ACKNOWLEDGMENT
The University of Victoria respectfully acknowledges the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day.

COMMUNICATIONS CONTACT INFORMATION
Instructor:
Contact:
Office:
Office Hours:
Class meets:
Class times:

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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hrs/Wk</th>
<th>Section Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication seminars</td>
<td>3</td>
<td>30-35</td>
</tr>
<tr>
<td>Plenary lecture</td>
<td>1</td>
<td>All students</td>
</tr>
<tr>
<td>Engineering design laboratory</td>
<td>2</td>
<td>25-30</td>
</tr>
</tbody>
</table>

COMMUNICATIONS CLASSES (3 HRS. PER WEEK)
The Communications component of ENGR 110 introduces you to the basics of academic honesty and integrity, critical reading and thinking, and academic research and writing in the context of the discipline of Engineering.

You will read a variety of scholarly articles on engineering and related topics; you’ll learn to identify academic conventions and rhetorical strategies; examine them critically and analytically; and apply them to your own academic writing. You’ll be encouraged to use the 40:20:40 writing process to plan, draft, and revise a variety of academic writing assignments in which you’ll summarize, analyze, and synthesize ideas; apply principles of academic argumentation; cite your sources; and reflect on your learning in the course.
LEARNING OUTCOMES
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:

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Learning Objectives: You should be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: To strengthen students’ reading skills</td>
<td>• Use active reading strategies to comprehend challenging texts</td>
</tr>
<tr>
<td></td>
<td>• Identify the main ideas and supporting details in what they read</td>
</tr>
<tr>
<td></td>
<td>• Analyze academic writing in terms of rhetorical purpose, audience, content, genre, pattern of development, and stylistic features.</td>
</tr>
<tr>
<td>Goal 2: To encourage students to respond critically to ideas</td>
<td>• Distinguish between fact and opinion</td>
</tr>
<tr>
<td></td>
<td>• Analyze the reasoning behind arguments</td>
</tr>
<tr>
<td></td>
<td>• Take a critical stance toward ideas: raise questions, examine evidence, and evaluate arguments on the basis of reason.</td>
</tr>
<tr>
<td>Goal 3: To prepare students for writing in other courses within their program</td>
<td>• Use a problem-solving approach to writing tasks</td>
</tr>
<tr>
<td></td>
<td>• Identify a specific purpose for writing</td>
</tr>
<tr>
<td></td>
<td>• Understand and apply the writing process for writing tasks: identify purpose, plan, outline, draft, revise, edit, and proofread</td>
</tr>
<tr>
<td></td>
<td>• Quote, paraphrase and summarize the words and ideas of other authors effectively</td>
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<tr>
<td></td>
<td>• Incorporate source material into their writing according to standard academic conventions</td>
</tr>
<tr>
<td></td>
<td>• Write well-structured sentences and paragraphs in correct standard English</td>
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<tr>
<td></td>
<td>• Identify the strengths and weaknesses in their own and others’ writing</td>
</tr>
<tr>
<td>Goal 4: To help students develop information literacy skills</td>
<td>• Develop research questions</td>
</tr>
<tr>
<td></td>
<td>• Determine appropriate sources</td>
</tr>
<tr>
<td></td>
<td>• Use the print and electronic resources of the library to locate sources</td>
</tr>
<tr>
<td></td>
<td>• Evaluate sources for authority, relevance, timeliness, and other criteria</td>
</tr>
<tr>
<td>Goal 5: To help students develop awareness of their progress as readers and writers</td>
<td>• Understand the importance of strong reading and writing skills to their university studies and to their careers</td>
</tr>
<tr>
<td></td>
<td>• Reflect on their progress as readers and writers and set goals for themselves</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Effectively manage their reading and writing tasks</td>
</tr>
</tbody>
</table>

REQUIRED TEXTS
Access the following to help you complete course requirements:

- **Scholarly articles for weekly reading and discussion** (available on CourseSpaces)
  You’ll read a variety of scholarly articles to strengthen your skills in academic reading and writing. The articles have all been selected with the goal of supporting your growth on the learning journey you’re embarking on.

  Read the articles *before coming to class* using the 3-step active reading process the course offers. This process prompts deep learning, critical thinking, and reflective, mindful writing; will get you ready to engage in class discussion; and strengthen core skills in comprehension and analysis.

- **Academic Writing Essentials** (2nd Edition, 2nd Version, available in the UVic Bookstore)
  This concise, easy-to-use reference includes essential information to help you successfully plan, write, and cite assignments in your various university courses.
COMMUNICATIONS RESOURCES

The following resources and supports will aid your learning to help you successfully pass the course:

- Think of my CourseSpaces site as your go-to portal for all your course readings, assignments, Powerpoints, worksheets, samples, exercises, and so forth—as well as announcements I send to the class. Refer to it regularly, especially when preparing to work on assignments: it gives all the information you need to know to successfully complete assignments and pass the course.

- Many writers find themselves getting blocked or stuck in the writing process—perfectly normal! If you have any questions or difficulties with course materials or with assignments, please check with me during office hours (Cle D325). Come with specific questions, plus work-in-progress, if any; feel free to take notes while we chat. If you can’t make office hours, we can set up an alternative time. Office hours are there to help you: use them liberally!

- You can get extra help with writing: the Centre for Academic Communication (Rm 135E McPherson Library Learning Commons) provides free one-on-one tutoring to help students build writing skills and proficiency in English, plus workshops that address common problems in academic writing. You can book appointments online or visit on a drop-in basis.

- The Assignment Calculator breaks down the research process into steps and provides you with tips, advice and resources to help you through your research and writing. It also provides suggested deadlines for each step to help keep your work on track.

- UVic Library offers anti-plagiarism citation resources to help you maintain Academic Honesty and Integrity.

- A one-stop ENGR. Library Resources site has been set up for you; feel free to contact Engineering Librarian Aditi Gupta (aditig@uvic.ca) any time you need help, assistance, or advice on research involved in this or your other Engineering courses.

- If you are a multi-lingual learner, access the following support services as needed: the English Language Centre Study Zone offers help with English language skills; the CALL Facility (Computer Assisted Language Learning), located Cle A051, offers software, audio, and video resources for language learners on a drop-in basis.

- Students with diverse learning backgrounds are welcome in this course. If you have a learning/health consideration that may require accommodation, please approach the Center for Accessible Learning; staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations to assist you in achieving your learning goals in this and all your university courses.

- Last but not least, take care of yourselves. Unhappy brains do not learn well. Do your best to engage in self-care and maintain a healthy lifestyle. If you’re feeling blue—struggling to keep up, anxious, overwhelmed, lonely—you can get help. Everyone benefits from support during times of challenge or struggle. Studies show that asking for help is a key predictor of successful outcomes. UVic Student Mental Health site, and/or UVic Counselling Services are available to help you make the best of your university experience in a safe, confidential setting. Subscribe to Student Health 101 magazine for weekly tips and conversations on how to manage the transition to University life in positive, connected, and healthy ways.
COMMUNICATIONS ASSIGNMENTS

Descriptions of all Communications assignments are posted on CourseSpaces; go through assignments ahead of time, though I will also go through them with you in class.

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 a composition course, every assignment will be carefully evaluated on content, format, citation and quality of writing. At every point, ask yourself: is expression clear and correct? Are sentences and paragraphs well composed? Have expectations for organization and format been met?

Successful assignments are built step-by-step. Hence, learning activities built into all major assignments such as outlines, drafting workshops, and peer review are mandatory, not optional. You need to complete all such scaffolding activities if your assignment is to count as “complete”—and avoid losing marks for incomplete work.

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

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

LATE ASSIGNMENTS

- In fairness to students who submit assignments on time, late assignments lose half a grade (2.5%) for each day late and are returned graded but without written feedback. If you hand in an assignment 7 or more days late, your assignment is graded on a pass/fail basis (0%; 50%) and receives no written feedback. However, you’re welcome to visit me during office hours to get feedback on your assignment in person.

- If you’re sick and can provide a doctor’s note or other documentation, you qualify for an extension. If you check in with me prior to the due date, you can negotiate a possible extension if you indicate some reasonable grounds for doing so.

N GRADES

Failure to complete any one or more graded assignment results in an Incomplete (N) grade for the course, regardless of the cumulative percentage on other elements of the course. “N” is a failing grade and factors into a student’s GPA as O. The maximum percentage that can accompany an N on a student’s transcript is 49. Students who have completed all written assignments for the course, including the exam, will be considered to have completed the course and assigned a final grade.
GRADING SCALE

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. Review these standards to get familiar with the criteria for each letter grade. The following table shows how the letter grade or percentage score you receive on an assignment corresponds to the university’s standard grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</td>
</tr>
</tbody>
</table>

GRADE APPEALS

If you feel an assignment has been improperly or unfairly evaluated, discuss your concerns with me first. I strive to evaluate your work in a way that is fair, appropriate, and reasonable, based on the first year grading standards, and I am open to listening to your concerns. For your part, if you request a grade review, please be ready to show how your work matches the standards for the letter grade (as described in the first-year grading standards) you feel you should have received. If you’re not satisfied with our discussion, you can apply for a formal grade review, described in the UVic Academic Calendar.
EXAMINATIONS
The final exam, to be scheduled in the exam period, is based on the communications aspects of the course, plus the plenary lectures from the design side.

Please note: 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 apply in the following cases:

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 a learning environment that respects that goal for everyone. UVic’s Policy on Human Rights, Equity, and Fairness states that “all members of the university community are responsible for promoting a supportive, safe, and inclusive learning environment and for dealing respectfully with each other” (sec. 5.1).

Everything depends on each person making a commitment to learning in positive and respectful ways. A good first step is to reflect on what constitutes respectful behavior. For example, studies show that students who engage in digitally distracting behaviors in class not only sabotage their own learning (Duncan, Hoekstra, and Wilcox, 2012) but disrupt the learning of others around them (Sana, Weston, Cepeda, 2013).

In respect to your classmates and your own learning journey, preserve the classroom, above all, as a learning space: put digital devices out of sight; avoid gaming, sending texts, or checking social media feeds; eat and drink before or after class. This will help everyone remain focused on the learning tasks at hand. If you finish an activity ahead of time, use that time to further reflect, revise, or freewrite on the activity. Continue engaging with the activity in constructive, creative ways on the principle that thinking, reflecting, and writing are never fully “finished.”

COMMITMENT TO LEARNING
Take ownership of your learning: come to class ready and prepared with readings and other homework tasks completed ahead of time; bring pen, paper, and assigned readings to class; ask questions to clarify understanding; and engage in discussion with your peers, offering comments and observations to deepen learning, both for yourself and your classmates.

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

You can expect your instructor to
- Be on time and prepared for class
- Teach to the course goals
- Give clear instructions for assignments and exercises
- Advise and support students in their course work
- Treat students with respect
- Act in a fair manner
Your instructor will expect you to

- Attend all classes except in case of illness or emergency
- Prepare for class by completing readings and assigned work in advance
- Arrive on time
- Actively participate in classroom activities
- Ask questions if you do not understand
- Submit all assignments according to instructions, complete, and on time
- Use instructor comments and feedback to improve future work
- Cooperate with and act respectfully toward other students and the instructor
- Communicate with the instructor about problems or concerns as soon as possible
- Put focused and disciplined effort into the course assignments

ATTENDANCE

As per UVic calendar (Regulations on Attendance), the university expects you to attend all classes in which you are enrolled.

Attendance requirements for ENGR 110 are as follows:

Communications Lectures: Students are expected to attend all lectures; those who miss more than 4 communications lectures in the term may be barred from the final exam.

If you are absent for any reason, you remain responsible for what you have missed: make arrangements to get notes from a classmate; clarify assignment instructions by consulting course websites, documents, and other resources; and submit work that is due.

ACADEMIC CONCESSION

If your academic performance is affected by illness, injury, or family or personal affliction, immediately consult with University Counseling Services, University Health Services, or another health professional, and let me know that you need special consideration. Supporting documentation allows you to request an extension or deferral without penalty. The University’s full policy on academic concession is outlined in the UVic Undergraduate Calendar.

UNIVERSITY POLICIES ON ACADEMIC HONESTY AND INTEGRITY

Cheating, plagiarism, and other forms of academic fraud are taken very seriously by the Faculty of Humanities and the University at large. Presenting the work of others without acknowledgment, whether by failing to document it (plagiarism) or by knowingly submitting an assignment written, either in whole or in part, by someone else (cheating) violates University policy on Academic Honesty and Integrity, as well as the Engineering Faculty’s Code of Ethics. To ensure academic integrity, your assignments may be passed through plagiarism-detection software.

The writing you do in ENGR 110 must be your own. You will complete your own assignments from start to finish: planning, drafting, and revising. Supply quotation marks to signal your use of others’ words; acknowledge other people’s ideas and information (even when paraphrasing) by correctly documenting the source. Taking these steps will enable you to avoid plagiarizing, even accidentally.

USE OF EDITORS

An editor is an individual or service, other than the instructor, who revises, corrects, alters, or contributes to a student’s work. Unauthorized of editors (paid or unpaid) is not allowed; if you wish to use an editor, you must ask permission, and the extent of editing, if allowed, will be defined for you.
Peer review by classmates and tutoring that provide advice and suggestions, but do not include editing are permitted. In addition to consulting with me, you are encouraged to seek out reviews of your work that prompt you to make revisions yourselves.

For example, you may
- Seek help from tutors at the Centre for Academic Communication;
- Invite peers or others to suggest revisions and provide feedback regarding clarity and structure (but without making actual corrections or other changes);
- Use software that identifies grammar, usage, and punctuation errors

**Penalties for Integrity Violations**
Students found guilty of violating academic honesty face significant consequences. Depending on severity, the offence may result in an F grade on an assignment, an F grade for the course, and/or may be added to a student’s academic record. Few companies wish to hire graduates with a record of plagiarism on their transcript.

**Avoiding Integrity Violations**
The best way to avoid plagiarism is to get familiar with what constitutes academic dishonesty, be responsible for learning what and how to cite, and manage your time effectively. If in doubt, ask for guidance.

This course will help you learn how to quote, paraphrase, and cite your sources correctly, but you will need to be proactive on your own behalf by carefully reviewing and checking resources on plagiarism made available to you; visiting the CAC for assistance with citation; and/or asking a librarian for help.

The university has prepared several web pages to help you understand university policy, what plagiarism and cheating consist of, and how to ensure you produce honest, ethical academic work:

- Citation Help: Avoiding Plagiarism from the UVic Libraries website explains what plagiarism is and how to avoid it.
- What You Should Know About Cheating and Plagiarism from the UVic Ombudsman’s Office
- Academic Honesty and Integrity from the Teaching and Learning Centre
- UVic Calendar Policy on Academic Integrity gives the definitions of plagiarism, cheating, and aiding others to cheat; the procedure for dealing with violations of the policy; and the penalties.

Unless otherwise noted, all course materials supplied to you in this course have been prepared by me, your instructor, and are intended for use in this course only. Do not digitally re-circulate course materials, whether by email or by uploading, saving, copying, or selling to websites, or to others not enrolled in the course. Doing so constitutes a violation of academic integrity as defined in the UVic Calendar.

**Standards of Professional Behavior**
The Faculty of Engineering has defined standards for professional behavior for all members of the faculty in order to support an effective learning environment and to prepare you for your career as a professional. Professionals perform all tasks required of them to successfully complete a project; by the same token, you will complete all tasks required to successfully complete course assignments by attending all our in-class “processing” workshops.
COURSE EXPERIENCE SURVEYS (CES)
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback regarding the course and my teaching, as well as helping the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more information nearer the time but please be thinking about this important activity during the course.

I am here to support your learning
If you’ve got any questions or concerns about the course, or need help with assignments, please check with me for advice and assistance

See next page for the course syllabus: weekly learning outcomes, readings, due dates, and other related activities
## ENGR 110 (Communications) Weekly Schedule

Refer to this syllabus to know what to expect and (under Column 3) what to prepare ahead of class.

### Complete all readings BEFORE class

Print articles from links in the Course Readings Folder on CourseSpaces. Read each article closely and actively, bring it to class on the scheduled date, and come ready to ask and answer questions about the reading.

Each week of the syllabus lists learning outcomes you should be able to achieve, given due diligence and commitment on your part.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Learning Outcomes</th>
<th>Due Dates, Readings, Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-9 Sept</td>
<td><strong>ENGR 110 Orientation</strong></td>
<td><strong>Diagnostic Assignment (in-class)</strong></td>
</tr>
<tr>
<td></td>
<td>• Identify course outcomes, requirements, and resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain what you learnt from your readings on academic honesty and integrity</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Academic Writing = Scholarly Conversation</strong></td>
<td><strong>AWE:</strong> “Academic Writing” (10-13); “Academic Writing Process” (14-21); “Reading Academic Writing” (22-28)</td>
</tr>
<tr>
<td>10-16 Sept</td>
<td><strong>Academic Reading = Comprehension &amp; Critical Thinking</strong></td>
<td><strong>AWE:</strong> “Writing a Summary” (99-100); “Paraphrasing” (46-48)</td>
</tr>
<tr>
<td></td>
<td>• Explain the 40:20:40 breakdown; discuss steps in the academic writing and</td>
<td>Actively Read Tufte, “Powerpoint does Rocket Science” OR Yang, “Boost</td>
</tr>
<tr>
<td></td>
<td>engineering design process</td>
<td>Basic Research in China”</td>
</tr>
<tr>
<td></td>
<td>• Recognize the features of academic writing versus non-academic writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Define what peer review and IMRAD mean</td>
<td><strong>LIBRARY RESEARCH TOOLKIT DUE</strong></td>
</tr>
<tr>
<td></td>
<td>• Engage in Pre-Reading</td>
<td><strong>due, Sun 16 Sept</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Academic Reading = Comprehension &amp; Critical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize and apply the three steps of Active Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify goals and procedures for an effective summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Differentiate effective paraphrasing from weak paraphrasing (=plagiarism)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engage in Self-Reflection to demonstrate understanding of learning activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and outcomes</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Active Reading Workshop (Summary Assignment)</strong></td>
<td><strong>AWE:</strong> “Understanding Your Assignment” (84-7; 11); “Using Sources” (40-41); “IEEE Citation Style” (57-8)</td>
</tr>
<tr>
<td>17-23 Sept</td>
<td><strong>Style Matters Workshop</strong></td>
<td>Actively read Hadwin and Wild, “Examining Student and Instructor Task</td>
</tr>
<tr>
<td></td>
<td>• Explain basic requirements of the research essay</td>
<td>Perceptions”; Go through my Plain Language Slides; <strong>AWE:</strong> “Improving</td>
</tr>
<tr>
<td></td>
<td>• Communicate ideas, questions, and insights about your own and others’ research</td>
<td>your writing Skills” (68-82)</td>
</tr>
<tr>
<td></td>
<td>interests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize and apply the active voice; revise for strong, clear, concise sentences</td>
<td></td>
</tr>
</tbody>
</table>

**TS Outline due 11:55pm, Fri Sept 21**
| Week 4 | 24-30 Sept | **Rhetorical Analysis = Responding, Assessing, Evaluating**  
- Recognize the difference between summary and analysis  
- Reflect and respond: use rhetorical analysis to assess the strengths and weaknesses of an argument  
- Define and explain the three rhetorical appeals: *Logos, Ethos, and Pathos*  
**Task Understanding Workshop**  
- Engage in task analysis  
- Identify different types and range of evidence  
- Demonstrate familiarity with distinct patterns of development  
- Apply skills in close, critical reading to provide constructive feedback on your own and others’ writing based on given academic criteria  
**Online Peer Review Forum** *(due 11:55 pm, Wed 26 Sept)*  
**Week 5** | 1-7 Oct | **Analyzing & Judging Arguments**  
- Recognize rebuttal and concession as a means of engaging with others’ views and objections  
- Communicate ideas, questions, and insights about your own and others’ research interests  
**Library Orientation Workshop**  
- Navigate the library Databases for academic sources  
- Find two peer-reviewed journal articles related to your research question  
**Actively read** Graham, “Student Beliefs and the Teaching of Argument”;  
**AWE**: “Writing an Essay” (84-90);  
**AWE**: “Researching” (29-39)  
**Week 6** | 8-14 Oct | **Mon 8 Oct—Thanksgiving—No Classes**  
**Generating Content Workshop**  
- Engage in analysis—“taking apart” an argument—to identify how it has been built and supported  
- Discuss the power of learning to create change  
**Actively read** Rattan et al, “Leveraging Mindsets to promote Academic Achievement . . .”  
**Week 7** | 15-21 Oct | **Organizing Content Workshop**  
- Recognize and apply the ingredients of an academic introduction  
- Draft a justification  
- Recognize strong versus weak thesis statements  
- Formulate a closed thesis statement  
- Recognize the value of reflection as a powerful learning strategy  
**Reflection as a Tool to Consolidate Learning and Discovery**  
- Demonstrate growth in understanding the dynamics of effective teamwork  
- Compose well developed, well detailed paragraphs demonstrating academic integrity, unity and coherence  
- Create strong, clear topic sentences  
**Actively read** Dalal, “Responding to Plagiarism using Reflective Means”  
**SELF-REFLECTION LEARNING ASSIGNMENT due (in class)**
| Week 8 22-28 Oct | **Building Strong Paragraphs**  
- Integrate and cite textual evidence to support your claims and build strong body paragraphs  
- Use transitions to create bridges between points  
- Compose an academic conclusion that recaps major points and ends with a _peroration_: a final, heightened appeal for validity or significance  
- Discuss the role of evidence in promoting change  

**Style Matters Workshop**  
- Recognize key elements of academic style  
- Use a basic grammatical vocabulary to identify elements of punctuation and style (commas, colons, and semi-colons; parallelism)  
- Apply basic rules of punctuation and parallelism to create effective sentences and lists  

|  | Actively read _Kirschner and Bruyckere_, “The Myths of the Digital Native and the Multitasker”  
|  | Actively browse the link to _UN Sustainable Development Knowledge Platform_, “Sustainable Transport”  

| Week 9 29 Oct-4 Nov |  
- Draft your rhetorical analysis essay in class (MON)  
- Use checklists to determine areas for attention  
- Revise, edit, and proofread work to ensure your essay is clear, correct, and concise and properly meets requirements (THURS)  

|  | **RHETORICAL ANALYSIS ESSAY** due in two in-class sessions  

| Week 10 5-11 Nov | **Oral Presentations Workshop**  
- Use visual rhetoric to inform and persuade  
- Recognize 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  
- Discuss the concept of science as a common human endeavor  

|  | _AWE_: “Preparing a Presentation” (120-5)  
|  | Actively read _Hsu_, “Mobilize Citizens to Track Sustainability”  

| Week 11 12-18 Nov | **READING BREAK (Mon-Wed) – No Classes**  

| Week 12 19-25 Nov | **“They say, I Say”: Templates for Academic Research Essays**  
- Recognize the role of “templates” in shaping and organizing scholarly conversation  
- Reflect and assess evidence to make meaningful connections  

|  | **Drafting Introductions Workshop**  
- Explain ENGR 110 exam requirements  
- Create scholarly context for your readers using academic “templates” for an academic introduction:  
  → Justification  
  → Literature Review  
  → Research Question  
  → Thesis (“answer” to the question)  

|  | Actively read _Clapperton_, “Indigenous Ecological Knowledge and the Politics of Post-Colonial Writing”  
|  | _AWE_: “Preparing for an Exam” (126-7)
| Week 13 | 26 Nov-2 Dec | **Empirical Research = Making Connections = Discovery**  
- Make connections in learning to generate new knowledge  
- Map the academic research process:  
  → 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  

| Week 14 | 3-9 Dec | **Pulling Everything Together**  
- 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  

|  |  | **Course Experience Surveys**  
|  |  | **Editing Strategies Workshop**  
- Engage in self-reflection to identify relevant learning outcomes 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  

|  |  | **Online Peer Review Forum** (due 11:55pm, Tues 4 Dec)  
|  |  | **Actively read Li and Collins, “Smoking Environments in Transition”**  
|  |  | **Actively Read Goldman et al., “Ensuring Scientific Integrity in the Age of Trump”**  
|  |  | **RESEARCH ESSAY due Fri 7 Dec**