

Communications in the Professional World

<https://sites.google.com/uci.edu/bhs/home>

Instructor:

Beth Harnick-Shapiro M.A.

Email: bharnick@uci.edu

Office: REC 113 and by appointment
via Zoom

Office Hours: M 4:30 PM-5:30 PM, W
4:30 PM - 5:30 PM, before and
following class, and by appointment.
*During final exam week, office hours
are by appointment only.*

Phone: 949-354-2384

This is my Google Voice Number, so
email me if it is not between 8 AM to 9
PM. If I don't pick up, please leave a
message. **Please include your name,
class, and section.**

Meeting Information

Section: I - 13274, 13275	Section: J - 13277, 13278
Room: PSCB 140 Lecture: MW 11:00 AM- 12:20 AM Discussion: MW 12:30 PM-1:20 AM TA: Anita Ghandehari Email: gbandeha@uci.edu TA OH: 9 AM to 12 PM in REC 113	Room: ICS 213 Lecture: MW 2:00 PM-3:20 PM Discussion: MW 3:30 PM-4:20 PM TA: Anita Ghandehari Email: gbandeha@uci.edu TA OH: 9 AM to 12 PM in REC 113

Course Description

ENGR 190W is an upper-division technical writing course designed to provide you with the tools to plan, research, organize, edit, and evaluate various forms of oral and written technical communication. The coursework will include short writing and editing exercises, discussions on writing styles and techniques, readability analysis, structured revision, review techniques, evaluation of information resources, impromptu speaking exercises, ethics activities, a technical research paper, a collaborative research paper, and oral presentations based on the technical and collaborative research papers.

NOTE: Students will complete a required writing evaluation on the first day of class to verify that their writing skills meet the course prerequisites. You must complete this assignment to enter the class.



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ENGR 190W Communication in the Professional World

Technical Communications in the Workplace

As a communicator of technical and professional information, you must be able to meet numerous requirements, both in the academic world and in the workplace. You will build skills to produce precise technical documents for expert, novice, and public audiences.

You should finish the course with the ability to document and format technical information in reports, letters, instructions, proposals, and memoranda. **Scope, purpose, and audience guide all oral presentations and written documents.** After you develop an awareness of how to fulfill your future communication responsibilities, classwork will focus on several specific activities to help you build writing skills and effectively present technical information.

This course requires students to revise their writing to ensure clarity, accuracy, consistency, and precision. Persons specializing in technical areas are responsible to themselves, their co-workers, and their professions to prepare to handle communication tasks effectively. Competent, successful communication is valuable on any team, so the challenge is to become one of those effective individuals. Work with me, your peers, and tutors in the UCI Center for Writing Excellence on assignments. Students are required to visit with someone from the UCI Center for Writing Excellence or with me one-on-one at least once during the quarter. Some students may be asked to meet more frequently to support success in the course.

Required Textbooks

The Engineering Communication Manual by Richard House et al., Oxford University Press, 2017 (First Edition – spiral-bound textbook). The book is available to rent or purchase from the bookstore and other platforms like VitalSource and RedShelf.

Access to a grammar handbook, a collegiate dictionary, and a thesaurus.

Find links to some additional readings (links will take you to the following sources):

[*The Art of Writing Science*, Kevin W. Plaxco](#)

[*NSPE Code of Ethics*](#)

[*On the Duty of Civil Disobedience*, David Henry Thoreau](#)

Additional reading may be assigned from various sources, including reading material written by your peers and links on the course website.



Suggested Textbooks and Materials

[*Against Intellectual Property, Stephan Kinsella*](#)

A Writer's Reference (10th edition) by Diana Hacker et al., Harvard University (softcover)

Course Learning Outcomes

- ☐ Communicate effectively orally and in writing to technical audiences.
- ☐ Communicate effectively both orally and in writing to non-technical audiences.
- ☐ Produce quality technical papers totaling 4,000 words or more of finished work.
- ☐ Produce a collaborative written and oral presentation where the team members provide leadership, establish goals, plan tasks, and meet objectives.
- ☐ Demonstrate an understanding of professional and ethical responsibilities, intellectual property, and a broad consideration of security and social issues.
- ☐ Describe the basic process model and identify the key elements that form the basis for effective technical writing and sound scientific research.
- ☐ Demonstrate the ability to make appropriate decisions regarding the form, format, and style of a proposed technical document based on the target audience.
- ☐ Apply effective methodologies for reviewing, editing, and revising a technical document.

Activity Summary - See Canvas for due dates

- ☐ Class Participation
 - ☐ Attendance
 - ☐ Class Discussion
 - ☐ In-class Activities
 - ☐ Online Forum Posts
 - ☐ Field Notebook
 - ☐ Peer Review
- ☐ Audience and Purpose Assignments
 - ☐ Professional Email and Memos
 - ☐ Ethics Assignment



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- ☐ Ethics Activity
 - ☐ Ethics Discussion
- ☐ Journal Summary
- ☐ Security Summary and Analysis
- ☐ Impromptu Speaking
 - ☐ Class Introductions
 - ☐ Status Reports Project 1
 - ☐ Status Reports Project 2
 - ☐ Presentation - Topic Approval Required
 - ☐ Elevator Speech or Pitch
 - ☐ Security Journal Article
- ☐ Project 1 - 4-6 pages in IEEE style 1.15 spacing or 8-10 pages double-spaced
 - ☐ Project 1 Proposal
 - ☐ Ethics Exploration
 - ☐ Peer Review
 - ☐ Revision Action Plan
 - ☐ Abstract
 - ☐ Written Report
 - ☐ Oral Presentation
- ☐ Project 2 - Group Report - each member will produce 2-3 pages 1.15 spacing using IEEE style or 4-6 pages double-spaced.
 - ☐ Project Proposal
 - ☐ Team goals and schedule
 - ☐ Team research questions and assignments
 - ☐ Written Report
 - ☐ Individual sections for each contributor
 - ☐ Integrated Report
 - ☐ Oral Presentation
 - ☐ Team Evaluation
- ☐ Testing
 - ☐ Quizzes

Grading

This class calls on you to work independently as well as collaboratively. Please note there are assignments to assess your abilities both as an individual and as a member of a group. You will be provided opportunities to evaluate your team members. If a team member fails to complete work in a timely fashion or fails to complete work by the deadline, they may lose up to 20% loss of points on the final project. If you have a



question about what collaboration, group projects, or individual work should look like, please do not hesitate to see me.

Extra credit

When offered, extra credit will be made available to all students.



Course Breakdown

Assignment	Effort	Weight
Building Skills: Attendance, Zoom Chat, Short Writing Assignments, In-Class Writing, Participation, Discussion Forums, Field Notebook, Peer-Review, Online In-Class Activities	Individual	25%
Project 1	Individual	25%
Project 2	Group and Individual	30%
Quizzes and Reflections	Individual	5%
Oral Presentations	Group and Individual	15%

Final grades are computed by first finding the average score in each category described in the table. All scores are normalized to a scale of 0 to 100 before being averaged. The average score for each category is then used to compute the weighted average according to the weights in the table below.

Course grades will be assigned on the following scale:

Grading Scale	Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
60% - 69%	D
below 60%	F

If a mistake in grading occurs, I will be happy to correct it; please bring it to my attention as soon as possible. Please note, however, that grades are not



negotiable, and your GPA and academic standing are your responsibility, not mine.

NOTE: No grading curve is used in this course. All writing assignments are graded using rubrics designed for each assignment based on the upper-division writing rubric (posted on the course webpage) established by the Office of the Campus Writing Coordinator, which oversees all upper-division writing programs across campus.

A word about plagiarism: don't.

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards. All student work, including quizzes, exams, reports, and papers, must be the work of the individual receiving credit. Academic dishonesty includes, for example, cheating on examinations or any assignment, plagiarism of any kind (including improper citation of sources), having someone else take an examination or complete an assignment for you (or doing this for someone else), or any activity in which you represent someone else's work as your own.

University policy will provide the foundation for any academic integrity issues in this course. Please don't risk your grade. You risk a zero on an assignment or, in some cases, may not pass the course. We operate as a community, and as Engineers, I expect you to adhere to the highest academic integrity for every assignment. If you are a team member, you jeopardize both your score and that of your team if you do not adhere to university policy.

Violations of academic integrity will be referred to the [Office of Academic Integrity and Student Conduct](#). The impact on your grade will be determined by my policies in this course. Please familiarize yourself with UCI's Academic Integrity Policy (<https://aisc.uci.edu/policies/academic-integrity/index.php>), and speak to me if you have any questions about what is and is not allowed in this course. I am interested in your every success. Please see me before assignments are due with any questions or concerns.

In addition, emerging technologies offer a new frontier in writing best practices. ChatGPT or other natural language Artificial Intelligence tools must be used judiciously. We will be exploring a pilot project with ChatGPT this quarter, using the tool PapyrusAI. You will have the opportunity to beta-test the tool. Please see me for alternative assignment options if you do not want to participate.



Responsible Use of Generative AI

The human-centered ethical use of generative AI tools like OpenAI's ChatGPT and Anthropic's Claude2 can enhance productivity and creativity. Humans are best at assessing how to employ any tool. Remember, you are the boss. Please contact me if you have questions about effectively navigating this emerging set of tools.

Ultimately, how you engage with and use output from any Generative AI tool reflects your choices and ethical values. Overreliance on AI risks undermining your learning and professional skill development. As you experiment with these tools for class assignments, please keep the following guidelines in mind:

- Vet and edit any AI-generated content for accuracy before submitting. Do not present it as your work.
- Use AI as a supplement to build on your critical thinking and efforts to master course material. Avoid using it as a crutch or replacement for your learning.
- You remain accountable for the quality and integrity of the work you submit, regardless of AI use.
- Overusing generative AI can leave dangerous gaps in your skills and understanding. Use AI thoughtfully as one tool among many.
- Follow academic honesty principles. Attribute any AI-generated text and use AI ethically. Unclear attribution or AI misuse may warrant disciplinary action.

I encourage you to discuss any questions about using these tools with me. I aim to guide your responsible experimentation with AI to augment your creativity and productivity. However, your learning remains the priority. Please use AI thoughtfully to supplement, not supplant, your efforts to demonstrate expertise in the course material. I'm happy to help steer your use of these tools in a direction that benefits your education.

Note: The AI assistant Claude from Anthropic PBC partially generated this statement on the responsible use of generative AI.

If you have read this far, then you found the Easter Egg. Post to the Water Cooler Discussion board with a picture of you, a favorite campus picture, or an avatar to introduce yourself. Post before the end of class on 9/30/24 to earn two extra credit points.



Academic Integrity

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards. All student work, including quizzes, exams, reports, and papers, must be the work of the individual receiving credit. Academic dishonesty includes, for example, cheating on examinations or any assignment, plagiarism of any kind (including improper citation of sources), having someone else take an examination or complete an assignment for you (or doing this for someone else), or any activity in which you represent someone else's work as your own. Violations of academic integrity will be referred to the Office of Academic Integrity and Student Conduct. The impact on your grade will be determined by the individual instructor's policies. Please familiarize yourself with UCI's Academic Integrity Policy (<https://aisc.uci.edu/policies/academic-integrity/index.php>) and speak to your instructor if you have any questions about what is and is not allowed in this course.

Attendance and Assignment Submission Policy

Attendance will be taken during each class session. Program policy requires you to attend all class sessions. You will not earn participation points for activities you miss. If you cannot attend in person because you are ill or have another compelling reason, please email me to arrange to attend via Zoom. Absentee students are responsible for reviewing the lecture material and completing the in-class exercises. You may be granted permission to make up the missed in-class *activities with prior approval*. *Students with more than two absences during the quarter may also receive a lower final course grade*. Special circumstances will be considered on an individual basis.

Frequently the course will be run as a workshop. Students will be asked to engage in hands-on, learning-intensive activities. Each class will begin promptly at the designated hour. Latecomers disrupt the class proceedings and seriously affect the group dynamics desirable for an effective learning environment. Chronic tardiness may also affect a student's final course grade.

Assignments in the form of articles and out-of-class essays must be electronically submitted per the instructions on the assignment sheet. The default collection for all assignments is at the start of class on the date they are due. Failing to meet this expectation may result in a loss of points. Quizzes are closed books and closed notes. In-class writing will be uploaded before the end of class.



ENGR 190W Add/Drop Policy

No add/drops are allowed after week one — Friday, January 12th for Winter quarter

Testing - Exams and Quizzes

There are intermittent quizzes and a final class reflection is scheduled. Make-ups for quizzes and in-class writing will be considered on a case-by-case basis.

Building Skills

Homework and In-Class Writing Assignments

- ❑ In-class activities will be assigned in class.

There will be take-home writing assignments, usually assigned on our first meeting of the week and due in Canvas on the last meeting of the week unless indicated otherwise on the assignment sheet, Canvas, or on the course outline.

Short Papers

- ❑ Ethics Exploration for Project 1
- ❑ Summary - Peer Reviewed Journal
- ❑ Security - Peer Reviewed Journal Summary
- ❑ Memos and Email
- ❑ Status Reports
- ❑ Peer Review Report

Class Work

I want to support your learning. As such, I will employ various pedagogical strategies. There will be reading assignments requiring you to analyze and synthesize concepts presented in our textbooks and online, as well as the material presented by your peers.

We will discuss reading materials in class. Please come prepared to participate actively in discussions and class activities. From time to time, you may be assigned the task of sharing questions to kick off the class discussion. Students are asked to read and discuss engineering research news in class and Canvas discussion forums.

A student who is absent is responsible for completing any in-class assignments by the due date.



Projects - 2 projects during the quarter:

- ❑ **Project 1** - Individual Research Paper and Presentation (Paper and Slides/Poster)
 - ❑ Developing appropriate research goals for an identified audience.
 - ❑ Clear research question development and literature review
 - ❑ Clear research goals identified and met
 - ❑ Consideration of ethics in research goals
 - ❑ Developing clear controlling ideas
 - ❑ For the project
 - ❑ For sections of the paper
 - ❑ Controlling topic with strong organizational structure
 - ❑ Effective use of purpose statements
 - ❑ Efficient use of headings, sub-headings, charts, graphs, and images.
 - ❑ Effective collection and use of peer-reviewed journals, patents, and industrial research materials.
 - ❑ Ability to assess authors and sources
 - ❑ Effectively synthesize research of others
 - ❑ Exhibition of concise and precise language
- ❑ **Project 2**- Individual section in a Group Report and Presentation (Paper and Poster/Slides)
 - ❑ Build on all skills required in Project 1 within a group writing context
 - ❑ Development of research to solve a technical problem for a multi-disciplinary review board
 - ❑ Establish and develop group goals, metrics, outlines and schedules
 - ❑ Incorporate multiple writers and multiple voices into a coherent, integrated paper
 - ❑ Effectively evaluate contributions of peers and accept and provide constructive feedback orally and in writing



Project 2 requires a team with several other students - individual and group points assigned.

Presentations

Each student will be involved in formal and informal presentations during the term:

- ☐ Individual Introduction
- ☐ Status Reports
- ☐ Impromptu Speaking
- ☐ Journal Summary Presentation
- ☐ Project 1 Presentation
- ☐ Project 2 Presentation

For Project 1 and Project 2, plan to build presentation materials with Google Slides, Prezi, Canva, PowerPoint or another tool appropriate for the topic. For Project 2 team presentations, each student will present a portion of the material. Each member of a team will receive the same grade for the presentations. For other presentations, consider what visuals, if any, are appropriate. In every class meeting, you will have an opportunity to build your extemporaneous speaking skills in small and larger group discussions. Volunteering to engage in oral communication in group meetings can also build your oral presentation skills.

Submitting Assignments

- ☐ Work must be uploaded into Canvas on the date indicated in the learning management system. Plan accordingly.
- ☐ Papers and Presentations will often have several electronic components. The directions on the assignment sheet will indicate the required submission process. Canvas will indicate due dates for assignments as well. With special permission, or in the event of an emergency, work may be submitted out of sequence.
- ☐ Late work will not be accepted unless approval is given in advance. With permission, a 20% loss of points may be available for late submissions.
- ☐ Submit only one copy of the group assignment.



- ❑ Submissions **must include your name and section** in the electronic file [beth_harnick_project1_secX] as well as in the document in order for you to receive credit, so I may track materials when downloaded from Canvas.

Writing Assistance

Faculty Office Hours: Students are encouraged to meet with the instructor at least once during the quarter. You may make appointments for in person meetings during office hours or schedule Zoom meetings ad hoc. Writing is a deeply personal process, and meeting with the faculty member will support each writer based on the writing context and writer's needs.

Teaching Assistant: Engineering 190W has a floating TA assigned. You are encouraged to meet one-on-one with the TA. You may meet in person and via Zoom. Please make appointments via email with the TA.

The [UCI Center for Excellence in Writing and Communication](#) provides all students with remote synchronous and asynchronous writing assistance. These appointments fill up, so plan accordingly. Please refer to the electronic link posted in the Campus Resources module on the Canvas course space for details and appointment scheduling. To ensure you can obtain an appointment with a writing specialist before your writing assignment is due, plan on scheduling your appointment several days in advance of completing your writing assignment. Multilingual students can receive specialized assistance with their academic writing by contacting or making an appointment with one of the two writing specialists shown below.

Percival Gueuvarra

Multilingual Writing Specialist

186 Ayala Science Library

(949) 824-4124

percival.gv@uci.edu

Disability Services Center (DSC)

UCI is committed to supporting and accommodating students with disabilities. Students with disabilities are invited to meet with me privately to discuss their needs. If you have questions, please visit the DSC website or contact them at (949) 824-7494, or email dsc@uci.edu. <https://www.dsc.uci.edu/index.php>



Diversity Statement

The University of California, Irvine, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

Campus Resources

- ☐ [UCI Forward for COVID-19 University Policy](#)
- ☐ [UC Policy on Sexual Violence and Sexual Harassment](#)
- ☐ [UCI Library](#)
- ☐ [UCI Center for Excellence in Writing and Communication](#)
- ☐ [The Learning & Academic Resource Center \(LARC\)](#)
- ☐ [UC Irvine Launches Online Learning Research Center](#)
- ☐ [UCI Student Portal](#)
- ☐ [UCI Disability Service Center \(DSC\)](#)
- ☐ [Office Information Technology \(OIT\)](#)
- ☐ [UCI Wellness, Health, and Counseling](#)
- ☐ [Resources for Supporting Remote Students](#)

Basic Needs Security

Any student who faces challenges securing sufficient food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support ([A Message from the Dean of Students](#); 949-824-5181). Also, note the following resources available at UCI:

- ☐ [Student Outreach and Retention Center \(SOAR\)](#)
- ☐ SOAR Food Pantry – located at the FRESH Basic Needs Hub at 4079 Mesa Rd (Lot 5 trailers), open M-Th 11 am - 5 pm

UC Policy on Sexual Violence and Sexual Harassment

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) (949) 824-7273 or by email at



care@uci.edu. We encourage you to also report incidents through [OEOD's reporting page](#).

In addition, the campus Title IX Officer, along with the Office of Equal Opportunity and Diversity (OEOD), has provided a number of local and national [Sexual Violence Resources](#) that are available should you need immediate assistance related to sexual violence or other sexual misconduct. These resources are available even when the campus is closed or on an administrative holiday.

Faculty and Teaching Assistants are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Copyright

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Due dates for all assignments are updated in Canvas.

[Detailed Tentative Outline](#)

I will make updates throughout the quarter. View Canvas for updates or the class website at <https://sites.google.com/uci.edu/bhs/course-materials>



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