Do We Email So Badly?
Chapter 1, When Should We Email?
- Resume 101 (USA Today)
<http://www.usatoday.com/img/content/flash/resume/frame.htm>
- Tips for Writing a Letter of Reference” (JobWeb)
<http://www.jobweb.com/article.aspx?id=810>

No Class – Martin Luther King, Jr. Holiday

01/20/10: Recommendations & Résumés

01/22/10: Recommendations & Résumés

Assignment Due: Letter of Recommendation

Week Three

Proposals & the Collaborative Process / Engineering Reports

Reading Assignment for This Week:

- Beer & McMurray: Chapter 3, Guidelines for Writing Noise-Free Engineering Documents
- Beer & McMurray: Chapter 5, Writing Common Engineering Documents (Read only "Proposals" and "Progress Reports," pp. 107- 116)
- *Send* Chapter 2, The Anatomy of an Email
- Overview: Engineering Proposals (Colorado State)
- <http://writing.colostate.edu/guides/documents/proposal/index.cfm>

01/25/10: Overview of Engineering Proposals and Progress Reports / Begin Team Project

01/27/10: Collaboration in the Engineering Workplace; Team Work on Engineering Proposal Project

01/29/10: Collaboration in the Engineering Workplace; Team Work on Engineering Proposal Project

Assignment Due: Résumé and Letter of Application

Week Four

Engineering Ethics / Annotation and Attribution of Source Material

Reading Assignment for This Week:

- Beer & McMurray: Chapter 6, Writing an Engineering Report
- Beer & McMurray: Chapter 11, Documentation and Ethics in Engineering Writing
- *Send* Chapter 3, How to Write (the Perfect) Email
- USF Center for 21st Century Teaching Excellence Plagiarism Tutorial
<http://www.cte.usf.edu/plagiarism/plag.html>
- Paul Newall, "Introducing Philosophy 11: Ethics" (Galilean Library)
<http://www.galilean-library.org/manuscript.php?postid=43789>
- Handbook: Documentation: IEEE Style (U of Toronto)
<http://www.ecf.utoronto.ca/~writing/handbook-docum1b.html>

02/01/10: Plagiarism, Academic Honesty, and Engineering Ethics

02/03/10: Annotation and Attribution of Source Material; Research Tools and Methodology

Optional Event: Career Networking Fair – 02/03/10 (Wednesday) 10:00am – 3:00pm – Marshall Student Center Ballroom

Network for internships, co-op positions, and fulltime jobs; bring your résumé & USF ID.

This is NOT a class meeting, and you are not required to attend. However, you may find this experience rewarding, and your attendance is encouraged. For more information, see

http://www.career.usf.edu/students/career_fairs.htm

02/05/10:

Week Five

Research Project

*Reading Assignment for **This Week**:*

- Beer & McMurrey: Chapter 8, Accessing Engineering Information
- Beer & McMurrey: Chapter 2, Eliminating Sporadic Noise in Engineering Writing
- *Send* Chapter 4, The Six Essential Types of Email

- “Guide to Researching Science and Engineering Journal Articles” at
<http://www.unl.edu/libr/libr/engr/engrartguide.html>
- Design of Scientific Posters (Penn State)
<http://www.writing.engr.psu.edu/posters.html>

- USF Library How-To Guides, Episode 10
A Cite for Sore Students (Podcast on RefWorks)
Requires Login to myUSF Portal and to the USF Library Home Page
<http://www.lib.usf.edu.proxy.usf.edu/public/index.cfm?Pg=HowToGuidesMore>
- Library Resources
USF Library How-To Guides
Finding Peer-Reviewed Journal Articles
Requires Login to myUSF Portal
<http://www.lib.usf.edu.proxy.usf.edu/public/index.cfm?Pg=HowToGuidesMore>
- USF Library Research Help - RefWorks
<http://www.lib.usf.edu/public/index.cfm?Pg=RefWorks&IsTextOnly=True>

Begin Individual Work on Engineering Article/Bibliography Project

02/08/10: Engineering Research Projects / Preparation for Individual Research Project

02/10/10: Engineering Research Projects / Preparation for Individual Research Project

02/12/10: Engineering Research Projects / Preparation for Individual Research Project

This class meets in the USF Library: See course Announcements for details

Week Six

Activity: Team Proposal Oral Reports

*Reading Assignment for **This Week**:*

- Beer & McMurrey: Chapter 9, Engineering Your Speaking
- *Send* Chapter 5, The Emotional Email

- Visual Rhetoric/Visual Literacy: Using PowerPoint and Keynote Effectively” (Duke Writing Studio (Duke)
<http://uwp.duke.edu/wstudio/resources/documents/powerpoint.pdf>

Continue Individual Work on Engineering Article/Bibliography Project

02/15/10: Team Proposal Oral Reports Day 1

02/17/10: Team Proposal Oral Reports Day 2

02/19/10: Team Proposal Oral Reports Day 3

Assignment Due: Engineering Team Proposal Project – Electronic & Hard Copy

Assignment Due: Engineering Team Proposal Peer Evaluation (one from each team member)

Week Seven

Technical Descriptions / Process Documents / Instructions

*Reading Assignment for **This Week**:*

- Beer & McMurrey: Chapter 5, Writing Common Engineering Documents (Read only “Specifications,” pp. 104-107 and “Instructions,” pp. 116-120)
- Send Chapter 6, The Email That Can Land You in Jail
- Process Documentation: The Scourge of Infrastructure Management (informIT)
<http://www.informit.com/articles/article.asp?p=26111&rl=1>

Continue Individual Work on Engineering Article/Bibliography Project

02/22/10: Team Proposal Oral Reports Day 4

02/24/10: Process Documentation

02/26/10: Team Work on Process Documentation

Week Eight

Visual Communications, Oral Communications, and Audience

*Reading Assignment for **This Week**:*

- Beer & McMurrey: Chapter 7, Constructing Engineering Tables and Graphics
- *Send* Chapter 7, S.E.N.D., Last Word and Appendix, How to Read Your Header
- Visual Rhetoric/Visual Literacy: Using PowerPoint and Keynote Effectively” (Duke Writing Studio (Duke)
<http://uwp.duke.edu/wstudio/resources/documents/powerpoint.pdf>

Continue Individual Work on Engineering Article/Bibliography Project

03/01/10: Audience

03/03/10: Visuals

03/05/10: Team Work on Process Documentation

Week of March 8

Spring Break - March 8 - 12

Week Nine

Writing for the Web & Writing Exercises

*Reading Assignment for **This Week**:*

- John Morkes and Jakob Nielsen, Concise, Scannable, and Objective: How to Write for the Web
<http://www.useit.com/papers/webwriting/writing.html>
- Jakob Nielsen, How Users Read on the Web
<http://www.useit.com/alertbox/9710a.html>
- Mark Bernstein, 10 Tips on Writing the Living Web (A List Apart)
<http://www.alistapart.com/articles/writeliving>

Continue Individual Work on Engineering Article/Bibliography Project

03/15/10: Writing for the Web

03/17/10: Web Writing Exercises

03/19/10: Team Work on Process Documentation

Assignment Due: Writing for the Web

Week Ten

Activity: Team Oral Presentations

*Reading Assignment for **This Week**:*

- Nicholas Carr, Is Google Making Us Stupid (The Atlantic)
<http://www.theatlantic.com/doc/200807/google>

Continue Individual Work on Engineering Article/Bibliography Project

03/22/10: Engineering Process Documentation Team Presentations – Day 1

03/24/10: Engineering Process Documentation Team Presentations – Day 2

03/26/10: Engineering Process Documentation Team Presentations – Day 3

Assignment Due: Engineering Team Process Documentation Project – Electronic & Hard Copy

Assignment Due: Engineering Process Documentation Peer Evaluation (one from each team member)

Activity: Team Oral Presentations

Milestone: Last Day to drop with “W”; no refund and no academic penalty: 03/27/10

Week Eleven

*Reading Assignment for **This Week**:*

- Overview of Quoting, Paraphrasing, and Summarizing (Bridgewater College)
<http://www.bridgewater.edu/WritingCenter/manual/paraphrase.htm>

Continue Individual Work on Engineering Article/Bibliography Project

03/29/10: Engineering Process Documentation Team Presentations – Day 4

03/31/10: Peer Discussion: Engineering Process Documentation Team Presentations

04/01/10: Team Activities TBD

Week Twelve

Reading Assignment for This Week:

- Geza Kardos and C. O. Smith, On Writing Engineering Cases
<http://civeng.carleton.ca/ECL/cwrtng.html>

Continue Individual Work on Engineering Article/Bibliography Project

04/05/10: Engineering Cases: Film and Discussion

04/07/10: Engineering Cases: Film and Discussion

04/09/10: Engineering Cases: Film and Discussion

Week Thirteen

Activity: Individual Oral Presentations

Reading Assignment for This Week:

- Rap Marketing Comes to Nerdcore (Wired)
<http://www.wired.com/culture/lifestyle/news/2005/06/67970>

Continue Individual Work on Engineering Article/Bibliography Project

04/12/10: Engineering Journal Article Individual Presentations – Day 1

04/14/10: Engineering Journal Article Individual Presentations – Day 2

04/16/10: Engineering Journal Article Individual Presentations – Day 3

Week Fourteen

Activity: Individual Oral Presentations

Reading Assignment for This Week:

- Geza Kardos and C. O. Smith, On Writing Engineering Cases
<http://civeng.carleton.ca/ECL/cwrtng.html>

Continue Individual Work on Engineering Article/Bibliography Project

04/19/10: Engineering Journal Article Individual Presentations – Day 4

04/21/10: Engineering Journal Article Individual Presentations – Day 5

04/23/10: Engineering Journal Article Individual Presentations – Day 6

Week Fifteen

Activity: Individual Oral Presentations / Wrap-up

Reading Assignment for This Week:

- The Future of Engineering (Test & Measurement World)
<http://www.tmworld.com/article/CA6366679.html>

04/26/10: Engineering Journal Article Individual Presentations – Day 7

04/28/10: Peer Discussion: Engineering Article Individual Presentations

Assignment Due: Engineering Research Project Final Paper – Electronic & Hard Copy

04/30/10: Summary and Wrap-up / Course Assessment

Milestone: **Last day of classes: 04/30/10**