

Class Schedule: Mondays & Thursdays 11:30-2:30; 206TB

Instructor: Lisa Meyer lisa.meyer@carleton.ca (255 Paterson Hall; 613-520-2600 ext. 2811)

Office Hours: Thursdays 10-11am
Email for an appointment at other times.

Peer Mentor: John Breton JohnBreton@cmail.carleton.ca

TA: Lisa Valenta LisaValenta@cmail.carleton.ca

1.0 COURSE DESCRIPTION AND OBJECTIVES

Excellent communication skills are essential to a successful career in Engineering. This Communication Skills for Engineering Students course is designed to introduce students to written and oral communications in Engineering to help them develop the communication strategies and skills necessary to meet academic and entry-level professional requirements in Engineering.

By the end of the term, students should be able to

- analyze a writing or presentation requirement by considering both purpose and audience
- develop a suitable, logical, and comprehensible written or oral response to that requirement by considering
 1. audience awareness (which includes style and tone)
 2. content (which includes accuracy and relevance)
 3. organisation (which includes the logical flow of ideas)
 4. format (which includes accessibility of information)
 5. language use (which includes accurate grammar, correct spelling, and precise word choice)
- work effectively as a part of a team.

LEADERSHIP: Teamwork and leadership skills are highly valued in the engineering workplace. You have the opportunity, through this course, to develop these skills and add them to your resume, by 1. being a project team leader or 2. acting as the class leader in overseeing the team projects and corresponding with project client(s) where applicable.

2.0 COURSE REQUIREMENTS

2.1 Course materials

Textbook: On reserve in the library for your reference, but not required - D. Beer, and D. McMurrey, *A Guide to Writing as an Engineer*, 4th ed. USA: John Wiley and Sons, 2014.

Class notes:

Class notes and Powerpoint slides will not be posted by the Instructor. Students will be responsible for taking their own class notes.

Check this article about the value of taking notes by hand : <http://bigthink.com/neurobonkers/what-is-a-more-effective-way-of-taking-notes-laptop-or-notebook>

2.2 Attendance

Given the workshop and team project format of CCDP2100, attendance is mandatory. Failure to attend a class will result in the loss of 2% per class missed. **Note:** If a student misses 10 minutes (or more) of a class, the deduction may apply. Individual cases will be considered by the Instructor and must be supported by appropriate documentation (e.g. medical certificate). If you know you cannot attend class, inform your Instructor **before** class, and make arrangements for providing documentation. If possible, measures can be taken to make up for the missed material and /or activities by attending another CCDP2100 section (if applicable), or by completing make-up activities.

2.3 Professional Conduct in Class

Out of respect for all course participants, and to ensure an optimum learning experience students are asked to behave in a professional manner at all times. (see Sec. 15.2 of the “Academic Regulations”)

2.4 E-mail and cuLearn

Students are required to review the cuLearn CCDP2100 course site for announcements, calendar entries, and forum postings and check their Carleton email at least once every 24 hours.

Reminder: Check the cuLearn calendar for a record of tasks and assignments related to each class.

2.4.1 Email: University policy states that instructors *must not* respond to e-mail messages from students unless the e-mail originates from cuLearn or the student's Carleton account. Your instructor will attempt to reply to your emails within 24 hours.

2.4.2 cuLearn: On cuLearn you will find

- Calendar (frequent updates on assignments, homework, readings)
- Announcements (messages and announcement from Instructor - which will also arrive in your Carleton email inbox)
- Course Outline
- Assignment Package (description of all assignments)
- Style Guide
- Course resources
- Learning journal
- cuLearn mail
- Forms for completion by students during the course
- Mini-presentation peer feedback
- Project team forums
- Assignment submission drop-box
- Grades

2.5 Project Teams

Students will choose the members for their project team (4 members). It is critical that students form project teams early (during Class 1) and carefully. Before forming a project team, students should consider the following:

- their classmates' schedules, work ethics, personalities, and interests
- their own learning style(s) and project management skills
- their project's suitability given the backgrounds of the team members

As the CCDP2100 term project is a team project, it is expected that each team member will contribute equally to the work, and follow the expectations laid out by the team in their Team Contract. If a team member is not contributing as outlined in the Team Contract and this problem cannot be solved within the team, the team should contact the Instructor. In the worst case scenario, a team member can be "fired" and then have to continue the project as a solo endeavour. **Notes:** Written assignments are done individually. Oral presentations are team presentations and a team grade and individual grade will be assigned.

2.6 Meetings with the Peer Mentor, Instructor, TA, Elsie MacGill Centre scholars

One of the best ways to do well in this course is to consult with your instructor, peer mentor, TA, and Elsie MacGill Learning Centre scholars as needed. See cuLearn>Contact details for more information.

2.6.1 Peer Mentor: Your peer mentor is an upper-year engineering student who will assist you with the engineering content of your project.

2.6.2 Instructor: You have the opportunity to meet with the instructor in small teams to discuss assignment drafts throughout the term. You are encouraged to visit with / email your Instructor whenever you have questions or concerns.

2.6.3 TA: Your TA is a Linguistics graduate student who you can contact for assistance with language use / grammar in your written assignments. She will have a google schedule set up on cuLearn > Contact Details.

2.6.4 Elsie MacGill Learning Centre Scholars, 5030 Minto: You can visit the Elsie MacGill Learning Centre (EMLC) for assistance with language use from Linguistics scholars. Always take the Assignment Package and Course Outline with you so that you can show the scholar you meet with relevant course and assignment requirements. You can also get help with understanding and researching the engineering principles related to your course project from the Engineering scholars in the EMLC. EMLC hours are posted on cuLearn>Contact Details.

Notes regarding peer mentor, TA, instructor and EMLC Linguistics scholar assignment feedback:

The purpose of review meetings is to identify ways in which you can improve your assignment drafts. The review will help you write an improved subsequent draft. **Note that due to time constraints, the reviews will not be able to identify all aspects which need to be fixed, only key ones, which will help you to improve your draft.**

2.7 Use of cellphones, laptops during class

Students are asked not to use cell phones, smart phones, laptops, tablets, e-readers, iPods and similar devices during lectures or tutorials, except to work on course-related activities. You are welcome to use any of these devices prior to and after class, as well as during the break but please keep such items in bags or pockets during class.

There are four reasons why I've decided to prohibit the use of such equipment in my classes:

- . 1) Students (both teammates and non-teammates) have complained of being distracted by classmates using their devices for non-class purposes such as checking Facebook, playing games, viewing photos, and the like.
- . 2) As a course instructor I have been distracted by students not paying attention, which prevents me from being as effective as I could be.
- . 3) Sustained concentration is required to learn about a subject in depth. If a student cannot focus on class material during class without checking or sending messages, going on Facebook, Instagram, or whatever may be the "social medium de jour", they diminish their ability to concentrate and learn.

Fortunately, because of this policy you will actually learn more, and likely get a better mark.

If you still need more convincing: *Emotional Intelligence 101 from Oprah's SuperSoul Conversations:*

<https://podtail.com/en/podcast/oprah-s-supersoul-conversations/daniel-goleman-emotional-intelligence-101/>

3.0 EVALUATION

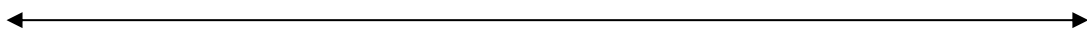
Assignments are listed in Appendix A, and described in detail in the *Assignment Package*.

3.1 Evaluation Criteria

All written assignments will be graded for the following:

- audience awareness (appropriate style, tone, level of technicality)
- content (relevance, accuracy)
- format (accessibility of information, consistency)
- language use (accurate grammar, correct spelling, wording)
- organisation (coherence, logical flow of ideas)
- use of peer and instructor feedback

A holistic approach to evaluating your assignments is illustrated in the Audience-friendliness scale below. Also see more detailed “Holistic Assessment Rubric” on cuLearn.

Audience-friendliness scale									
<ul style="list-style-type: none">• Expected content not present• Content not accurate• Content not supported by reliable sources• Audience not able to understand content• Does not meet assignment requirements				<ul style="list-style-type: none">• Easy to read/follow• Meets the goals and expectations of the audience• Contains accurate content (theory + application of theory) – to be confirmed by peer mentor• Content sufficiently explained to make sure it's useful and understandable to the reader• Content supported by reliable sources• Organized effectively• Coherently linked ideas• Language is clear and accurate• Meets assignment requirements• Effective formatting					
									
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Note that although the term project is a team project, written assignments for the project must be prepared individually by each team member to ensure that each student develops the written communication skills taught in the course. If a written assignment, in whole or in part, is copied from another student the assignment will receive a grade of zero (see **4.0 Plagiarism**).

Oral presentations will be graded for audience awareness, content, organisation, and delivery.

Note: Standing in a course is determined by the course Instructor subject to the approval of the Faculty Dean. This means that grades submitted by the Instructor may be subject to revision. No grades are final until they have been approved by the Dean.

3.2 Penalty for Late Submission of Assignments

- Up to 24 hours late: 15% of the total percentage value of the assignment will be deducted.
- 24-48 hours late: 30% of the total percentage value of the assignment will be deducted.
- More than 48 hours late: The assignment will receive a mark of zero.

In individual cases extensions may be granted under verifiable exceptional circumstances (e.g. upon submission of a medical certificate, etc.) **Note:** Computer or printer technical difficulties will not be considered a valid excuse.

3.3 Grades: Team vs. Individual

Unless otherwise specified grades will be individually assigned.

3.4 Final Exam

There is no final exam for this course; therefore, students retain the normal options available for appeal according to the current regulations outlined in the University Calendar.

3.5 Return of Assignments

All assignments will be returned to students within several days of submission EXCEPT the written Report of Findings, which will be available from the Instructor AFTER the final grades have been approved and posted.

3.6 University Grading System

The following percentage equivalents apply to all final grades at Carleton (grade points in brackets):

A+ = 90-100 (12)

A = 85-89 (11)

A - = 80-84 (10)

B+ = 77-79 (9)

B = 73-76 (8)

B - = 70-72 (7)

C+ = 67- 69 (6)

C = 63-66 (5)

C - = 60-62 (4)

D+ = 57-59 (3)

D = 53-56 (2)

D - = 50-52 (1)

F Failure. No academic credit

WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

See: <https://carleton.ca/esp/wp-content/uploads/how-to-calc-gpa-gpa-requirements.pdf>

4.0 PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

1. reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
2. submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
3. using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
4. using another’s data or research findings;
5. failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
6. handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

If you directly copy from a source, you must use quotation marks to indicate what has been copied as well as cite the source from which it was copied. However, in CCDP2100, you must avoid direct quotations – instead, paraphrase (use your own words), but still be sure to cite the source. Taking point form research notes will help you paraphrase and avoid plagiarism.

Plagiarism is a serious offence which cannot be resolved directly with the course instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. Further information can be found at - <http://carleton.ca/registrar/academic-integrity/>

Note: Be sure to cite sources (from any media) of facts, ideas, information, graphics, or tables that you are reporting and presenting. Use IEEE documentation formatting for citations and references.

If you're not sure whether or not you are plagiarising it is your responsibility to check with your Instructor. Here are some tips for avoiding plagiarism: <http://www.youtube.com/watch?v=2q0NIWcTq1Y&feature=related>

5.0 ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

a. For Disability

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*). “

b. For Religious Observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

c. For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

You can visit the Equity Services website for more information at <http://carleton.ca/equity/accommodation>.

6.0 STUDENT SERVICES

RESOURCE	CONTACT DETAILS
Elsie Macgill Learning Centre - Linguistics scholars to assist with your writing - Engineering Scholars to help with the engineering principles	http://carleton.ca/engineering-design/2016/support-advice-first-year-engineering-students/ 5030 Minto
From Intention to Action	http://carleton.ca/fita/
Student Academic and Career Development Services	http://carleton.ca/sacds/
Centre for Student Academic Support	http://carleton.ca/csas/
Academic Advising Centre	http://carleton.ca/academicadvising/ 302 TB
Health & Counselling Services	http://carleton.ca/health/ 2600 CTTC Building; 613-520-6674
School of Linguistics and Language Studies	236 Paterson Hall, 613-520-6612

7.0 COURSE CALENDAR

The following is a tentative course calendar for the term. Always check cuLearn Calendar for homework and assignment scheduling details.

Class	Class Focus
Class 1 Thurs. July 4	<ul style="list-style-type: none"> Project team formation + project topic choice Discuss <i>Introduction Email</i> assignment.
1. Consider project team members and topic. Meet with peer mentor (with your team) to complete Project Outline Form (cuLearn > Forms). 2. Complete Introduction Email assignment (see instructions in Term Project Assignment Package), due 11:55pm Sat. July 6	
Class 2 Mon. July 8	DUE: Introduction Email (11:55pm Sat. July 6) DUE: L J A1 (Learning Journal Activity Sheet) - started in class <ul style="list-style-type: none"> Meet with instructor, TA and peer mentor to discuss your team's <i>Project Outline Form</i>. (Bring to class one hard copy per project team.)
Class 3 Thurs. July 11	DUE: L J B1 (Introduction Email reflection) – done in class DUE: Project Outline Presentation DUE: Logbook entry #1
Class 4 Monday July 15	DUE: L J B2 (Project Outline Presentation reflection) - done in class DUE: Draft #1 of Project Proposal <ul style="list-style-type: none"> Peer feedback on <i>Project Proposal</i> drafts
Meet with instructor and/or TA to review draft #2 of Proposal.	

Class 5 Thurs. July 18	DUE: Project Proposal DUE: Logbook entry #2 <ul style="list-style-type: none"> (in class: Logbook entry #2 peer feedback) Prepare for <i>Presentation of Preliminary Findings</i> (bring a laptop). Mini-presentation #1 <ul style="list-style-type: none"> follow-up (in class): Mini-presentation #1 peer feedback
Class 6 Mon. July 22	DUE: Presentation of Theory DUE: L J B3 (Proposal reflection) – done in class DUE: L J B4 (Logbook Entry #2 reflection) – done in class
Class 7 Thurs. July 25	DUE: Logbook entry #3 <ul style="list-style-type: none"> (in class: Logbook entry #3 peer feedback) DUE: Presentation of Theory self-assessment folder DUE: L J B5 (Presentation of theory reflection) – done in class
Class 8 Monday July 29	Career Services Lego DUE: L J A2 (Lego activity OR Career Services reflection) - done in class

Class 9 Thurs. Aug. 1	DUE: L J A3 (Learning Journal Activity Sheet) - done in class DUE: L J B6 (Logbook Entry #3 reflection) – done in class DUE: 1 st draft of <i>Report of Findings</i> (individual findings) <ul style="list-style-type: none"> peer feedback on 1st draft of <i>Report of Findings</i> Prepare for <i>Presentation of Findings</i>. Mini-presentation #2 <ul style="list-style-type: none"> follow-up (in class): Mini-presentation #2 peer feedback
Email your individual section of the <i>Report of Findings</i> to your peer mentor to get theoretical content approval. Meet with instructor to get your Report of Findings draft #2 reviewed. Meet with TA or instructor to practice Presentation of Findings.	
Class 10 Thurs. Aug. 8	DUE: Presentation of Findings DUE: Findings Report (individual section) DUE: Report of Findings individual section accuracy confirmation email from peer mentor
Class 11 Mon. Aug. 12	DUE: L J B7 (Presentation of Findings reflection) – done in class DUE: Presentation of Findings self-assessment folder <ul style="list-style-type: none"> Write 1st draft of <i>letter of transmittal</i>
Class 12 Wed. Aug. 14	DUE: L J final entry (written during Class 12) DUE: Letter of Transmittal final version <ul style="list-style-type: none"> Soft copy to Assignment Dropbox Hard copy – bring to class Choose best <i>letter of transmittal</i> from each team, to submit with final team report. DUE (11:55pm): Team Report of Findings + Team Letter of Transmittal
Aug. 14: Last day for academic withdrawal from Early Summer term courses.	

Appendix A: Course assignments and project deliverables

Note: Assignment details are found in *Assignment Package*.

Assignment	Due	Value (%)
Introduction email	Sat. July 6, 11:55pm	3
Learning journal	Throughout the term	4
Logbook	Logbook entry #1 – Class 3	2
	Logbook entry #2 – Class 5	8
	Logbook entry #3 – Class 7	10
Team project outline presentation	Class 3	5 (1 team) (4 individual)
Project proposal	Class 5	15
Presentation of project theory	Class 6	4 (1 team) (3 individual)
Presentation of team findings	Class 10	12 (3 team) (9 individual)
Report of findings	Class 11: Report of findings individual section	30
	Class 12 (Aug. 14) Individual letter of transmittal	4
	Team report & team letter of transmittal	3 (team)
	11:55pm, Class 12 (Aug. 14)	