

## **MSE 6754 | Georgia Institute of Technology | Fall 2020**

Tue & Thu 12:30 - 13:45 | Skiles 308 & Online (BlueJeans)

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### **Fall 2020 COVID-19 Addendum**

Due to the pandemic, the course will combine in-class in-person learning with online meetings. The schedule indicates which days we will meet on campus and when we will meet online. Due to the unpredictability of the situation, both the locations of our meetings and the content of the course may need to be changed or modified.

### **Course Description**

This course focuses on advanced skills in writing and editing; designing visuals; and creating and delivering presentations. Students will learn the fundamentals of writing clear and concise engineering prose and will produce professional documents based on their current research.

Applying principles of effective editing, students will analyze documents and edit them for clarity and coherence. Another element of the course will be designing effective visuals to use in documents and electronic presentations. Finally, students will gain experience creating and delivering several presentations, both in electronic media and other forms, and will evaluate the presentations of others. Each presentation will have a specific purpose defined and the presentations will be recorded so that students can evaluate their own presentations and assess their progress.

### **Course Requirements**

Overall, students will need to be active participants in the classroom: in-class discussion, editing, writing, peer reviewing, workshops, and presenting will be required. There will be quizzes; in-class writing and editing exercises, in-class peer review of writing, editing, and presentations; homework in the form of reading and short editing assignments; tests, a draft of a literature review (suitable as a portion of a dissertation proposal or other approved topic); two formal presentations with slides—one focused for a non-technical audience (3 min. + Q & A) and another one crafted for a conference audience (10 min. + 5 min. Q & A); other shorter presentations; and written self-evaluations of oral presentations.

Each presentation will be recorded so that students can critique their own performance for their self-evaluation write-up. Students will be required to buy an SD HC I card (of at least 4 GB and rated class 10) to record their presentations. I use a SanDisk, SD HC I (10)— the camera name and model is Canon HD, VIXIA HF E 500.

Students will be required to keep before and after versions of their presentations and send them to

me when they submit their self-evaluation.

All reading assignments are posted on Canvas as PDF files.

### Grading

Though peer evaluations will be done on many assignments, the peer review score will not be considered when assigning the grade. I will be the final determiner of the grades for any in-class work, quizzes, tests, presentations, and papers. Active participation is part of your grade, which includes all in-class activities or out of class assignments, including peer reviews, self-evaluations, and all formal assignments.

There will be no final.

All assignments (requiring Canvas submissions) will contribute equally to your final grade.

### Electronic Devices in Class

This is a small interactive class during which you will be expected to be fully engaged in discussion. Only use your devices to take notes (and this will rarely be necessary), to take pictures of the white board, or to do some other class activity that is requested. Please do not email, text, or otherwise do non-class activity on your devices. I expect that the majority of the time your devices will be stowed during class.

### Attendance

Attendance is required for all classes. Missing class means you miss assignments that may or may not be able to be made-up. Students who know that they will miss a class to attend a conference or out of town professional interview must inform me well before the date. *Each unexcused absence will lower a student's final grade by ½ a letter grade.* Excused absences require documentation and a student may only have 2 excused absences during a semester.

### Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs. If needed, I will make classroom accommodations for students with documented disabilities. These accommodations must be arranged in advance and in accordance with the Office of Disability Services (<http://disabilityservices.gatech.edu/>).

### Schedule

#### Week 1

**Tue, Aug. 18:** Introduction to the course ONLINE

**Thu, Aug. 20:** Writing in science ONLINE

Read before class: "Writing in Science" & "Science Writing as Storytelling" (Schimel).

In-class exercise (variation on introductions)

### Week 2

**Tue, Aug. 25:** Clarity: Actions IN CLASS

Read before class: "Lesson 3: Actions" (Williams)

**Thu, Aug. 27:** Clarity: Characters ONLINE

Read before class: "Lesson 4: Characters" (Williams)

### Week 3

**Tue, Sep. 1:** Clarity: Cohesion and Coherence IN CLASS

Read before class: "Lesson 5: Cohesion and Coherence" (Williams)

**Thu, Sep. 3:** Clarity: Emphasis ONLINE

Read before class: "Lesson 6: Emphasis" (Williams)

### Week 4

**Tue, Sep. 8:** Peer feedback passage workshop. ONLINE

**Thu, Sep. 10:** Present workshoped passages to the rest of class IN CLASS

### Week 5

**Tue, Sep, 15:** Making a Story Sticky ONLINE

Read before class: Schimel, chapter 3

**Thu, Sep, 17:** Story Structure (OCAR) IN CLASS

Read before class: Schimel, chapter 4

### Week 6

**Tue, Sep. 22:** The Opening ONLINE

Read before class: Schimel, chapter 5

**Thu, Sep. 24:** The Funnel IN CLASS

Read before class: Schimel, chapter 6

### Week 7

**Tue, Sep. 29:** AT HOME work: Write ~800-1,000-word Introduction or Literature Review

**Thu, Oct. 1:** Peer-review & workshop your Introductions/Literature Reviews ONLINE

### Week 8

**Tue, Oct. 6:** The Challenge IN CLASS

Read before class: Schimel, chapter 7

**Thu, Oct. 8:** Action & Resolution ONLINE

Read before class: Schimel, chapter 8 & 9

### Week 9

**Tue, Oct. 13:** Internal structure (of an article) ONLINE

Read before class: Schimel, chapter 10

**Thu, Oct. 15:** Paragraphs IN CLASS

Read before class: Schimel, chapter 11

#### Week 10

Tue, Oct. 20: AT HOME work: Revise your text incorporating all the principles we've learned about.

Thu, Oct. 22: Lecture on effective oral presentations IN CLASS

#### Week 11

Tue, Oct. 27: Lecture on effective slide design IN CLASS

Thu, Oct. 29: Peer feedback workshop: 3MT ONLINE

#### Week 12

Tue, Nov. 3: NO CLASS: Go vote or volunteer (e.g., as a poll worker)

Thu, Nov. 5: 3MT Presentations: ALL IN CLASS

Remember to print out and bring with you sufficient number of copies of peer-evaluation form (available in Modules).

#### Week 13

Tue, Nov. 10: Peer feedback workshop: conference-style presentations: session 1 ONLINE

Thu, Nov. 12: Peer feedback workshop: conference-style presentations: session 2 ONLINE

#### Week 14

Thu, Nov. 17: Conference-style presentations: Group 1 IN CLASS

Remember to print out and bring with you sufficient number of copies of peer-evaluation form (available in Modules).

Thu, Nov. 19: Conference-style presentations: Group 2 IN CLASS

#### Week 15

Tue, Nov. 24: Conference-style presentations: Group 3 IN CLASS