

ENG 331

Communication for Engineering and Technology



Sections: 619, 620 | online
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Semester: Fall 2020
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Office Hours: By appointment

ENG 331: Communication for Engineering and Technology

Course description

This course is aimed for students in engineering and other primarily technological curricula and emphasizes the needs of various professional audiences, strategies of adapting organization and style to those needs, and ways of supplementing written communication with oral reports and visual aids. This course will help you develop your writing skills necessary for workplaces including internal as well as external communication. Internal skills include the ones required to communicate with managers and technical personnel. External skills involve communicating information for the naïve audience like end-users or vendors.

Learning outcomes

By the time you have finished the course, you will have:

- ❖ Become familiar with the purposes, audiences, and conventions of written communication in the contexts they expect to work in after graduation: industrial, governmental, and applied research environments.
- ❖ Learnt to recognize and construct effective arguments for a variety of audiences and to adapt these to the formats and conventions of various documents and genres.
- ❖ Learnt the relationships between written communication and oral and visual supplements.
- ❖ Practiced precision, clarity, and appropriateness of verbal expression for different readers.
- ❖ Experienced writing as a process, including planning, drafting, reviewing, revising, and criticizing.
- ❖ Learnt to collaborate effectively in teams to create or review documents.
- ❖ Become more self-conscious and reflective writers by being asked to analyze and justify the strategies they use in their writing

It is my responsibility to provide instruction that equips you to meet these objectives and your responsibility to practice and seek help where needed.

Evaluation of learning outcomes

❖ **Job Application Packet (20% = 40 points) (Individual)**

Create a resume and cover letter for a job to which you are likely to apply after graduation. This first part of the course will be covered during the first 4 weeks of the semester.

❖ **Technical Communication for the vMLK project (70% = 140 points) (Group)**

Create documentation (for 1 out of the 5 projects) and various audiences of the vMLK project. This project will take place throughout the rest of the semester. The report related tasks will be broken down as follows

- **Introduction:** This section will include the goals of your project, results of audience analysis, and research questions identified.
- **Methods:** Since you are working on a documentation project, methods refer to the ways of gathering data from the subject matter experts as well as using self-research approaches (literature, competitor analysis, etc). You can discuss this in two phases:
 - **Phase 1:** Interview with client (Elaborate on how you planned for the meeting with Dr. Gallagher, formulated questions, what you learn from the discussion, and how did it help you to plan next steps.
 - **Phase 2:** Here you can discuss your approach of reaching out to other stakeholders, how you worked on that method and what results have you obtained.
- **Results:** In this section, you will describe what you have learned from your data. Discuss the context of how the data was received, what it means, and what problems does this data present.
- **Discussion:** Make recommendations on how those problems, recognized in your results section, can be addressed. The recommendations can be formatted as a list (for example, a bulleted list of best practices), tabular format or using charts or other graphical formats (The deep annotation project specifically will utilize both verbal and visual formats for delivery).

❖ **Participation (10% = 20 points)(Individual)**

This course requires active participation, including in-class discussions, reading, responses, exercises, and group work. I collect in- class and take- home assignments and count them toward your participation grade.

Evaluation Criteria

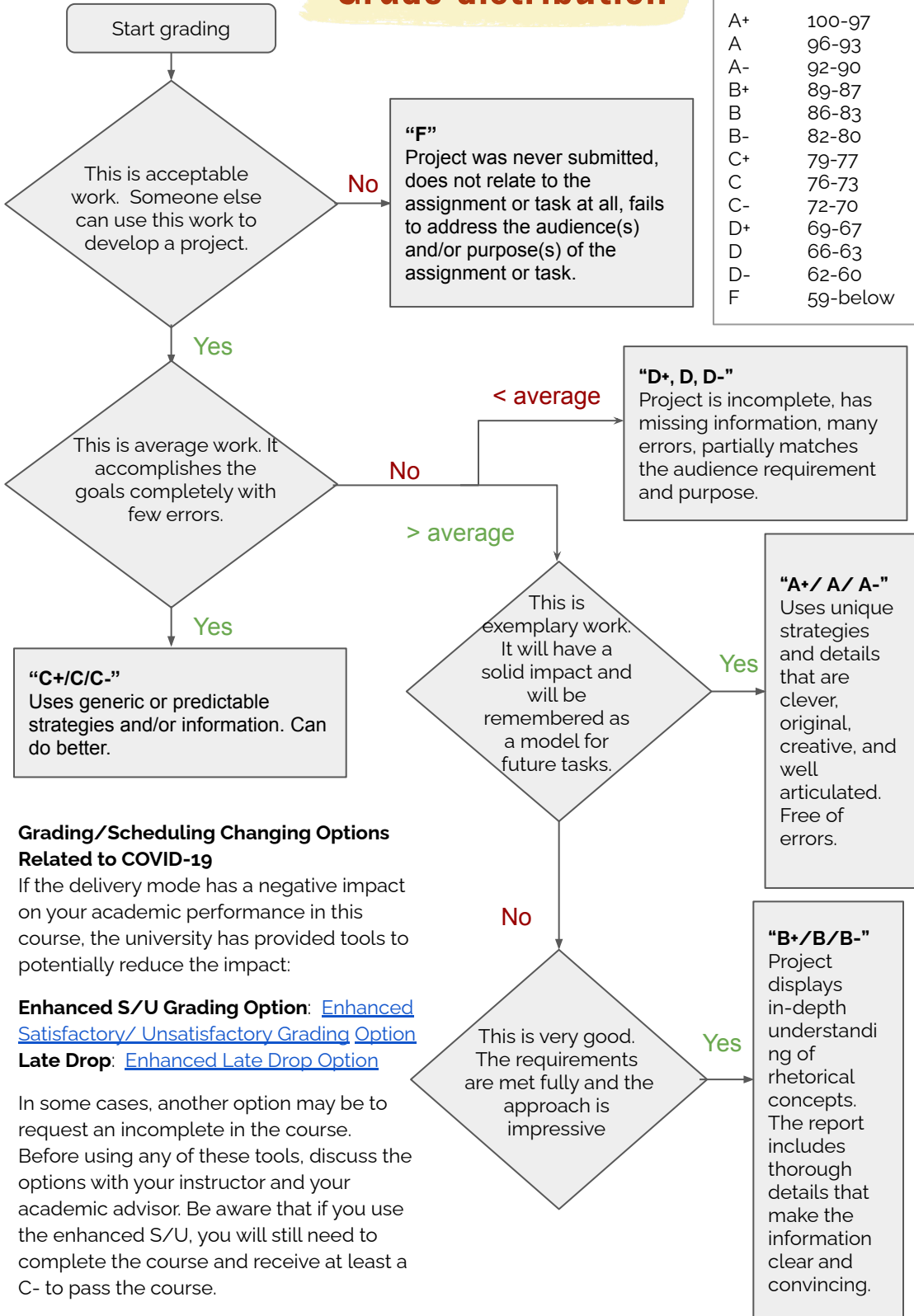
Category	Excellent	Not bad	Needs Work
Audience	Writing demonstrates an obvious awareness and adaptation to specific workplace audiences.	Writing demonstrates a limited awareness and partial adaptation to specific workplace audiences.	Writing demonstrates minimal awareness and insignificant adaptation to specific workplace audiences.
Purpose	Writing demonstrates an obvious awareness of how to accomplish the intended outcome.	Writing demonstrates a limited awareness of how to accomplish the intended outcome.	Writing fails to achieve intended outcome.
Document Design	Document demonstrates an obvious understanding and application of document design elements. Document is visually appealing, consistent, and adheres to all standards	Document demonstrates a limited understanding and application of document design elements. Document lacks visual appeal. Document is partially consistent and does not adhere to all standards.	Design fails to follow document design standards and format.

Evaluation Criteria

Category	Excellent	Not bad	Needs Work
Support / Development	Writing provides detailed support for arguments and persuades readers.	Writing provides limited details for arguments and does not fully persuade readers.	Writing fails to support arguments and does not persuade readers.
Grammar/ Mechanics	Writing has no problems with grammar and mechanics.	Writing has some minor problems with grammar and mechanics.	Writing is incomprehensible.
Overall	Writing accomplishes all aspects of the assignment, demonstrates clear application and obvious mastery of concepts.	Writing accomplishes limited aspects of the assignment, shows partial application and some mastery of concepts	Writing fails to accomplish any of the requirements.

Grade distribution

A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-below



Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

Enhanced S/U Grading Option: [Enhanced Satisfactory/ Unsatisfactory Grading Option](#)
Late Drop: [Enhanced Late Drop Option](#)

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Course organization and scope

This course begins with an introduction to workplace writing for those in engineering and technical fields. The first part of the course will help you prepare and/or revise their job application materials. The next part will help you locate, analyze, and use information appropriate for selected professional documents and communication tasks. In the second part, you will work on a real-world project (vMLK). We will emulate a workplace project flow that comprises of communication with stakeholders, project management and reporting, development of content (documentation development life cycle), and collaborative work.

Required course materials

- ❖ The class schedule, assignment descriptions, announcements and grades for the class will be shared on Moodle.
- ❖ All the reading materials will be made available as PDFs or website links on Moodle or through NCSU Libraries.

Pandemic related course policies

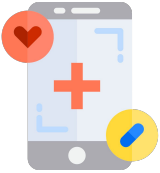
Resources



Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the Protect the Pack website (<https://www.ncsu.edu/coronavirus/>). The sections below provide expectations and conduct related to COVID-19 issues.

Pandemic related course policies

Health and Participation in Class



We are most concerned about your health and the health of your classmates and instructors/TAs.

- ❖ If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self reporting (Coronavirus Self Reporting): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- ❖ If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- ❖ If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request (a university-level form can be found [here](#)).

Health and Well-Being Resources



These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).

Course policies

Academic Integrity



The Departments of English and Communication are committed to upholding the University's honor code. To read the University policy on academic integrity please see the [Code of Student Conduct](#). The University and the Depts. of English and Communication assume all students are familiar with these standards and procedures. If you have any questions about academic dishonesty or doubts about what constitutes a violation please contact me.

Communication Guidelines



Email is the best way to contact me. You can email me at nsjalind@ncsu.edu. I do not respond to students at any other address. I will try to answer student email within 24 hours on weekdays and within 48 hours on weekends and holidays. You can connect through Twitter @nupoorwriting. I may not respond to other social media requests until the end of semester. I will be available to meet during my office hours and by appointment outside of those.

Group work



Make sure to not email addresses of your group members at the beginning of project work. Schedule weekly milestone reviews. Report right away if you notice that someone on the group has been unresponsive for over 72 hours.

Late Policy



Late assignments will ONLY be accepted in the case of verified/documented emergencies in accordance with the excused absence policy or this course. See the [University Attendance Policy](#). If, in the case of an emergency you cannot present during your scheduled time, or cannot finish your final paper, you should let me know as soon as possible. If you have reasons for an excused absence, you can still turn in the paper or re-schedule your presentation after the due date upon presentation of appropriate documentation according to the University policies.

Course policies

<p>Backups</p> 	<p>Most of our work will use technologies that let you save data on the cloud. However, save backups of your notes and all your work for this class. Recommended storage places are Google Docs and Google Drive. Printed backups can also be useful. Do not discard any files, notes, or other work until the semester is over and you have received your final grade. Be sure that you maintain backups so that you can continue your work when you encounter computer problems.</p>
<p>Other resources</p> 	<p>Other Important Resources</p> <ul style="list-style-type: none">➤ Keep Learning: Keep Learning➤ Protect the Pack FAQs: Frequently Asked Questions Protect the Pack➤ NC State Protect the Pack Resources for Students: Resources for Students Protect the Pack➤ NC State Keep Learning, tips for students opting to take courses remotely: Keep Learning Tips for Remote Learning➤ Introduction to Zoom for students: https://youtu.be/5LbPzzPbYEw➤ Learning with Moodle, a student's guide to using Moodle: https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226➤ NC State Libraries Technology Lending Program

Course plan

Week	Topic
Job Application Packet	
Week 1	Introduction
Week 2	Analysis of job ads <ul style="list-style-type: none">Ding, H., & Ding, X. (2013). 360-degree rhetorical analysis of job hunting: A four-part, multimodal project. <i>Business Communication Quarterly</i>, 76(2), 239-248.
Week 3	Cover letter <ul style="list-style-type: none">Johnson-Sheehan, R. <i>Technical communication today</i>. Pearson/Longman, 2005. Chapter 13.Writing tips Submit cover letter
Week 4	Resume Writing <ul style="list-style-type: none">Parker, Y., & Brown, B. (2012). <i>The damn good resume guide: A crash course in resume writing</i>. Ten Speed Press. Submit resume/CV
Week 5	LinkedIn profile <ul style="list-style-type: none">Zide, J., Elman, B., & Shahani-Denning, C. (2014). LinkedIn and recruitment: How profiles differ across occupations. <i>Employee Relations</i>, 36(5), 583-604. Submit LinkedIn profile link
Week 5	Online Portfolio <ul style="list-style-type: none">Labrecque, L. I., Markos, E., & Milne, G. R. (2011). Online personal branding: Processes, challenges, and implications. <i>Journal of interactive marketing</i>, 25(1), 37-50. Submit online portfolio link

Week	Topic
Technical documentation (vMLK project)	
Week 5	What is rhetoric? Rhetorical situation Who are the audience/publics? <ul style="list-style-type: none"> ● Hauser, G. A. (2002). Introduction to rhetorical theory. Prospect Heights, Ill: Waveland Press. Chapters 1, 2 and 3 Analyze audience of the vMLK project
Week 6	Communication with stakeholders
Week 7 Week 8	Week 7 & Week 8 Meetings with stakeholders
Week 9	Audience and Interactions <ul style="list-style-type: none"> ● Markel, M. H., & Selber, S. A. (2018). Technical communication. Chapter 5-7
Week 10	Graphic features (Visual rhetoric I) <ul style="list-style-type: none"> ● Buehl, J. (2014). Toward an Ethical Rhetoric of the Digital Scientific Image: Learning From the Era When Science Met Photoshop. Technical Communication Quarterly, 23(3), 184–206. ● Hill, Charles A.; Helmers, Marguerite. (2012). Defining Visual Rhetorics. Abingdon, Oxon: Routledge. Chapters 9 & 14
Week 11	Data gathering and report writing <ul style="list-style-type: none"> ● Markel & Selber, Chapter 12 ● Johnson-Sheehan, R. (2005). Technical communication today. New York: Pearson/Longman. Chapter 11
Week 12 Week 13 Week 14	Information design and Iterative project work <ul style="list-style-type: none"> ● Dube, "IMRAD In Science The Importance a Format Can Have" ● Selections from Swales, J.M. & Feak, C.B. (1996; 2004). Academic writing for graduate students. Ann Arbor: University of Michigan Press. <ol style="list-style-type: none"> 1. Documentation 2. Filling project management sheet 3. Receiving feedback 4. Update