**Writing 1E Course Syllabus**  
**Approaches to University Writing for Engineers**  
**Fall 2006**

**Instructor:** Andrew Heidemann  
Tuesday and Thursday 8:00-9:50  [enrollment code: 445369]  
Class Location: HSSB 1214  
Office Location: South Hall 5432H (to the left behind the elevators, down the hall and left)  
Hours: 11:00—1:00 T & Fri 10:00—12:00 and by appointment (subject to change)  
Message Phone: [the Writing office number (2613)—emergencies only]  
Home Phone [emergencies only, please]: 805-683-4216  
The best way to contact me is via email: aheid1@verizon.net [grades are not discussed online]

**Required Textbooks**  

**Recommended Texts**  
Collegiate Level Dictionary such as "The American Heritage College Dictionary"

All texts are available at the UCSB Bookstore.  
Computers with internet are available in the library and the various campus labs; the university will give you an e-mail address—see me if there is a problem

**Drop Deadline**  
The last day to drop classes through GOLD is **always** the 5th day of University instruction (10/4); please let me know, out of courtesy. Students who miss the drop deadline must petition the Writing Program director to drop—requests are not easily granted. For enrollment questions regarding adding and dropping, credit, units, prerequisites, etc., contact the Writing Program in South Hall 1520 (893-2613). Continue attending until the drop is formal.

**Course Description**  
The official UCSB course catalog description for Writing 1E (Academic Writing for Engineers) reads: “Principles of critical reading, thinking, and writing in the university. Students analyze academic discourse, develop rhetorical strategies for exposition and argument, practice examination writing, and write and revise papers. Completion with a grade of C or better meets Subject A requirement.” The 1E sequence of writing courses has been especially designed to meet the needs of engineering students. While addressing the wider needs of writing in a university setting, it focuses more specifically on the type of writing that will be demanded in the engineering program. This provides our students with the unique opportunity to develop not only the writing skills necessary for success in this field, but also to sharpen the thinking skills that will shape their careers (“Writing is thinking made visible,” Maimon et al, 1987).
Course Objectives/Expected Outcomes (abridged)

At the end of Writing 1 students should be able to:

- Read and analyze university-level texts, identifying underlying assumptions and points of view, distinguishing fact from opinion, drawing inferences, identifying faults in reasoning or evidence, and reaching independent conclusions;
- Develop appropriate vocabulary for academic reading and writing with particular attention to the ability of words to influence audience and argument;
- Grasp the concept of composing as a process (pre-writing/inventing, planning/organizing, drafting, revising/editing, and proofreading) as well as understand their participation in an academic community
- Appreciate the rhetorical concerns (audience, purpose, tone, organization, development, coherence) that should shape their writing;
- Employ grammatical principles (punctuation, mechanics, usage) in order to write clearly and effectively;
- Write competently in timed writing and essay examinations.

In addition to the curricular goals listed above, Writing 1E students should be able to:

- Understand the role of writing/communication in engineering
- Broaden their familiarity with the field of engineering (including professional, social, and ethical issues), and the engineer's specialized role in academia, business and government, resource management, and democratic institutions;
- Evaluate and articulate the unique role that science and engineering play in the humanities and social sciences, including history, philosophy, psychology and current global issues.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Experience/Personal Narrative Essay</td>
<td>20%</td>
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<tr>
<td>Compare/Contrast Essay</td>
<td>20%</td>
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<tr>
<td>Persuasive Essay</td>
<td>20%</td>
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<tr>
<td>Class Participation (attendance, discussions, exercises, journals, forums, etc.)</td>
<td>20%</td>
</tr>
<tr>
<td>Writing 1 Common Final Exam</td>
<td>20%</td>
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Absences, Punctuality, Late Work, and Other Unpleasantness

We will begin class from time to time with a short “quick-write” associated with an assignment we are working on. So please come to class on time, with your cell phone turned off, as there will be no opportunity to make up these in-class writing opportunities. Missing more than 15% of our class meetings (roughly three) will seriously affect your grade. Being late to class three times will count as an absence (habitual tardiness may result in additional action)—please see me if you have attendance problems. I do not accept late work. However, if you communicate with me 48 hours in advance of a due date, I may be able to negotiate an alternative due date with
you. Note: Missing class does not constitute notifying me of your need for an extension. Electronic devices (cell phones, pagers, mp3 & cd players, tazers, leafblowers, etc.) may not be used in class. There will be a break roughly midway through class. Please be courteous and professional; save use of these devices for before or after class, or during break.

**Special Needs and Other Resources**
The UCSB Disabled Students Program (DSP: [http://www.sa.ucsb.edu/dsp/](http://www.sa.ucsb.edu/dsp/)) provides a wide array of academic support services to eligible students with documented disabilities. These services include note takers, readers, sign language interpreters, facilitation of access, and adaptive computing equipment. If you have a disability and would like to discuss accommodations, please contact them directly ([mailto:batty-c@sa.ucsb.edu](mailto:batty-c@sa.ucsb.edu)) and/or me as soon as possible. Also, there are various places on campus to get help: Campus Learning Assistance Service (893-3269)\(^1\), the Educational Opportunity Program (893-4758)\(^1\), and Counseling & Career Services (893-4411)\(^1\) are the ones most commonly used by students. Please see me if you are uncertain. UCSB is larger than quite a few cities, and it is easy to become lost. Your well-being is important, so be sure to get well thought out advice when things start to get to you.

**Academic Integrity**
Students at UCSB are expected to adhere to the highest standards of academic conduct. Plagiarism, cheating, or falsification of any work will not be tolerated. It is expected that students attending the University of California understand and subscribe to the ideal of academic integrity, and are willing to bear individual responsibility for their work. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work—anything not your own **must** be noted. Any act of academic dishonesty such as cheating or plagiarism, will subject a person to University disciplinary action. Using or attempting to use materials, information, study aids, or commercial "research" services not authorized by the instructor of the course constitutes cheating. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether a single phrase or longer, use quotation marks and cite sources. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Although a person's state of mind and intention will be considered in determining the University response to an act of academic dishonesty, this in no way lessens the responsibility of the student.

**The Writing 1 Common Final**
All students in Writing 1 and 1E must take the timed written test at the end of the course (common final). You will be responsible for responding to a writing prompt. You may be asked to synthesize two short readings or to analyze and respond to one longer reading. The essays will be scored holistically by Writing 1/1E instructors, using the same scoring guidelines as employed for the system wide Analytical Writing Placement Exam (see the writing program

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\(^1\) CLAS building is on the parking lot side of South Hall and is a great place. See their website: [CLAS](http://www.counseling.ucsb.edu/); EOP is in bldg 434, rm 110 (in between HSSB and South Hall), their website is [http://www.sa.ucsb.edu/eop/](http://www.sa.ucsb.edu/eop/)
website, noted elsewhere, for more information). We will spend time in class developing strategies for this type of writing; this will not be the last time you will encounter such tests—most engineers will continue to graduate school, which requires you do well on the Graduate Records Exam (GRE). The Common Final will be on December 11 from 8:00 - 11:00 A.M. Location: TBA

**A Final Word**
Writing 1E is the first course in the Engineering Writing Sequence. This is a special series of classes, as mentioned earlier, to help students get a head start on a key skill in their chosen field. While this course focuses to some degree on the requirements of academic writing and preparation for the Common Final, the next two courses, Writing 2E and 50E focus more on technical communication; they have been tailored to meet the needs of engineers. The first step, however, will be to succeed on the Writing 1 Common Final. We will be doing a lot of in class as well as working on critical reading. This approach has bee proven successful and will help you succeed in academic writing and beyond. Like any other skill, developing competence will take some work and some time—your determination and attitude as a professional student will make the difference. By engaging yourself as a learner through active participation in discussions, readings, and writings, you will be poised for success.  

[* Information provided here is subject to change, please see the class website for updates, which will be announced in class. If you have any problems, please see me.]

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2 this syllabus is adapted (with permission) from Paul Rogers’ course outline and includes information from Doug Bradley and James Ford. Their expertise and help is greatly appreciated. Additional information and resources may be found on the Writing Program’s website: [http://www.writing.ucsb.edu/](http://www.writing.ucsb.edu/)