THE UNIVERSITY OF TEXAS AT AUSTIN  
Department of Aerospace Engineering and Engineering Mechanics  

ASE 333T Engineering Communication  
SYLLABUS: Fall 2014  

“The art of communication is the language of leadership.”  
James Humes  

SYLLABUS  

Unique Numbers: 13700, 13705, 13710, 13715  

Instructor: Brandi DeMont, PhD  
Office: BME 4.202S  
Office hours: MWF 9:00-9:50, and gladly by appointment  
e-mail: brandidemont@utexas.edu  

Time:  
Lecture: MWF 10-11  
Workshop: T 8:30-8:30am, Th 8:30-9:30am, T 1:00-2:00pm, Th 1:00-2:00pm  

Location:  
Lecture: NOA 1.126  
T 8:30-9:30 workshop: RLM 5.112  
Th 8:30-9:30 workshop: RLM 5.112  
T 1:00-2:00 workshop: ETC 2.132  
Th 1:00-2:00 workshop: ETC 2.132  

Teaching Assistants: Carrie Kaplan (carrie.kaplan@gmail.com)  
Hena Bajwa (hena.khursheed@gmail.com)  

Catalog Description: 333T. Engineering Communication. Open only to aerospace engineering majors. Technical communication skills for engineers: written and oral reports; individual and collaborative composition; online and traditional research; editing techniques; document design for electronic and hard copy. Prerequisite: RHE 306 with a C or better or equivalent.  

This course may be used to fulfill three hours of the communication component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, teamwork, and personal responsibility.  

Course Objectives: The objectives of this course are to provide students with the skills necessary to effectively interpret and communicate information and ideas in various media, oral and written; to work effectively both individually and in groups; to present a variety of contemporary engineering issues to a variety of audiences; and to instill in students a sense of ethical and professional responsibility. Upon completion of this course, students should be able to write a grammatically correct, rhetorically effective report; orally deliver the same; critique and use online research resources; edit their own and others’ writing; and have acquired or strengthened interpersonal skills for writing, editing and presenting in collaboration with peers.  

Prerequisites: RHE 306 with a C or better or equivalent (Also see catalog description).  

Knowledge, Skills, and Abilities Students Should Have Before Entering This Course: College level writing skills equivalent to earning credit for RHE 306 are required for course. In addition, ability to use software to complete assignments is also required (word processing software, internet, presentation software, email and file naming and organization, etc.).
Knowledge, Skills, and Abilities Students Gain from this Course (Learning Outcomes): Students who earn a semester grade of “C” or better in this course can expect to have gained skills in effective written and oral communication. Upon completion of this course, students should be able to write a grammatically correct and rhetorically effective report; orally deliver with competence and confidence; critique and use online research resources; edit their own and others’ writing; be aware of basic document design principles; and have acquired or strengthened interpersonal skills for writing, editing and presenting in collaboration with peers.

Impact on Subsequent Courses in Curriculum:
Effective written and oral communication skills will contribute to students’ chances of success in all of the other courses in their degree plan.

Relationship of Course to Program Outcomes:
This course contributes to the following ABET Criterion 3 outcomes and those specific to the EAC accredited program.

<table>
<thead>
<tr>
<th>AEROSPACE ENGINEERING PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. An ability to apply knowledge of mathematics, science, and engineering.</td>
</tr>
<tr>
<td>b. An ability to design and conduct experiments, as well as to analyze and interpret data.</td>
</tr>
<tr>
<td>c. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.</td>
</tr>
<tr>
<td>✓ d. An ability to function on multidisciplinary teams.</td>
</tr>
<tr>
<td>✓ e. An ability to identify, formulate, and solve engineering problems.</td>
</tr>
<tr>
<td>✓ f. An understanding of professional and ethical responsibility.</td>
</tr>
<tr>
<td>✓ g. An ability to communicate effectively.</td>
</tr>
<tr>
<td>✓ h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.</td>
</tr>
<tr>
<td>✓ i. Recognition of the need for and an ability to engage in life-long learning.</td>
</tr>
<tr>
<td>✓ j. Knowledge of contemporary issues.</td>
</tr>
<tr>
<td>✓ k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.</td>
</tr>
</tbody>
</table>

Professionalism Topics:
Conventions of Standard English
Awareness of different audiences and different communication media
Development of an appropriate written style
Development of effective oral delivery techniques
Electronic text conventions
Teamwork & communication
Project management
Organizational strategies for written and oral reports
Editing
Online research
Scholastic and professional integrity
Professional writing
Basics of document design & graphics

Computer:
Computers are used for writing reports (word processing software) and presentations (PowerPoint). The Internet will be used for communication and class participation purposes (Canvas – see detailed description below) and for research. All software noted here is available in the Learning Resource Center located in WRW 205.

Text:
REQUIRED:


*Supplemental readings will be made available on the Canvas course site.

**Class Format:**
This course meets three times a week and is conducted in a participatory/collaborative format. In addition to lectures, students will also participate in a 1-hour discussion section each week. Assignments will be both individual and team. Students are responsible for reading the assigned material and preparing assignments prior to the scheduled class. Class participation (both face to face and online) is required and part of the course grading.

**Class Schedule and Outline:**
The class schedule & outline is attached to this document and will be made available on the Canvas course site. While this schedule provides us with a road map to begin our journey this semester, we may select to make changes to the schedule along the way. Please consult the instructor and Canvas for updates.

**Grading:**
Your final grade will reflect your overall performance over the semester. Communication draws upon both written and oral modes of expression and your grade will be based on your performance in both areas. Each assignment will be evaluated using the grade ranges below and assigned the percentages outlined in the summary of assignments section. In accordance with the University of Texas’s new adoption of the +/- system of grading, this course will adhere to the following criteria:

```
94 - 100 = A  
90 - 93 = A- 
87 - 89 = B+ 
84 - 86 = B 
80 - 83 = B- 
77 - 79 = C+ 
74 - 76 = C 
70 - 73 = C- 
67 - 69 = D+ 
64 - 66 = D 
60 - 63 = D- 
0 - 59 = F 
```

Bottom line, the keys to success in this course are to:
- be here;
- be prepared to participate (both in class and online);
- show respect to your classmates, teachers, and yourselves;
- keep up with all activity on Canvas;
- complete all assignments according to specifications;
- submit your work on time;
- COMMUNICATE – with peers, your TA, and instructor.

**Grade Review Procedures**
Should you disagree with a grade you have received on a major assignment during the course of the semester, you have an opportunity to have that grade reviewed. Please wait 24 hours after the assignment was handed back before contacting your TA or Instructor. Follow these steps to request a grade review.

- Review the course grading criteria and policies relevant to the assignment.
- Review the assignment description and specifications.
- Read all of the feedback on your graded assignment (including any comments/suggestion made on a rough draft and/or during a conference).
- Send an email to your TA (and cc me) stating your intent to request a grade review (be sure to specify which assignment).
➢ Write a memo to your TA stating specifically why you disagree with the grade you received. Construct a compelling argument.
➢ After 24 hours, submit hard copies of the memo and your graded assignment to your TA, and make an appointment to meet during office hours.

All grade review requests must be submitted no later than one week after the assignment was handed back.

If, after talking with your TA, you still have issues with your grade, you may send me an email requesting a process review of your grade review. Follow these steps to request a process review:

➢ Wait 24 hours.
➢ Write a summary of your meeting with your TA (including the date you met) and explain why you still disagree with your grade. Attach a copy of your original memo to your TA.

➢ Email me the above.
➢ At our next class meeting, give me hard copies of your assignment and grading sheet (including rough drafts, if applicable).

**Integrity Policy**

Your work this semester will be both individual and collaborative. For each assignment, I will specify the extent to which you are permitted (or required) to collaborate with your classmates. When in doubt, check with your TA or me! Note that whether the work is collaborative or individual, all work should be unique to the students in this class this semester: you must receive permission from me, in writing, to include anything else (e.g., your work for a different class). Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failing the assignment or the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, fellow students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

**Policy on Academic Integrity:**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services web site: http://deanofstudents.utexas.edu/sjs/

If a student is believed to have violated the University rules on scholastic dishonesty, I will follow option A as described in the SJS Discipline Process, found here: http://deanofstudents.utexas.edu/sjs/downloads/discproc_academic.pdf

A guide to avoiding plagiarism can be found here: http://www.utexas.edu/lbj/archive/_writing/plagiarism.pdf

**University policies and procedures will be strictly followed whenever plagiarism is suspected.**

*If you are not thoroughly familiar with what constitutes plagiarism, make sure that you are before you turn in your first assignment! If you have questions, ASK!* 

**Course Requirements and Assignments**

**Canvas**

Canvas is a Web-based course management system in which a password-protected site is created for academic courses taught at The University. Student enrollments in each course are updated each evening.
We will make **extensive** use of Canvas in this course. Canvas will be used to distribute course materials, to communicate and collaborate online, and in some cases, to submit assignments. **You will be responsible for checking the Canvas course site regularly for assignments, feedback on your work, and announcements.**

Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. **Please note that if your information is restricted, your name will not show up on any posting you make or assignments that you turn in on Canvas.** For information on restricting directory information see: [http://www.utexas.edu/student/registrar/catalogs/gi06-07/app/appe09.html](http://www.utexas.edu/student/registrar/catalogs/gi06-07/app/appe09.html)

As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Canvas is available at [http://courses.utexas.edu](http://courses.utexas.edu). Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm. If you need assistance outside of these times, please send an email to us and we will do our best to help. Please be aware, however, that there are some things we cannot fix!

**Summary of Written & Oral Assignments**

All assignments will be given in class via handout and/or posted on Canvas.

Please note that the schedule is tentative and subject to change and that you are responsible for keeping track of any changes we might make, as well as announcements and specifications for assignments that are posted on Canvas throughout the semester. I strongly suggest checking the site and/or your email at least once each day.

**Assignments:**

- Position Speeches 5%
- Business Communication Packet 10%
- Group Presentation 10%
- Participation 10%
- New Technology Presentation 15%
- Policy Paper (1st Iteration) 15%
- Policy Presentation 15%
- Policy Paper (Final Iteration) 20%

**Specifications for Written Work**

Just as corporations have specifications for official correspondence, memoranda, and reports, so in this course we will adopt certain **minimum** standards for all written work. Note that each **individual assignment will have additional specifications.**

1. Hand in all papers at the beginning of class on the due date.
2. Provide standard pagination, appropriate line spacing, and about one-inch margins (top and bottom, left and right).
3. Use a serif font, 12 pt., preferably Garamond.
4. Do not justify the right margin.
5. Use the AIAA format for documentation (in-text citations and references)
6. Secure each assignment by staple.
7. **Observe any additional specifications for individual assignments.**

**Attendance & Participation:**

Since a lot of our work is in-class and on-line activity, your attendance and participation will be factors in your final grade—just as they are factors in your success in industry. Please observe the following policies for this class:
- Attend all classes and participate in class discussion and group work, both face-to-face and online.
- If you cannot attend a class, be sure to find out what you missed. This is YOUR responsibility!
- Arrive to class on time! Two or three minutes early is best. I start class ON THE HOUR; you are responsible for anything you miss if you wander in 5 minutes late, and assignments turned in after the hour will be docked accordingly. Assignments turned in 15 minutes after the hour are considered late and will not be evaluated for credit.
- Be prepared to participate fully. (Our classroom is small and I WILL notice if you’re sleeping or doing other coursework during our class meetings.)
- Conscientiously participate in peer reviews of written work.
- Be prepared to give impromptu briefings to the class.
- Help assess and advise peers on their performance during oral presentations.
- Help maintain a professional environment in the classroom.
- Cooperate fully, patiently, and enthusiastically with team members during collaborative projects.
- Be prepared to participate in any scheduled class activities. Failure to do so will negatively impact your grade.
- Turn off all cell phones.

**Presentation Attendance:** Public communication cannot occur without a public present; therefore, your attendance is required on all presentation days. Unexcused absences on presentation days will result in a 1-point deduction per absence from your final course grade.

**Participation:** Your full presence and participation in this course is expected and required for your success. Additionally, 10% of your semester grade will be determined by my and the TA’s perception of your contributions to the class meetings (as specified above). You will not earn high credit for your workshop discussion section if you come to section unprepared. Workshop activities combine with in-class activities and contribute to your participation grade. The rubric for assessing class participation will be posted on Canvas. You should make every effort to come to class every day and make extraordinary efforts on days that assignments are due and when we are scheduled to do peer editing or teamwork of any kind.

**Late Work:** LATE WORK WILL NOT BE ACCEPTED unless arrangements are made with me or your TA, in writing, at least 24 hours prior to the due date. Emergencies will be considered on a case-by-case basis. All work must be submitted in accordance with the requirements I provide for each assignment. Late daily work (whether in class or online) will not be evaluated for credit.

**ADDITIONAL GENERAL INFORMATION**

**Important Dates:**
September 2: Last day official add/drop period
September 12: Last day to add a course with approval; last day to drop without penalty
November 4: Last day to drop or withdraw with the Dean’s approval

**Special Notes:**
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 at 471-6259, 471-4641 TDD or the College of Engineering Director of Students with Disabilities at 471-4321.

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!**

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
Writer's Advice Line (for grammatical problems) 475-VERB (yes, really! 😉)
A note of caution: Please keep in mind that your work in this course will be evaluated according to the specifications and guidelines for effective writing that we discuss in class. If you make use of the Writing Center, be sure to take your assignments sheets with you and if you find that you receive conflicting writing advice, make sure to check with one of the TAs. When in doubt, what we say goes for this course.

UT Learning Center
The center helps with language development and writing and study skills. It is located in Jester Center (A332).
Phone: 471-3614

Please note: An engineering student should make an appointment with his/her departmental advisor to discuss adding or dropping any course if the change will alter the classes that were originally approved by the departmental advisor. If the add or drop requires the approval of the Dean, then the student will need to schedule an appointment with an Academic Advisor in the Office of Student Affairs, ECJ 2.200 (471-4321) to discuss the request.

Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Evaluation: Measurement and Evaluation Center forms for the College of Engineering will be used during the last week of class to evaluate the course and the instructor. If, at any time during the semester, you have any comments or concerns regarding the course, please feel free to send them to me or to your TA (anonymously, if you prefer).

Prepared by: Brandi DeMont Date: August 25, 2014
Please note that *this schedule is tentative and subject to change* and that you are responsible for keeping track of any changes we might make, as well as up with announcements and specifications for assignments that are posted on Canvas throughout the semester. All readings and assignments are due at the beginning of class on the day scheduled. Schedule updates, including details about the following week’s assignments, supplemental readings and participation activities will be posted on Canvas each week by class time on Fridays, at the latest.

### Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Introductions to the course and class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/29</td>
<td>Nonverbal communication</td>
<td>Position Speech #1</td>
<td>Assignment Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHOP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT ONE: Communicating within the Profession</td>
<td>2</td>
<td>9/1</td>
<td>Labor Day – No class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/3</td>
<td>Communication as transaction/Critical</td>
<td>Inch &amp; Warnick Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/5</td>
<td>Effective Business Communication: Getting the job</td>
<td>See Canvas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHOP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/8</td>
<td>Effective Business Communication: Keeping the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/10</td>
<td>Position Speech #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/12</td>
<td>Position Speech #1</td>
<td>Position Speech #2</td>
<td>Assignment Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHOP</td>
<td>Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/15</td>
<td>Position Speech #1</td>
<td></td>
<td>Business Packet Due</td>
</tr>
<tr>
<td></td>
<td>9/17</td>
<td>Ethics and Engineering; Nonviolent</td>
<td>Inch &amp; Warnick Ch. 3; See</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
<td>Rosenberg chapters on Canvas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/19</td>
<td>Guest Speaker Jesse Malone</td>
<td>Position Speech #2</td>
<td>Assignment Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHOP</td>
<td>Library Research</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/22</td>
<td>Ethics and Engineering</td>
<td>See Michael Davis article link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/24</td>
<td>Ethical Research</td>
<td>on Canvas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/26</td>
<td>Communicating Ideas Effectively: Organizing Ideas</td>
<td>Inch &amp; Warnick Ch. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHOP</td>
<td>Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>UNIT TWO: Communicating with Peers</td>
<td>6</td>
<td>9/29</td>
<td>Communicating Ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/1</td>
<td>Position Speech #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/3</td>
<td>Position Speech #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORKSHOP</td>
<td>Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>UNIT THREE: Communicating with the Public</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/10</td>
<td>Foundations of Persuasion</td>
<td>Inch &amp; Warnick Ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/12</td>
<td>Foundations of Persuasion</td>
<td>1st Iteration Due See assignment sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/14</td>
<td>Effective Use of Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORKSHOP</td>
<td>Writing Workshop: Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/17</td>
<td>Writing abstracts/ Ethical Implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/19</td>
<td>Presentation Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/21</td>
<td>Policy Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WORKSHOP</strong></td>
<td>Writing Workshop: Argument Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/24</td>
<td>Policy Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/26-28</td>
<td>Thanksgiving -- No class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WORKSHOP</strong></td>
<td>No workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/1</td>
<td>Policy Presentations</td>
<td>*Bring presentation materials to class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/3</td>
<td>Policy Presentations</td>
<td>*Bring presentation materials to class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/5</td>
<td>Class Decompression</td>
<td><strong>Policy Proposition due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WORKSHOP</strong></td>
<td>Peer Critique</td>
<td>EACH person bring draft of 2nd iteration to workshop</td>
<td></td>
</tr>
</tbody>
</table>