

Writing 2130F

Building Better (Communication) Bridges: Rhetoric and Professional Communication for Engineers

Fall 2019

Lecture Section 002

Friday 11:30-12:30 (ACEB 1410)

Instructor: Dr. J. Johnston

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Course Description and Objectives

This course introduces students to rhetorical principles and the practices of written, oral, and visual communication in professional engineering contexts. Particular attention is paid to identifying and understanding audience, context and purpose; the grammar and effective style of Standard Written English; modes of persuasion; interpersonal communication; the negotiation of cultural difference; and effective scholarly research practices. Students will learn strategies for drafting and designing technical and academic documents and for approaching the editing and revision of those documents. As well, they

Required Texts

R. Irish and P.E. Weiss, *Engineering Communication: From Principles to Practice*, 2nd ed. Don Mills: Oxford University Press, 2013.

W.E. Messenger *et al.*, *The Canadian Writer's Handbook: Second Essentials Edition*. Don Mills: Oxford University Press, 2017.

IEEE Citation and Documentation Guide

<https://iee-dataport.org/sites/default/files/analysis/27/IEEE%20Citation%20Guidelines.pdf>

Course Requirements

Quizzes (Best 2 of 3 @ 7.5%)	15%
Assignment #1: Description of an important Engineering problem for two audiences (750-1000 words)	15%
Assignment #2: Speech based on Assignment 1	10%
Assignment #3: Multi-component Research Project, as follows:	

ξ If you miss a total of more than nine hours of class meetings (the equivalent of more than three weeks of class meetings) your final grade will be reduced by 15% (e.g. an earned final grade of 80% will be reported as a final grade of 68).

In Writing courses, students covered by this policy who are seeking academic consideration must proceed as follows.

Writing Students seeking academic consideration on medical or any other grounds for any missed tests/exams, class attendance/participation components, or late or missed assignments must either initiate a Self-Reported Absence (for a grade component worth up to 30% of their final grade, but excluding final exams scheduled during the exam period) or apply in person to the Academic Counselling or Undergraduate office of their home Faculty and provide a Student Medical Certificate (SMC) or other supporting documentation as required in accordance with official Western policy (linked above).

Students seeking academic consideration on non-medical grounds for any missed tests/exams, class attendance/participation components, or late or missed assignments worth less than 10% of a final grade may first consult directly with her or his instructor, who will in his or her discretion elect either to make a decision on the request directly or instruct the student to

- i. A Self-Reported Absence, or
- ii. Academic consideration supported by the Academic Counselling Office.

Exception: In Writing Studies courses, a student seeking academic accommodation on non-medical grounds for any missed in-class tests/exams, class attendance/participation components, or late or missed assignments worth less than 10% of a final grade may first consult directly with her or his instructor, who will in his or her discretion elect either to make a decision on the request directly or instruct the student to

Please note that individual instructors will not under any circumstances accept or read medical documentation directly offered by a student, whether in support of an application for accommodation on medical grounds or for related reasons (e.es,

As a general point about electronic devices in the classroom, note as well that while laptops or tablets are certainly encouraged for note-taking purposes, **cell phones are not permitted to be at hand or anywhere in view during class**. All phones must be turned off and kept in knapsacks/purses until class has concluded. If I feel that this classroom expectation regarding cell phones is not being respected, I reserve the right

Nov. 1	Citing, Incorporating, and Documenting Sources	CWH: Ch. 34, 36
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Fall Reading Week		
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Tutorial	Oral Presentations (Group 1)	
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Nov. 15	Strategies for Engaging with Sources Effectively	
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Tutorial	Oral Presentations (Group 2) Assignment 3 Research Poster Due	
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