This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work.

Class Sections

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<tr>
<th>Section</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>CPE 2.210</td>
<td>MWF</td>
<td>10–10:50</td>
<td>19535</td>
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<tr>
<td>CPE 2.210</td>
<td>MWF</td>
<td>1–1:50</td>
<td>19540</td>
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<tr>
<td>CPE 2.210</td>
<td>MWF</td>
<td>2–2:50</td>
<td>19545</td>
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Instructor
Dr. Gale Greenleaf
Office: CPE 3.174
Email: greenleaf@mail.utexas.edu
Phone: 471-8280
Office hours MWF 11 – 1; 3-4 by appointment (just ask in class if I can stay for you)

TAs: Roy Doron, roy.doron@mail.utexas.edu; T, Th 10-12 or by appointment
Extra office hours before assignments due will be emailed via blackboard. Office: 3.186.
Michael McCombs, mhmccombs2003@yahoo.com; TBA. Office: student lounge.

Prerequisite: RHE 306 with a grade of C or better. No graduate students.

Texts
Technical Writer’s Companion, Alred, Brusaw, and Oliu
Strongly recommended, any edition: Strunk and White, The Elements of Style
Course notes required: I will not accept any assignment until you buy them. Speedway Copies in Dobie Mall, 478-3334, will have them.

Why You Are Here
New engineers are often surprised to discover the importance of writing, reading, and presenting in their technical jobs. They may be able to solve complex technical problems, but unless they know how to describe, analyze, and present their findings in both written and oral reports, no one will know or care. Engineering Communication helps prepare engineering students for their real-world careers by offering training and practice in reading, writing, and oral presentations. Individual and group assignments help students develop communication skills on their own and as members of a team. In-class exercises will review basic writing principles, grammar, and style. However, this is not a remedial writing class, and YOU are individually responsible for learning (or relearning!) the basic rules of syntax, grammar, and mechanics. I see my main job as
giving you feedback on your individual writing problems so that YOU can work on making your writing more clear, concise, and direct, as all technical communication should be.

The major assignments will also develop your thinking on the ethical issues inherent in engineering. Engineering by its very nature affects all areas of human, plant, and animal life on the planet, not only in the present but into the foreseeable future. Therefore you should begin to develop a consciousness of your responsibility to always try to determine the best course of action to take every step of the way. We will try to encourage you to examine engineering topics for not just the technology but also the possible ethical implications of the technology.

Course Structure and Policies
This course meets three times a week. On Monday, I will usually introduce course assignments and explore topics related to both academic and corporate communication. As a class, we will also discuss strategies for effective writing and presentation and you will practice presentation skills or work in groups critiquing and developing specific assignments. We will have written or oral exercises, quizzes, impromptu presentations, and other activities in most classes. Classroom participation means not just being physically present but participating aloud—politely and by turns, but as actively as your personal style allows. I welcome and need student feedback and interaction in class.

I post grades and information on specific assignments on Blackboard. I also use email to notify the entire class about updates, changes, interesting events, and so on, and I use email to contact students individually as the need arises. You are responsible for frequently checking both Blackboard and your email for such updates and information.

Grading
If you want to protest a grade, within one week of the return of the assignment, submit a formal memo to me explaining why you think the grade is unfair. The TA for your section will help grade several of your major assignments. Ultimately, I decide your final grade, and participation and attendance are mitigating factors. Save your papers and grade sheets in case a dispute arises.

Grading System
Resume, letter, and 1-minute ad 5%
Executive summary 5%
Presentation of executive summary 5%
Literature review/rewrite 10%
Quizzes/homework 5%
Proposal for final project and literature review 15%
Report draft and outline 10%
Formal report 15%
Formal presentation 15%
Assessment of team project 5%
Classroom participation (includes speaking up in class, in-class exercises, impromptu presentations, and bringing in rough drafts on peer review days) 10%
Format for Assignments
Generate all assignments with a word processor. All figures, tables, and graphs should be computer generated. Be sure to keep a copy of all assignments you turn in and always back up your computer data. I will post specific formats for assignments on Blackboard.

Audience
In this course you will be writing and presenting to an educated, general audience, not to an audience of professional engineers.

Late Assignments
All assignments must be turned in on time unless you can provide documentation of special circumstances. Thereafter, assignments will be considered late, and will lose one letter grade.

Team Work and Collaboration
At least two important major assignmens will be a team project. Each team member will also be required, in writing, to assess the contribution that he/she and each of the team members made to the team-based assignments. If the assessments show that a team member has not contributed his or her fair share, that team member’s grade may suffer.

You will collaborate with one to three students on the final project. The proposal, rough draft, final presentation, and formal report are therefore team assignments, and you and your partners will receive the same grade for each of these assignments. Notice that about half of your grade is from team assignments and half is from individual work.

Oral Presentations
To receive credit or a grade for your oral presentations, you must show up on your assigned day. Because of scheduling difficulties, you cannot make up missed presentations.

Attendance. Attendance is mandatory.
Most of what takes place in class cannot be made up, so your attendance and participation are vitally important to your successful completion of this course. You are allowed three unexcused absences. If you miss more than three classes, your final grade will go down one grade level. If you must miss class, check with a classmate for notes on what we covered that day. If you are absent more than three times, you will need to see me during office hours to discuss your situation. I strongly recommend that you save your absences for days when you are ill, or for later in the semester, when you are especially stressed and have conflicting demands on your time. Habitual lateness or early departure from class can also result in a lower participation grade.

NOTE: The University of Texas at Austin provides, upon request, appropriate academic adjustments for qualified students with disabilities. For more information, contact the Office of the Dean of Students (472-6259, TTY 471-4641) or the College of Engineering, Director of Students with Disabilities (471-4321).
Questions and Problems
Your TAs and I hold office hours every week. If the scheduled times are not convenient for you, contact us by email or after class to make an appointment for another day or time. Please check with me if you have any questions or problems about assignments or about the course in general. Remember, the name of the class is Engineering Communication, so practice being a good communicator by asking questions and clarifying issues, both in class and during office hours. In other words, talk to me!

I check and respond to email frequently, but normally not after 4:00 pm. BTW, email in this class is professional correspondence, so take a little time to proofread your message before you hit send. Doing so is good practice for the real world. A sloppy email makes a bad impression.

Plagiarism/Collusion
Just as on the job you would not sneak into someone’s office and steal her work and try to claim it was yours, it is unfair to use someone else’s work at school. The whole point of going to college is to learn, and to learn you must do the work. If you went to the gym and watched others lift, you would not get any stronger. Also, there are legal issues of copyright and fair use. Some things, such as clip art, are available to all, but others literally belong to the person who created them.

Plagiarism is the unauthorized use of anyone else’s original ideas, words, photographs, illustrations, and so on. This material includes almost anything you find ONLINE, in a book, magazine, newspaper, journal, movie, video, and many other sources. You must acknowledge ANY source you quote, paraphrase, or summarize, and any written work you do on an assignment must be your own or your team’s. Paraphrasing carelessly is also considered plagiarism. Major plagiarism or collusion will result in a failing grade for the course and I will report it to the dean. We do thoroughly check for plagiarism. We expect you to know what plagiarism is and to be responsible for ensuring that you and your team members understand how and why to avoid it. For more information, go to http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php.

The Good News: No Final Exam!

Additional Information:
The Undergraduate Writing Center (UWC) provides professional consulting services for students who want to improve their writing. Students can bring their assignments to the Center, with or without an appointment, and work with a consultant on any aspect of their writing, from brainstorming to developing and organizing an argument, to learning the conventions of usage and punctuation. WRITING CENTER SERVICES ARE FREE! So use them.

Writing Center Phone: 471-6222
E-Mail: writing@uts.cc.utexas.edu
http://www.uwc.fac.utexas.edu
FAC 211: (Outside the Student Microcomputer Facility in the Undergraduate Library)
Hours: Monday - Thursday, 9 am to 10 pm; Friday, 9 am to 3 pm (check this before you go)

Writer's Advice Line (for grammatical problems) 475-VERB (not a joke :) )
**PGE 333T Syllabus**  
**Spring 2011 MWF class**

“HW” means homework DUE that day. I may also assign homework in class. The symbol * indicates a major assignment. Turn in your rough drafts with the assignment. We will have peer review during the class before almost every assignment is due. You MUST bring a rough draft to that class. Italics indicate assigned reading due NEXT class and possible quizzes.

| Week 1: Introduction: What is the difference between technical communication and other kinds of writing? | 1/19 | Go over syllabus and course descriptor  
*Read Ch. 1*  
1/21 | Diagnostic quiz in class; meet and greet  
Discuss selling yourself  
*Assignment: read Chs. 7 & 8* |
|---|---|---|---|
| Week 2: 1/24  
*Present 1-minute ad to class as needed* | 1/26 |  
*Present 1-minute ad to class as needed*  
1/28 |  
*Assignment: read Chs. 11 & 12*  
Discuss resumes |
| Week 3: 1/31  
Work on grammar, mechanics  
Show resume examples | 2/2 |  
Discuss plagiarism, good and not-so-good sources  
Peer review of resume/letter  
2/4 |  
*Resume and application letter due*  
Meet at engineering library in ECJ |
| Week 4: 2/7  
Discuss research and overview of group project  
*Assignment: read Ch. 3* | 2/9 |  
*HW: Bring in 3 ideas for the group project and be prepared to pitch them in front of the class today and Friday*  
2/11 |  
*Assignment: read Ch. 10*  
Discuss usage and executive summaries  
Introduce proposals and literature reviews |
| Week 5: 2/14  
Pick groups for group research project consisting of proposal, literature review, rough draft of paper, final paper, and project presentation | 2/16 |  
Peer review of exec summary  
Discuss presentations  
Pick order of presentations  
2/18 |  
Discuss literature reviews, show examples  
*Executive summary due* |
| Week 6: 2/21  
Go over individual presentations, show examples  
*Assignment: read Ch. 5.* | 2/23 |  
*Individual presentations begin*  
2/25 |  
*Individual presentations* |
<table>
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<tr>
<th>Week 7: 2/28</th>
<th>3/2</th>
<th>3/4</th>
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<tr>
<td><em>Individual presentations</em></td>
<td><em>Individual presentations</em></td>
<td><em>Individual presentations as needed</em></td>
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<tr>
<td>Peer review of lit review</td>
<td><em>Literature review due</em></td>
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<td>Week 8: 3/7</td>
<td>3/9</td>
<td>3/11</td>
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<tr>
<td>View ethics video</td>
<td>Discuss proposals</td>
<td>Show examples of proposals</td>
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<tr>
<td>SPRING BREAK</td>
<td><em>Revised literature review due</em></td>
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<td>3/14</td>
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<td>Week 10: 3/21</td>
<td>3/23</td>
<td>3/25</td>
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<tr>
<td>Review questions on proposal assignment, go over specs</td>
<td>Peer review of proposal</td>
<td><em>Proposal due</em></td>
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<td>Assign homework</td>
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<td>Week 11: 3/28</td>
<td>3/30</td>
<td>4/1</td>
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<tr>
<td>HW: writing exercise</td>
<td><em>Assignment: read Ch. 6</em></td>
<td>Introductions/conclusions/abstracts</td>
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<td>Week 12: 4/4</td>
<td>4/6</td>
<td>4/8</td>
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<td>Formal report Organization</td>
<td>Organization, presentations Discuss draft and outline</td>
<td><em>Assignment: read Ch. 4 Assign homework</em></td>
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<td>Week 13: 4/11</td>
<td>4/13</td>
<td>4/15</td>
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<tr>
<td>Discuss illustrations and text</td>
<td>HW: Each PERSON brings in 1 sample illustration and accompanying text from formal report to show to class</td>
<td>*Formal report 5-page draft and 2-page detailed outline due</td>
</tr>
<tr>
<td>HW: writing exercise</td>
<td>NO peer review of draft</td>
<td><strong>Note: Draft needs in-text citations and a ref page, but do NOT include illustrations</strong></td>
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<tr>
<th>Week 14: 4/18</th>
<th>4/20</th>
<th>4/22</th>
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<tbody>
<tr>
<td>HW: Each GROUP brings in 2-3 sample slides from presentation and discusses them in class</td>
<td>Review presentation specs</td>
<td>Review paper specs</td>
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<tbody>
<tr>
<td><strong>Formal presentations begin as needed</strong></td>
<td><em>Formal presentations</em>*</td>
<td><em>Formal presentations</em>*</td>
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<tr>
<td><strong>FINAL REPORT DUE</strong></td>
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<tr>
<th>Week 16: 5/2</th>
<th>5/4</th>
<th>5/6</th>
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<tbody>
<tr>
<td><strong>Formal presentations</strong></td>
<td><em>Formal presentations</em>*</td>
<td><em>Formal presentations</em>*</td>
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<td></td>
<td>* Team assessment of project due Friday</td>
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