



**ENGR 110 (Communications)
 SAMPLE Course Outline**

ACKNOWLEDGMENT

All University of Victoria classes, including this one, take place on the traditional territory of the WS'ANEC' (Saanich), Lkwungen (Songhees), Wyomilth (Esquimalt) peoples of the Coast Salish Nation. We acknowledge that many of us are visitors and settlers on these lands and that it is our responsibility to seek and learn from opportunities for truth telling and reconciliation.

COMMUNICATIONS CONTACT INFORMATION

- Instructor:**
- Contact:**
- Office:**
- Office Hours:**
- Class meets:**

COURSE STRUCTURE

ENGR 110 is a 2.5 unit course, in which instruction and activities in academic writing and engineering design are presented in an integrated manner. This course fulfills the Academic Writing Requirement of the University of Victoria. The contact hours for this course are as follows:

Activity	Hrs/Wk	Section Size	Taught by
Communication seminars	3	30-35	ATWP Instructors
Plenary lecture	1	All students	ENGR Instructors
Engineering design laboratory	2	25-30	ENGR Instructors

THE COMMUNICATIONS PART OF THE COURSE IN A NUTSHELL

Regardless of whether you are a native speaker of English or have learned English as an additional language, to succeed in your chosen program, you need to meet the expectations of advanced literacy associated with university-level academic studies. The Communications component of ENGR 110 introduces you critical reading and thinking, academic research and writing, and academic honesty and integrity in the context of the discipline of Engineering.

You will read a variety of scholarly articles on engineering and related topics, all of which have been selected to support your growth on the learning journey you're embarking on. You'll learn to identify, examine, and analyze academic conventions and rhetorical strategies and apply them to your own academic writing in turn. You'll be encouraged to use writing process to plan, draft, and revise a variety of academic writing assignments in which you'll summarize, analyze, evaluate, and synthesize ideas and information from a range of academically credible sources; you'll learn to apply principles of academic argumentation; cite your sources; and reflect on your learning in the course.

COURSE GOALS AND LEARNING OBJECTIVES: WHAT YOU CAN EXPECT TO ACHIEVE

The course goals below state what the course should help you learn; the learning objectives state what you should be able to demonstrate during and at the end of the course:

Course Goals		Learning Objectives By the end of the course, you should be able to
Goal 1	To strengthen students' reading skills	<ul style="list-style-type: none">• Use active reading strategies to comprehend challenging texts• Identify the main ideas and supporting details in what they read• Analyze academic writing in terms of rhetorical purpose, audience, content, genre, pattern of development, and stylistic features.
Goal 2	To encourage students to respond critically to ideas	<ul style="list-style-type: none">• Distinguish between fact and opinion• Analyze the reasoning behind arguments• Take a critical stance toward ideas: raise questions, examine evidence, and evaluate arguments on the basis of reason.
Goal 3	To prepare students for writing in other courses within their program	<ul style="list-style-type: none">• Use a problem-solving approach to writing tasks• Identify a specific purpose for writing• Understand and apply the writing process for writing tasks: identify purpose, plan, outline, draft, revise, edit, and proofread• Quote, paraphrase and summarize the words and ideas of other authors effectively• Incorporate source material into their writing according to standard academic conventions• Write well-structured sentences and paragraphs in correct standard English• Identify the strengths and weaknesses in their own and others' writing
Goal 4	To help students develop information literacy skills	<ul style="list-style-type: none">• Develop research questions• Determine appropriate sources• Use the print and electronic resources of the library to locate sources• Evaluate sources for authority, relevance, timeliness, and other criteria
Goal 5	To help students develop awareness of their progress as readers and writers	<ul style="list-style-type: none">• Understand the importance of strong reading and writing skills to their university studies and to their careers• Reflect on their progress as readers and writers and set goals for themselves• Make use of appropriate resources to support their academic reading and writing, including dictionaries; spelling, usage, grammar, and style guides; and English language-learning resources• Effectively manage their reading and writing tasks

RESOURCES TO SUPPORT YOUR LEARNING

The following resources will support your learning to help you successfully pass the course:

- **Scholarly articles for weekly reading and discussion**
You'll read a variety of scholarly articles to strengthen your academic reading and writing skills. The articles have all been selected with the goal of supporting your growth on the learning journey you've embarked on.
- **Why Write? (open source Online Educational Resource)**
This concise, easy-to-use reference includes essential information to help you successfully plan, write, and cite academic assignments.

- Think of **Brightspace** as your go-to online portal for all your course readings, assignments, Powerpoints, worksheets, samples, exercises, and so forth. It gives you all the information you need to successfully complete your assignments and pass the course.

COURSE ASSIGNMENTS: WHAT YOU CAN EXPECT TO DO AND LEARN

To successfully complete ENGR 110, you'll write ~3000 final (that is, edited and proofread) words; read, analyze, and discuss scholarly articles; participate in drafting, peer review, self-reflection, and writing prompt workshops; and write a final exam.

N Grades: Failure to complete any one or more graded assignment will result in a grade of "N" regardless of the cumulative percentage of other elements of the course. "N" is a failing grade and factors into a student's GPA as 0 ("zero"). The maximum percentage that can accompany an N on a student's transcript is 49.

To pass the course, you need to complete each of the following assignments:

	Weight	Due
In-class Diagnostic (200-300 words)	0%	Week 1
Library Research Toolkit	5%	Week 2
Summary (250 words)	15%	Week 4
Reflective Learning Assignment (~300 words)	10%	Week 7
Midterm: Rhetorical Analysis Essay (~800 words)	20%	Week 9 (in class)
Miscellaneous Exes and Activities	5%	Ongoing
Research Essay (~1200 words)	25%	Week 14
Final Exam	20%	Exam period
TOTAL	100%	

HOW YOUR WORK FOR THE COURSE WILL BE ASSESSED AND EVALUATED

Each assignment sets different requirements and tests different skills. Your ability to fulfill requirements and demonstrate these skills forms the basis of assessment. As appropriate for an academic writing course, every assignment will be carefully evaluated on **content, format, citation** and **quality of writing**. At every point, you should be asking yourself: is expression clear and correct? Are sentences and paragraphs well composed? Have expectations for organization and format been met?

Assignments that meet given requirements and demonstrate stated learning outcomes will achieve a high grade; assignments that do not will likely to earn a poor grade. Hence, read and follow assignment instructions carefully: make sure you understand what's required (and ask if you don't!) to ensure good learning and good grades.

Your writing in ENGR 110 is evaluated according to the Department of English [grading standards for first-year writing](#), which corresponds to the UVic standard grading system.

Undergraduate Grading Scale

Grade	GPA	Percentage	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.

USEFUL DETAILS ABOUT DUE DATES AND SCAFFOLDING ACTIVITIES

The Communication course has been designed to allow you to complete readings, tasks, and assignments on a schedule that allows you to learn in different ways and at different times. Even so, deadlines are necessary to keep your work on track and to enable your instructor to give you timely feedback on assignments.

Late Assignments: If you anticipate that you cannot meet a deadline for a major assignment, let me know. To request an extension, please send an email indicating the assignment, the original deadline, a reason you need more time, and a proposal for a new deadline. Otherwise, your assignment will be graded as a late assignment.

Scaffolding activities: In this course, you're learning *procedural knowledge*, meaning how to build successful assignments step-by-step. Hence, ENGR 110 provides scaffolding activities to help you plan, outline, draft, and revise your assignments. Complete each of the steps, and use the formative feedback you receive to do well and avoid losing marks.

THE FINAL EXAM: DEMONSTRATING WHAT YOU'VE LEARNT

The final exam is a chance for you to demonstrate your competency in mastering the course's major learning outcomes: *comprehension*, *critical thinking*, and *formal academic writing*. The final exam (2 hrs) runs during the regular exam period, counts for 20% of your final grade, and is based on the communications aspects of the course, plus the plenary lectures from the design side.

You must pass the final exam to pass the course. If you fail the exam, you fail the course, regardless of any cumulative grade you may have so far achieved in the course

FAIL GRADES

Fail grades for the course also apply in the following circumstances:

1. To pass ENGR. 110, students must pass both Communication and Design portions of the course. Students who fail either part will fail the entire course and must retake the entire course.
2. To pass ENGR. 110 or ENGR. 112, students must attend all design laboratory sessions and complete all design exercises, or risk receiving a fail grade for the course.

SUPPORTIVE AND RESPECTFUL LEARNING: POLICIES & EXPECTATIONS

Everyone in the course is on a learning journey, and it is up to each person in the class to maintain an environment that respects that goal for everyone.

COMMITMENT TO LEARNING

Everything depends on each person making a commitment to learning in positive and respectful ways. Take ownership of your learning: come to class ready and prepared with readings and other homework tasks completed ahead of time; ask questions to clarify understanding; and engage in discussion to deepen learning, both for yourself and other students in the class.

Two-way responsibilities will make your learning experience at UVic successful and rewarding:

Your instructor will expect you to	You can expect your instructor to
Attend all classes unless otherwise excused	Be on time and prepared for class
Prepare for class by completing readings and assigned work in advance	Teach to the course goals
Actively participate in classroom activities	Give clear instructions for assignments and exercises
Ask questions if you do not understand	Advise and support students in their course work
Submit all assignments according to instructions, complete, and on time	Treat students with respect
Use instructor comments and feedback to improve future work	Act in a fair manner
Cooperate with and act respectfully toward other students and the instructor	Be available during office hours or, if necessary, arrange an alternative time to meet
Communicate with the instructor about problems or concerns as soon as possible	Evaluate students fairly and constructively, based on criteria made clear to students beforehand
Put focused and disciplined effort into the course assignments	Return assignments in a timely manner Give useful feedback

ATTENDANCE

As per [UVic calendar](#) (Regulations on Attendance), the university expects you to attend all classes in which you are enrolled. Students are expected to attend all Communication lectures. If you miss class, please alert me to any difficulties you might be having, otherwise if you miss more than 4 lectures in the term, you may be barred from the final exam.

If you are absent for a class, you remain responsible for what you've missed. Get notes from a classmate; clarify assignment instructions by consulting our Brightspace site; submit work that's due. Attendance requirements for ENGR 110 are as follows:

I am here to support your learning

If you have any questions or concerns about the course, or need help with assignments, please check with me for advice and assistance

ENGR 110 (Communications) SAMPLE Weekly Schedule

Refer to this syllabus for weekly learning outcomes, resources, and activities

Dates	Learning Outcomes <i>This column lists learning outcomes you should be able to achieve, given due diligence and commitment on your part</i>	Readings, Tasks, and Due Dates
	<p>ENGR 110 Welcome to the Course!</p> <ul style="list-style-type: none"> Identify course outcomes, requirements, and resources Explain what you learnt about academic honesty and integrity in the course of several unified, well developed paragraphs 	<p>“Becoming a Better Writer” (11-13); “Writing Strong Sentences” (71-80)</p> <p>Diagnostic Assignment due (in-class)</p>
Week 2	<p>Conventions of Academic Writing = Scholarly Conversation</p> <ul style="list-style-type: none"> Explain the 40:20:40 breakdown of the writing process Recognize the features of academic writing Define what peer review and IMRAD mean Engage in Pre-Reading <p>Academic Reading = Comprehension & Critical Thinking</p> <ul style="list-style-type: none"> Recognize and apply the three steps of Active Reading Identify goals and procedures for an effective summary Differentiate effective paraphrasing from weak paraphrasing (=plagiarism) Engage in Self-Reflection to demonstrate understanding of learning activities and outcomes 	<p>AWE: “Academic Writing” (10-13); “Academic Writing Process” (14-21); “Reading Academic Writing” (22-28)</p> <p>Actively read Hsu, “Mobilize Citizens to Track Sustainability” OR Yang, “Boost Basic Research in China”; AWE: “Writing a Summary” (99-100); “Paraphrasing” (46-48)</p> <p>LIBRARY RESEARCH TOOLKIT DUE due</p>
Week 3	<p>Active Reading</p> <ul style="list-style-type: none"> Read Actively for comprehension: locate Thesis + Topic Sentences) Use paraphrasing strategies to express others’ words and ideas without violating academic integrity Compose a properly-formatted citation, IEEE style <p>Library Orientation</p> <ul style="list-style-type: none"> Communicate ideas, questions, and insights on your research Formulate a research question Navigate the library Databases to locate two peer-reviewed journal articles related to your research question 	<p>AWE: “Understanding Your Assignment” (84-7; 11); “Using Sources” (40-41); “IEEE Citation Style” (57-8)</p>
	Topic Sentence Outline due	
Week 4	<p>Style Matters</p> <ul style="list-style-type: none"> Explain basic requirements of strong academic writing Recognize and apply the active voice; revise for strong, clear, concise sentences <p>Rhetorical Analysis = Responding, Reflecting, Evaluating</p> <ul style="list-style-type: none"> Recognize the difference between summary and analysis Reflect and respond: use rhetorical analysis to assess the strengths and weaknesses of an argument Define and identify the rhetorical appeals: <i>Logos, Ethos, and Pathos</i> 	<p>Actively Read Freeling et al., “How can we Boost the Impact of Publications: Try Better Writing”; Go through my Plain Language Slides; “Becoming a Better Writer” (11-13); “Writing Strong Sentences” (71-80)</p> <p>AWE: “Evaluating Sources” (38-39); “Writing an Analysis” (101-6)</p>
	Summary Peer Review Forum	
		SUMMARY due

	<ul style="list-style-type: none"> Apply close, critical reading to provide constructive feedback on your own and others' writing based on given academic criteria 	
Week 5	<p>Task Understanding</p> <ul style="list-style-type: none"> Engage in task analysis Identify different types and range of evidence Demonstrate familiarity with rhetorical strategies <p>Analyzing and Evaluating</p> <ul style="list-style-type: none"> Identify rebuttal and concession as a means of engaging with others' views and objections Communicate ideas, questions, and insights about your own and your peers' research interests 	<p>Actively read Hadwin and Wild, "Examining Student and Instructor Task Perceptions"; <i>AWE</i>: "Researching" (29-39)</p> <p>Actively read Graham, "Student Beliefs and the Teaching of Argument"; <i>AWE</i>: "Writing an Essay" (84-90)</p>
Week 6	<p>Generating Content</p> <ul style="list-style-type: none"> Engage in analysis—"taking apart" an argument—to identify how it has been built and supported Discuss the power of learning and understanding to create change <p>Organizing Content</p> <ul style="list-style-type: none"> Recognize and apply the ingredients of an academic introduction Draft a justification Recognize strong versus weak thesis statements Formulate a closed thesis statement 	<p>Actively read Godfrey et al., "The Challenge of Feeding 9-10 Billion People Equitably and Sustainably"</p>
		<p>Review student sample essays to determine rhetorical approaches, features, and strategies to use as models in drafting your own essay</p>
Week 7	<p>Reflection as a Tool to Consolidate Learning and Discovery</p> <ul style="list-style-type: none"> Demonstrate growth in understanding the dynamics of effective teamwork Compose well developed, well detailed paragraphs demonstrating unity, coherence, and academic integrity Create strong, clear topic sentences Recognize the value of reflection as a powerful learning tool 	<p>SELF-REFLECTION LEARNING ASSIGNMENT due (in class)</p> <p>Actively read Kirschner and Bruyckere, "The Myths of the Digital Native and the Multitasker"</p>
Week 8	<p>Building Strong Paragraphs</p> <ul style="list-style-type: none"> Integrate and cite textual evidence to support claims and build strong body paragraphs Use transitions to build bridges between points Compose an academic conclusion <p>Style Matters</p> <ul style="list-style-type: none"> Recognize and apply key elements of academic style Use a basic grammatical vocabulary to identify and apply basic elements of punctuation (commas, colons, and semi-colons; parallelism) 	<p>Actively read Rattan et al., "Leveraging Mindsets to Promote Academic Achievement . . ."</p>
Week 9	<ul style="list-style-type: none"> Draft your rhetorical analysis essay in class (MON) Use checklists to determine areas for attention Revise, edit, and proofread to ensure your essay is clear, correct, and concise and properly meets requirements (THURS) 	<p>RHETORICAL ANALYSIS ESSAY due in two in-class sessions</p>
Week 10 3-9 Nov	<p>Oral Presentations Workshop</p> <ul style="list-style-type: none"> Use visual rhetoric to inform and persuade, applying principles for designing and organizing effective posters Coordinate planning, preparation, and practice to create a successful team presentation Give a concise, informative presentation on issues of academic integrity 	<p>Actively Read Tufte, "Powerpoint does Rocket Science" <i>AWE</i>: "Preparing a Poster Presentation" (120-5)</p>

	<ul style="list-style-type: none"> • Discuss the concept of science as a common human endeavor 	
Week 11	Reading Break – No Classes (Mon-Wed)	Actively read Endreny, “Strategically Growing the Urban Forest will Improve our World”
	Planning, Reading, Synthesizing, and Citing Workshop <ul style="list-style-type: none"> • Use “open” class time productively to make advances in thinking and learning about your research topic • Deploy “clustering” strategies for developing a thesis • Compile a list of citations, IEEE style 	
Week 12	Drafting Introductions: Templates for Academic research <ul style="list-style-type: none"> • Recognize the “they say/ I say” model in setting up the scholarly conversation • Apply “templates” for an academic introduction: <ul style="list-style-type: none"> ✓ Justification ✓ Literature Review ✓ Research Questio ✓ Thesis (“answer” to the question) 	Actively read Kirschner and Bruyckere, “The Myth of the Digital Native and Multitasker” <i>AWE</i> : “Preparing for an Exam” (126-7)
	Marshalling Evidence <ul style="list-style-type: none"> • Synthesize sources to develop a well-supported argument • Create a References list, using IEEE citation style for academic and web-based sources • Identify and discuss ENGR 110 exam requirements 	
Week 13	Research = Making Connections = Discovery <ul style="list-style-type: none"> • Make connections in learning to generate new knowledge • Map the academic research process: <ul style="list-style-type: none"> → Identify a problem, question, or research gap → Gather data to generate an evidence-based perspective → Interpret the data to draw conclusions that yield new understandings on the problem 	Actively read Atchley et al., “Creativity in the Wild . . .”
	Editing Strategies <ul style="list-style-type: none"> • Engage in self-reflection to identify relevant learning and set goals for ongoing progress • Use tools for editing to ensure clear, elegant style and well-designed sentences and paragraphs • Ask questions to gain feedback and track progress 	
Week 14	Reviewing and Finalizing: Best Essays Ever! <ul style="list-style-type: none"> • Acknowledge, synthesize, and cite a variety of sources to create a well-organized, coherent discussion that aligns with principles of academic honesty and integrity • Analyze and evaluate others’ work using given criteria to provide constructive feedback as needed 	RESEARCH ESSAY due
	Online Peer Review Forum due	