

ENGL 210: Technical and Business Writing
Spring 2019

Section 503: UTR 16:00-16:50 in QENG 115

Dr. Amy Hodges

amy.hodges@qatar.tamu.edu QENG 313C

Office hours: 15:00-16:00 UTR, 10:00-12:00 MW

Whatsapp: +974 6693.1494

<https://sites.google.com/site/tamuqtechwriting/>

Writing makes things happen. At jobsites around the world, engineers use writing and communication strategies to create, sustain, and re-imagine their work. TAMUQ’s Technical and Business Writing courses aim to familiarize you with some of the genres and writing tasks you will encounter in the workforce, but no one course will ever be able to prepare you for everything you will ever face after graduation (see Figure 1).

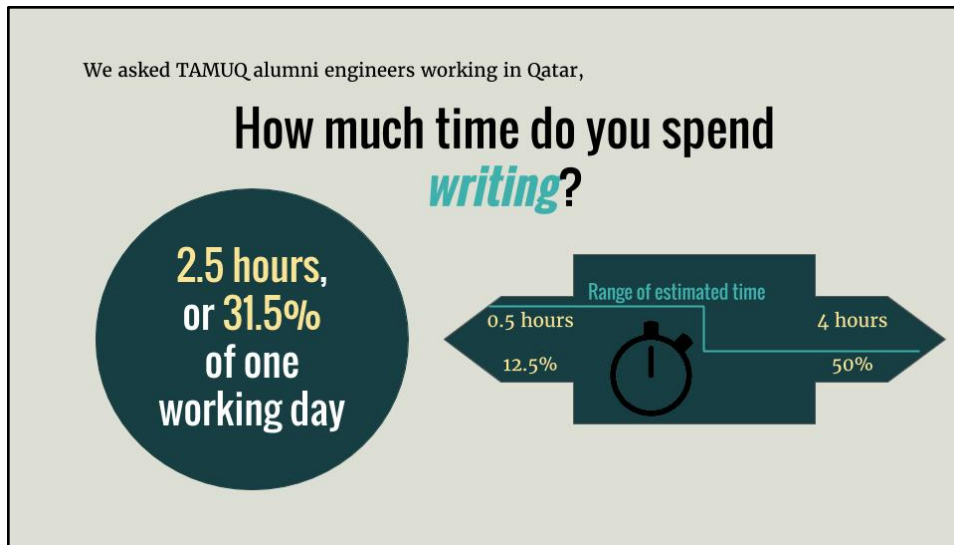


Figure 1. Infographic of TAMUQ Alumni Engineers' Writing Practices.

The following table illustrates two specific kinds of writing knowledge that have been shown to be transferable into new contexts. In this class, we will focus on how to integrate your engineering knowledge with these knowledge domains.

Table 1. Knowledge Domains Emphasized in ENGL 210.

Knowledge Domain	Definition
<i>Rhetorical Knowledge</i>	The ability to analyze and act on understanding of audience, purpose, and context in creating and comprehending texts.
<i>Meta-awareness</i>	The ability to reflect on one’s own thinking processes, to know what questions to ask of others, and to understand how to gain more knowledge about writing.

TAMUQ Course Description

Focus on writing for professional settings; correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design; emphasis on audience awareness, clarity of communication and collaborative teamwork.

At the end of the semester, students will be able to do the following:

- Locate, evaluate, and incorporate pertinent information for business and technical purposes using a variety of technological tools.
- Recognize, analyze, and accommodate diverse audiences and rhetorical situations.
- Analyze the ethical responsibilities involved in technical and business communications.
- Engage in the process of drafting technical documents and critiquing peer writing.
- Apply principles of document design to enhance readability and effectiveness of documents.
- Revise and edit to achieve clarity; meet the standards of appropriate purpose, style, conventions of edited global English including grammatical correctness, appropriate word choice (diction), usage, clear and concise sentence structure, and punctuation.

In addition to the TAMU course objectives, this course has been supplemented with additional units that are relevant to the TAMUQ and Qatar context (see figure 2).



Figure 2. Additional Information Covered by Section 503 of ENGL 210.

Required Textbook

J. Wolfe, *Team Writing: A Guide to Working in Groups*. Boston: Bedford/St. Martin's, 2010. (See Figure 3.)











Figure 3. Required Textbook for ENGL 210 Section 503.

Grades

Grading Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 0-59 F

Table 2. Distribution of Final Grades.

Assignment		
Collaboration		10%
Project 1: Problem Statement		15%
Project 2: Ideation Presentation		10%
Project 3: Job Application Package		10%
Project 4: Data Analysis		5%
Project 5: Showcase Presentation		10%
Project Management		35%
Prototype and Portfolio Design		5%

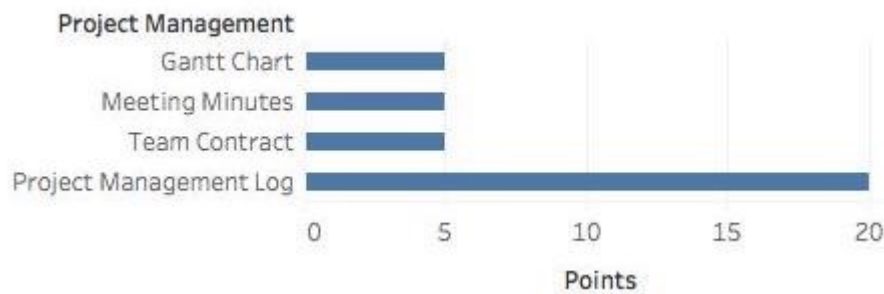


Figure 4. Distribution of Project Management Score (out of 35).

Table 3. Due Dates and Further Description of Assignments

Due Date:	March 1, 2019	May 6, 2019
Team Deliverables	P1: Problem Statement P2: Ideation Presentation and Self-Assessment Report Team Contract Gantt Chart Meeting Minutes	P4: Data Analysis P5: Showcase Presentation, including poster, video, and poster presentation Prototype Meeting Minutes
Individual Deliverables	Project Management Log	P3: Job or Internship Application Collaboration Assessment, including self-assessment report and peer review Portfolio Design Project Management Log

Your midterm portfolio is due at 23:59 on Friday, March 1 and your final portfolio is due at 23:59 on Monday, May 6.

The Fine Print

Attendance and Late Work

Prompt attendance at all course meetings is expected, although students may miss up to three days before loss of points. Students who have unexpected emergencies on due dates must email or text me as soon as possible, and any missed work is the student's responsibility to complete. Missing class does not automatically extend the deadline for your work or allow you to earn points for in-class activities. Upcoming exams in other courses are not grounds for an excused absence. Frequent tardies will also result in losing points on your final portfolio.

Penalties for late work can include up to one letter grade for each day past the due date. Please read the following TAMU resources on attendance and absences:

[TAMU Student Rule 7: Attendance](#)

[TAMU Policy on Absences Related to Injury or Illness](#)

Electronic Devices

Students are encouraged to use mobile phones, laptops, tablets, and other electronic devices in ways compatible with productive, engaged, and focused learning – in particular, to write, to read, to research, to communicate with co-authors, and to fulfill other course goals. You are expected to BYOD (Bring Your Own Device) to each class period. Uses of technology that are counterproductive or unrelated to the learning process will result in a loss of points on your final portfolio.

Academic Honesty

Students are held responsible for the guidelines contained in the [TAMU Aggie Honor Code](#) ("An Aggie does not lie, cheat, or steal or tolerate those who do") and in this syllabus (see Table 4). I strongly encourage all students to visit my office if they have questions about fulfilling this expectation. You will not be punished for asking questions about academic honesty or plagiarism.

Table 4. Definitions of Plagiarism.

Information that is not your own original idea (such as information from web sources) but is included in your paper as if it were your own, intentionally or unintentionally.
Patchwriting, which is defined by Rebecca Moore Howard in her article "A Plagiarism Pentimento" as "copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes."
Direct cut-and-paste from any source (this includes significant fragments or phrases, as well as sentences and paragraphs) without identification (by using quotation marks) of the source.
Proper identification of the quotation but no citation leading back to its source.

Because this course emphasizes collaborative teamwork and business/technical writing (where the use of boilerplate text is common), it is very likely that you will encounter situations where these guidelines do not seem sufficient. My view is that these situations are **ideal opportunities for learning**; as such, I need to be involved in discussions about when, how, and why to refer and document your sources (print, digital, and real people included).

Help Available to Students

I encourage all students who have questions about assignments or course requirements to meet with me during my office hours or by appointment.

The Americans with Disabilities Act (ADA) is an American anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Affairs in suite 053 of the Texas A&M University at Qatar building. For additional information visit <http://disability.tamu.edu>.

The **Center for Teaching and Learning** in Suite 310, is the place to go for resources to support your academic success. We provide peer tutoring for some mathematics, science, and engineering courses, as well as writing consultations and feedback on other communication assignments. We can help with digital composing, technical writing, lab reports, presentations, or similar assignments as part of your senior design/capstone course work. To book an appointment go to www.tamugatar.mywconline.com. Send questions or comments to: Kelly Wilson at kelly.wilson@gatar.tamu.edu for assistance and more information.

You are required to visit the CTL at least once this semester for feedback on your writing, presenting, or digital composition. Points will be deducted from your final portfolio if you do not meet this requirement.

Schedule of Course Topics, Readings, and Assignments
 ENGL 210 Section 503
 Spring 2019ⁱ
 TW= Team Writing

Week	Date	Topics	Readings	Assignments
1	13-17 January	Collaboration and Engineering Design	Choose two resources from the “Engineering Design” tab on the course website. “Social impact ... takes a planet!” TW, Chapter 1: “Planning Your Collaboration”	Begin Project Management Log. Ideate potential engineering solutions with your group and draft a design matrix of project ideas.
	20 January	No class – Martin Luther King, Jr. Day!		
2	22-24 January	Project Management	TW, Chapter 2: “Project Management” “A Virtual Crash Course in Design Thinking” TW, Chapter 3: “Getting Started with the Team Charter”	Ideate with your group and agree upon the problem you want to solve or the innovation you want to develop. Send a proposal memo to course mentors with your design matrix attached.
3	27-31 January	Empathy Interviews and Needs Analysis	TW, Chapter 4: Getting Started with the Task Schedule” “How Fieldwork and a Community-Centered Approach Contribute to Project Success” “Method: Interview for Empathy”	Submit a draft of your team contract and Gantt chart.
4	3-7 February	Technical Research and Reports	TW, Chapter 5: “Constructive Conflict” Choose one resource from the “Technical Reports” or “Problem Statements” tabs on the course website.	Conduct secondary research on your innovation. Start collaboratively writing your problem statement and submit an outline of your problem statement to me.
5	10 February	Prototyping	Google for Entrepreneurs Rapid Prototyping Tutorials: Sketching and Paper Prototyping , Digital Prototyping , Native Prototyping , and this example of prototyping in chemical engineering .	Meet with course mentors about potential prototyping methods and submit meeting minutes. Problem statement draft due.
	12 February	No class – Sports Day!		

5	14 February	Revising	TW, Chapter 6: “Revising with Others” “Responding – Really Responding – to Other Students’ Writing”	Revise problem statement with group members.
6	17-21 February	Oral Presentations	Table from “Features of Success in Engineering Design Presentations”	Practice ideation presentation with group members.
7	24-28 February	Oral Presentations	No readings for this week. You have a lot to work on!	Midterm portfolio due Friday, March 1 at 23:59.
	3-7 March	No class- Spring Break!		
8	10-14 March	CVs and Letters of Application	Choose two resources from the “CVs and Cover Letters” tab on the course website.	Submit drafts of CV and letter of application.
9	17-21 March	Data Analysis and Visualization	Choose one of Hans Rosling’s TED Talks at https://www.ted.com/speakers/hans_rosling and browse https://www.gapminder.org/	Conduct additional primary research on your project and start collaboratively writing your data analysis email.
10	24-28 March	Data Analysis and Visualization	TW, Chapter 7: “Communication Styles and Team Diversity”	Finish gathering data and finalize plans to produce a prototype. Submit drafts of data analysis email.
11	31 March – 4 April	Engineering Entrepreneurship	Tobin Turner and Peter Gianiodis’s “ Why Entrepreneurship Programs for Engineers Fail ” and browse http://www.injazalarab.org and https://qstp.org.qa	Establish group plans for video and poster. Revise website for final portfolio.
12	7-11 April	Poster Design	“The Craft of Scientific Posters”	Submit draft of poster for peer response.
13	14-18 April	Multimedia	Browse kickstarter.com for interesting projects.	Submit draft of video for peer response.
14	21-25 April	Reporting Technical Information	No readings for this week. You have a lot to work on!	Present prototype, video, and poster at STEAM Showcase (date to be determined). Revise documents for final portfolio.
15	28-29 April	Last two days of class! Final Portfolio due Monday, May 6 at 23:59.		

ⁱ Changes to this schedule will be negotiated in class and announced via email to all students.