



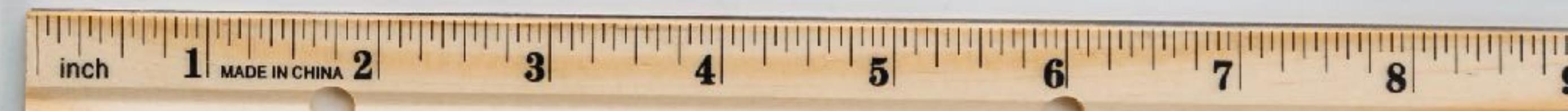
# WELCOME!

# ENGINEERING TECHNICAL COMMUNICATIONS

## WEEK #1

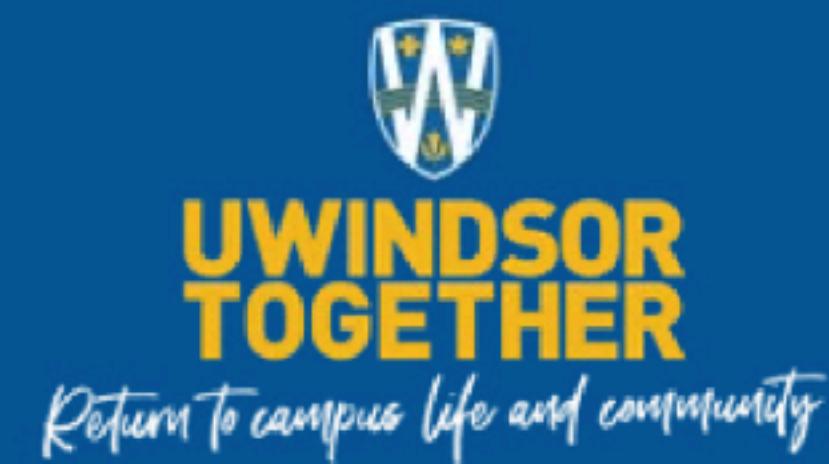
**PRISMACOLOR®**

Plastic Eraser  
Gomme en plastique



# Mask Requirement Guidance for Campus Spaces

Revision Date: January 27, 2022



**Masks are required in all campus buildings, including common spaces such as classrooms (and other shared instructional spaces), entrances, exits, hallways, stairwells, lounges, washrooms, classrooms and elevators. Masks are also required in work areas where distancing of 2 metres cannot be maintained or where physical barriers are not present.**

In addition, individuals working in shared spaces, those with face-to-face interactions or those cleaning high-touch areas are required to wear eye protection (face shield, safety glasses, goggles or equivalent) and a medical mask when distancing of 2 metres is difficult to maintain.



# Mask Requirement Guidance for Campus Spaces

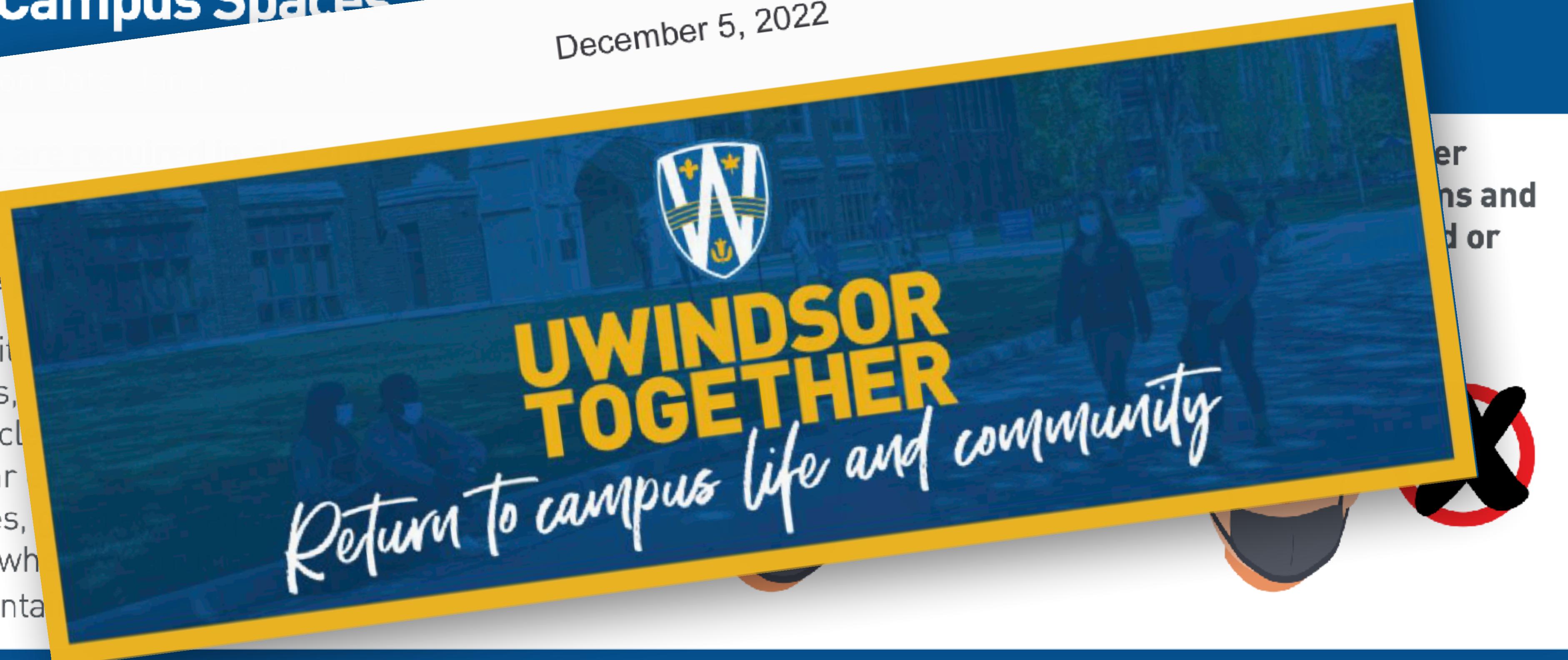
December 5, 2022

Review

Mask  
share  
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where

In addition  
spaces,  
those cl  
to wear  
glasses,  
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to mainta

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While encouraged by what we've been able to achieve here at the University of Windsor, it's important to note that the greater community (and province) continue to face challenges related to the COVID-19 pandemic. A trifecta of respiratory illnesses (COVID-19, flu, RSV) has resulted in our hospitals and healthcare system nearing or exceeding capacity.

In the spirit of keeping yourself and the broader community healthy and safe, we ask you to keep the following reminders top of mind over the coming weeks.

The University of Windsor [\*\*COVID-19 Mask Policy\*\*](#) remains in effect. **Masks must be worn indoors whenever physical distancing of two metres / six feet (2m / 6ft.) is not possible.** Wearing masks when indoors regardless of physical distancing is also strongly recommended.

**If you are feeling unwell, stay home and away from others until your symptoms subside.** This is critical to prevent transmission of illness. If feeling ill, do not come to campus\*. As difficult as it may be, please do not attend gatherings and celebrations, on or off campus, where a number of people may be at risk of exposure to illness.

Be mindful of those who may be at a higher risk of serious illness (immunocompromised individuals) when planning or attending holiday events. Make the best decision for you and your family. Consider holding events in larger spaces or when possible, outdoors.

Good respiratory and hand hygiene benefits you and those around you.

**Remember, we're all Lancers!** Let's work together to keep campus safe.



# TODAY

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## LESSON #1: INTRODUCTIONS

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- What is “technical communications” and why is it important?

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- What are we are doing here? How does this course work?
- Who is this unfamiliar man at the front of the room?
- Who are we?
- What’s next?

## *Ode to the West Wind\**

1

O wild West Wind, thou breath of Autumn's being,  
Thou from whose unseen presence the leaves dead  
Are driven, like ghosts from an enchanter fleeing,

Yellow, and black, and pale, and hectic red,  
Pestilence-stricken multitudes: O thou,  
Who chariotest to their dark wintry bed

The winged seeds, where they lie cold and low,  
Each like a corpse within its grave, until  
Thine azure sister of the spring shall blow

Her clarion o'er the dreaming earth, and fill  
(Driving sweet buds like flocks to feed in air)  
With living hues and odours plain and hill:

10

Wild Spirit, which art moving everywhere;  
Destroyer and preserver;<sup>119</sup> hear, Oh hear!

## *Ode to the West Wind\**

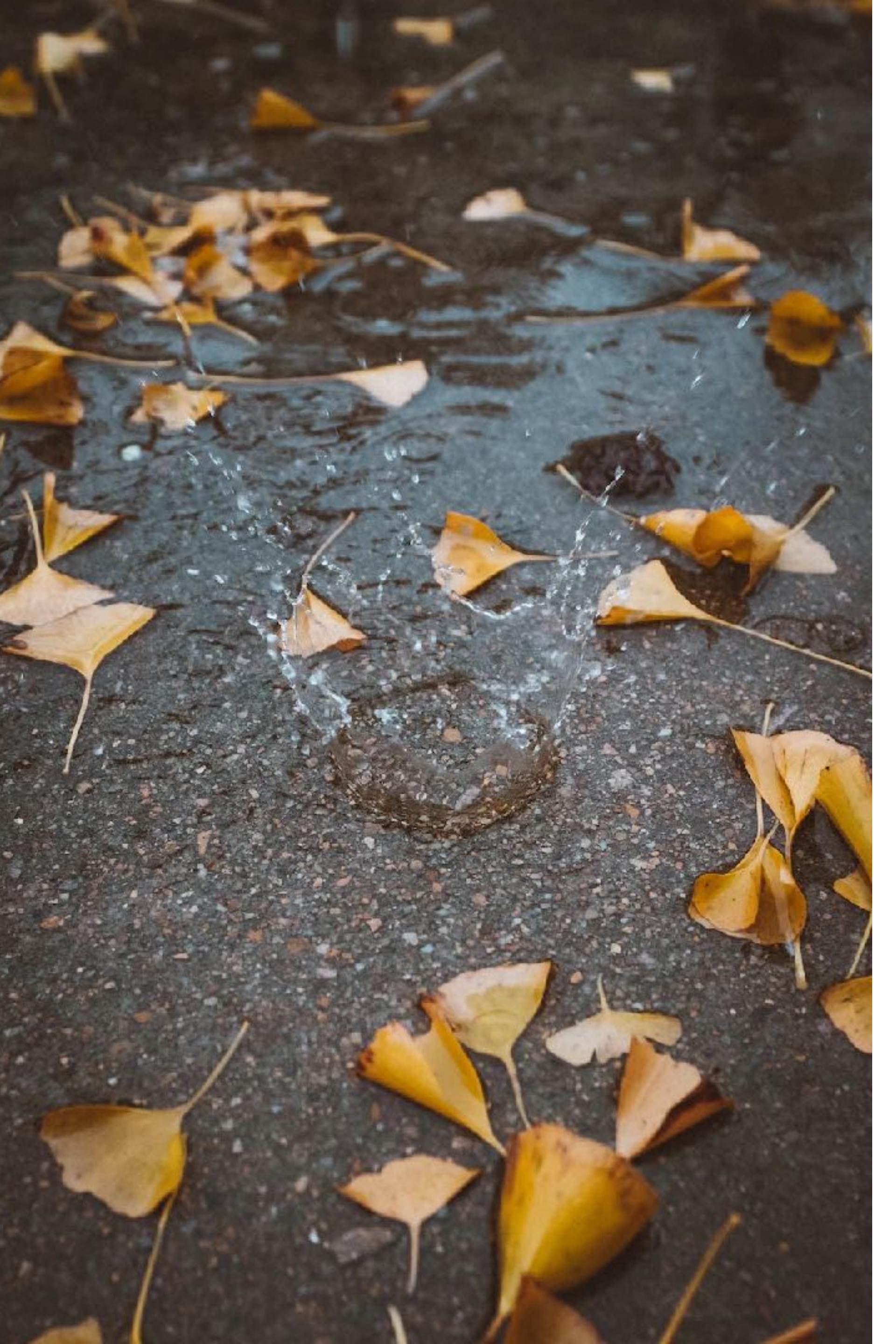
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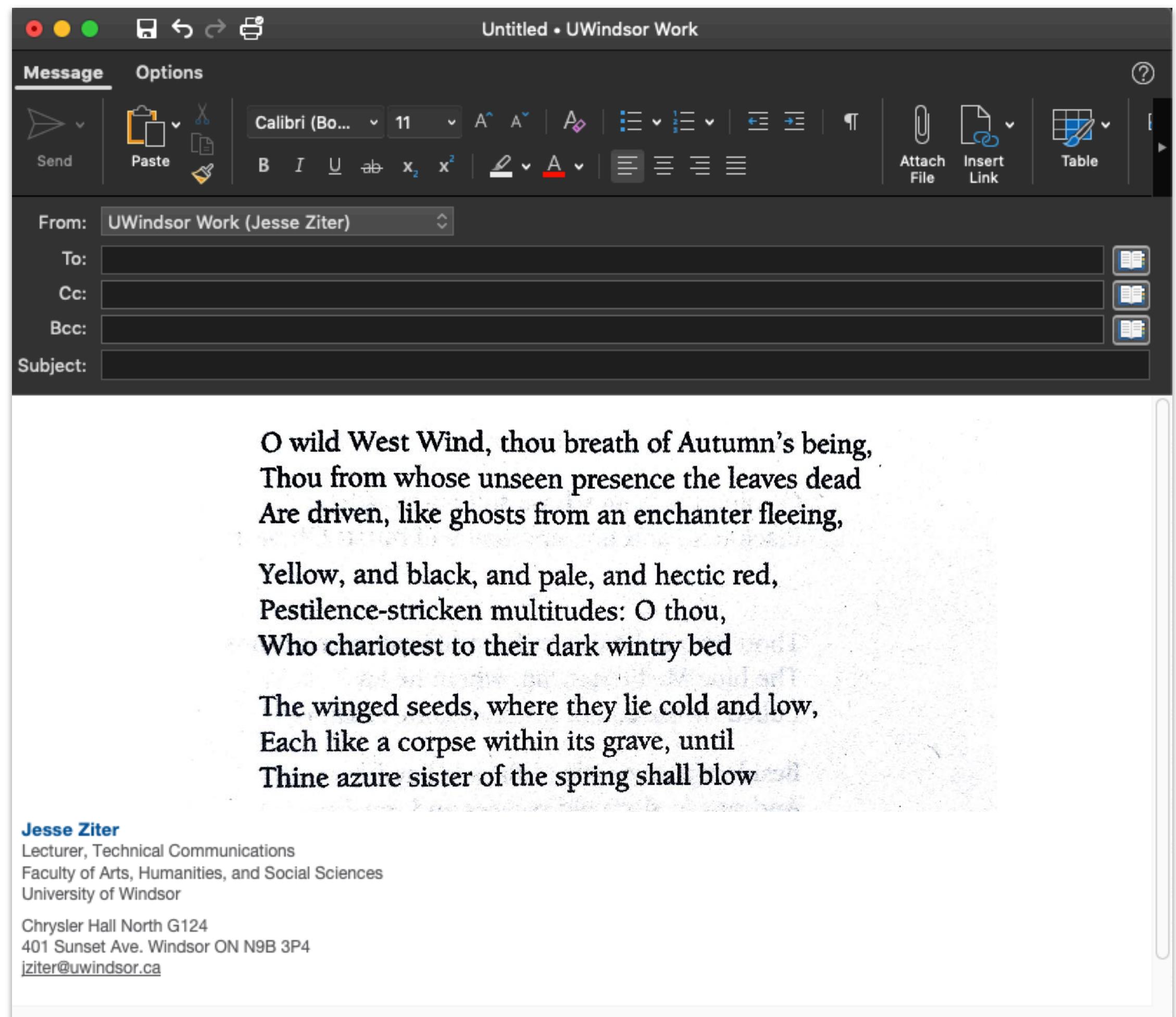
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Wait. Stop.  
What's going on here?











Bad Technical  
Communicator

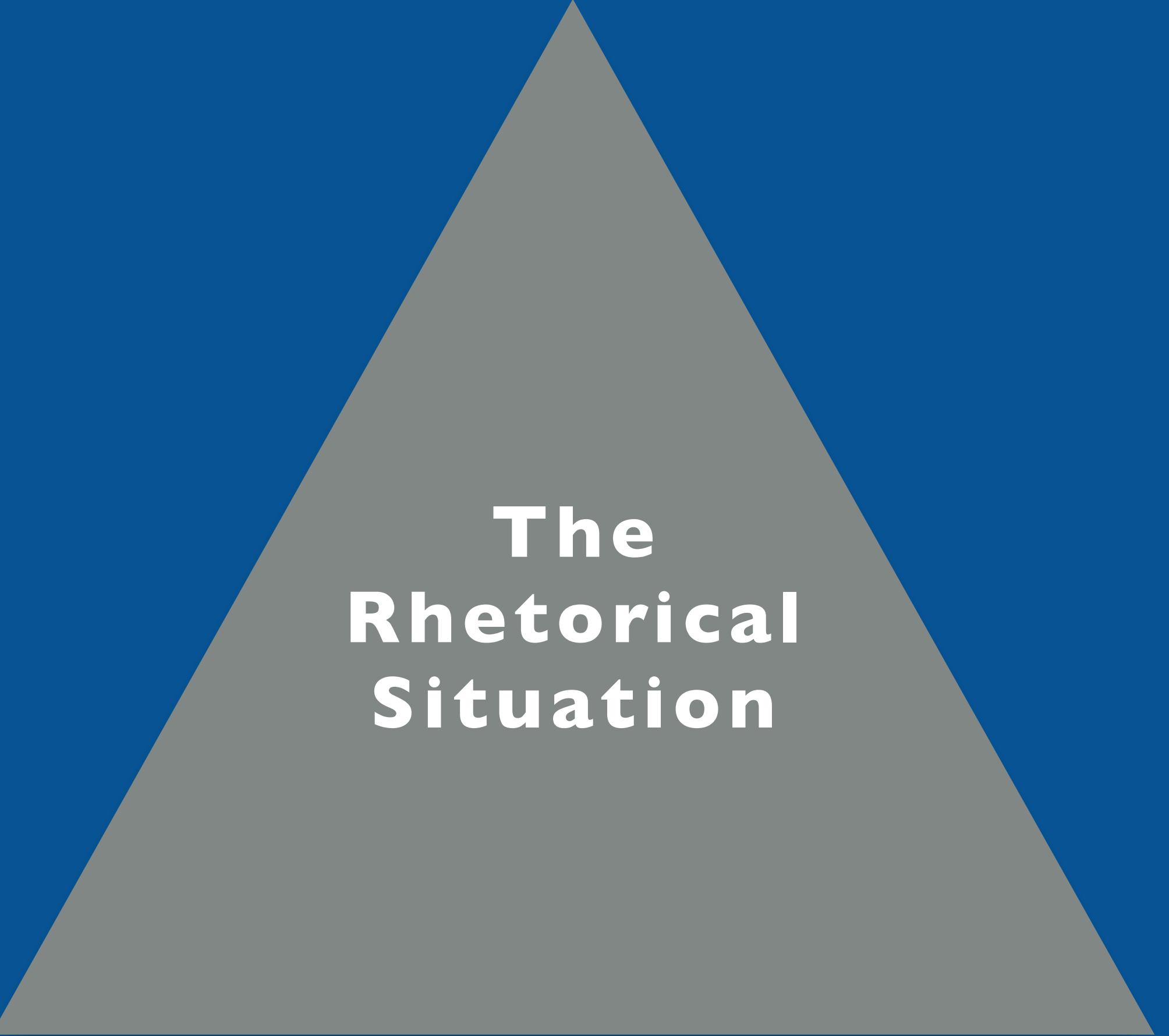


So, what are we doing here?

*What is technical  
communication?*

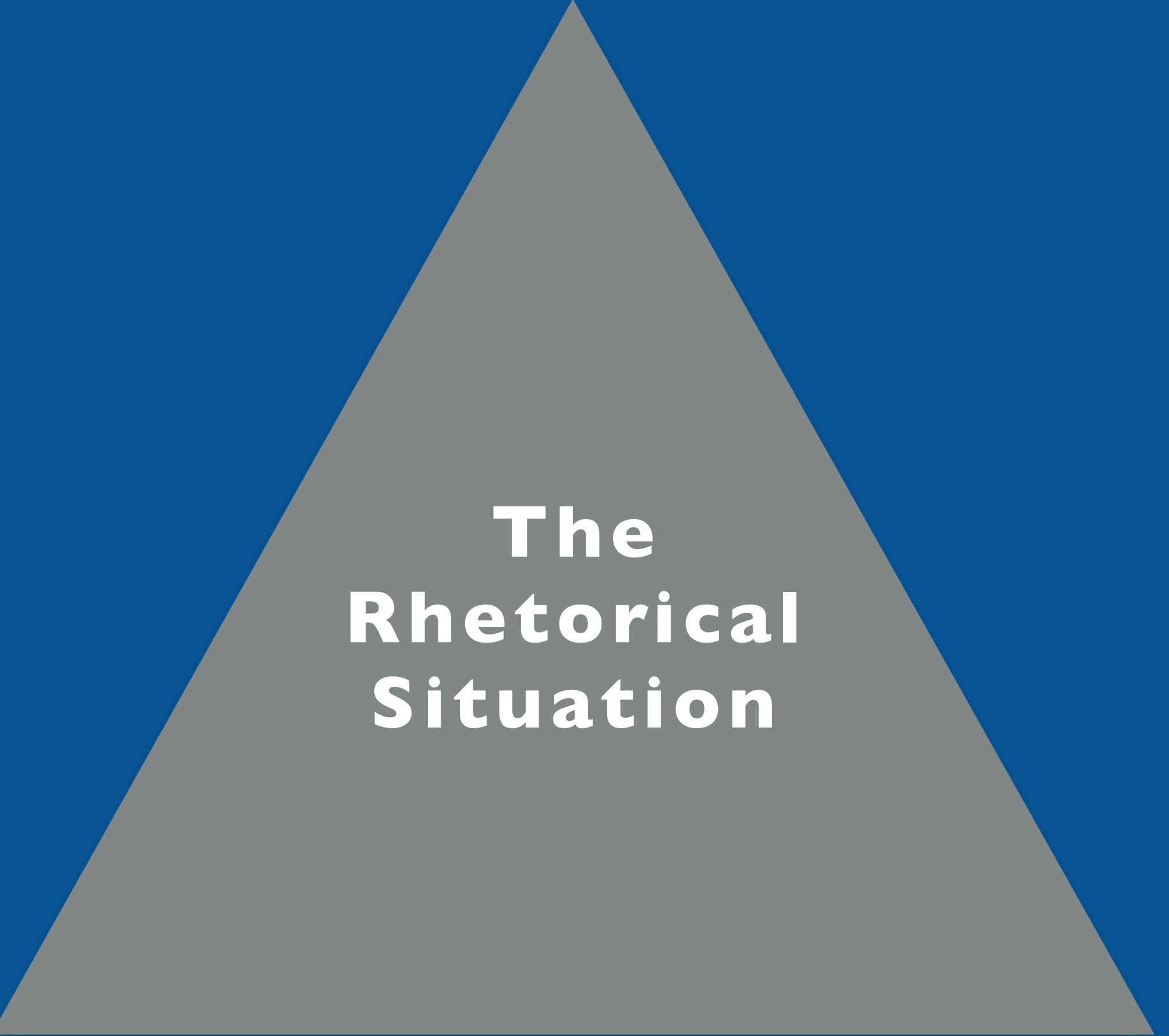
Is it not just *writing*?

(Short answer: *no.*)



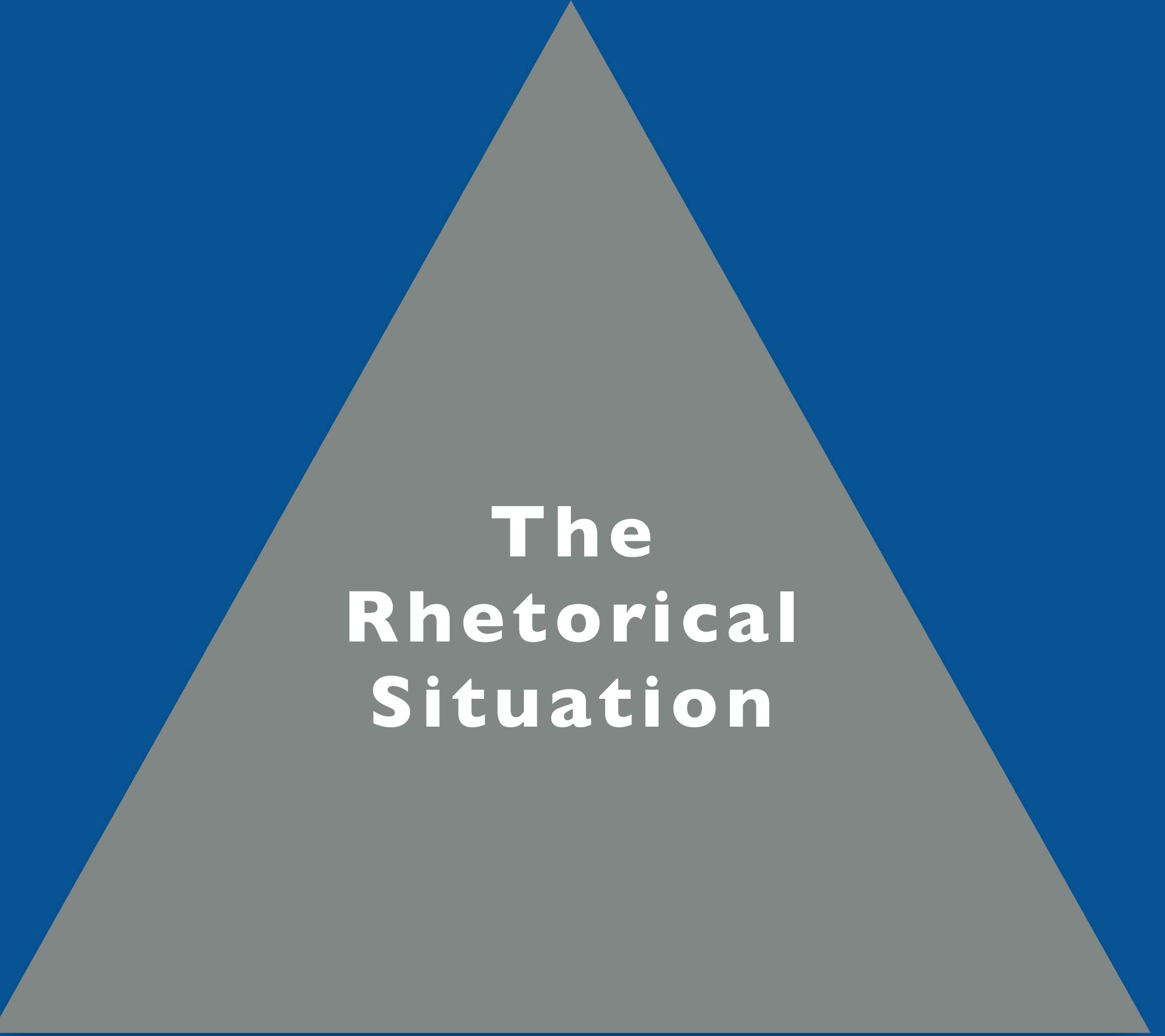
# The Rhetorical Situation

# Purpose



The  
Rhetorical  
Situation

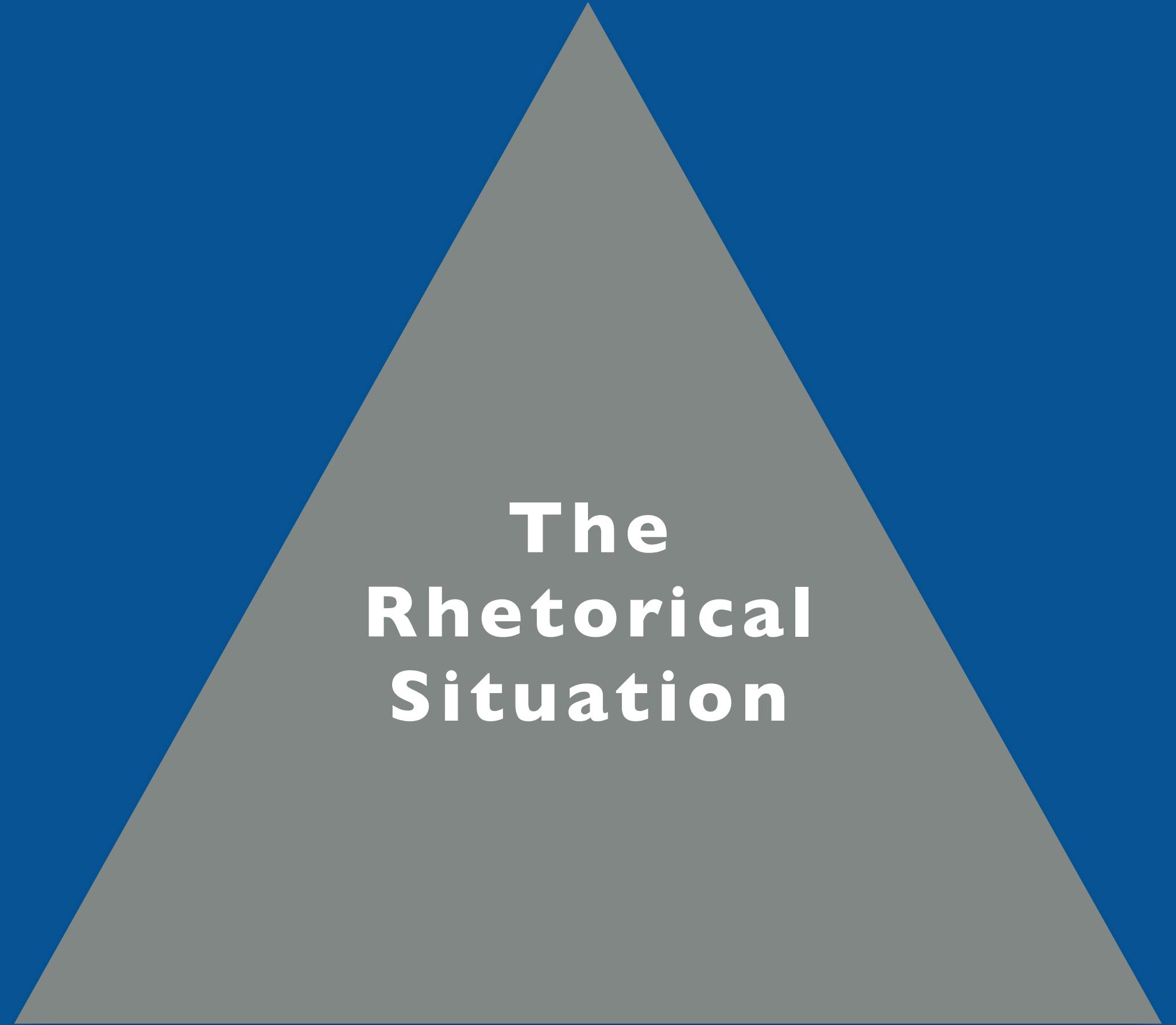
# Purpose



The  
Rhetorical  
Situation

# Audience

# Purpose



The  
Rhetorical  
Situation

Tone

Audience

Here is a piece of writing:

## Politics and the English Language

by George Orwell

Most people who bother with the matter at all would admit that the English language is in a bad way, but it is generally assumed that we cannot by conscious action do anything about it. Our civilization is decadent and our language -- so the argument runs -- must inevitably share in the general collapse. It follows that any struggle against the abuse of language is a sentimental archaism, like preferring candles to electric lights or hansom cabs to aeroplanes. Undemeath this lies the half-conscious belief that language is a natural growth and not an instrument which we shape for our own purposes.

Now, it is clear that the decline of a language must ultimately have political and economic causes: it is not due simply to the bad influence of this or that individual writer. But an effect can become a cause, reinforcing the original cause and producing the same effect in an intensified form, and so on indefinitely. A man may take to drink because he feels himself to be a failure, and then fail all the more completely because he drinks. It is rather the same thing that is happening to the English language. It becomes ugly and inaccurate because our thoughts are foolish, but the slovenliness of our language makes it easier for us to have foolish thoughts. The point is that the process is reversible. Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and to think clearly is a necessary first step toward political regeneration; so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers. I will come back to this presently, and I hope that by that time the meaning of what I have said here will have become clearer. Meanwhile, here are five specimens of the English language as it is now habitually written.

These five passages have not been picked out because they are especially bad -- I could have quoted far worse if I had chosen -- but because they illustrate various of the mental vices from which we now suffer. They are a little below the average, but are fairly representative examples. I number them so that I can refer back to them when necessary:

1. I am not, indeed, sure whether it is not true to say that the Milton who once seemed not unlike a seventeenth-century Shelley had not become, out of an experience ever more bitter in each year, more alien *[sic]* to the founder of that Jesuit sect which nothing could induce him to tolerate. - Professor Harold Laski (*Essay in Freedom of Expression*)
2. Above all, we cannot play ducks and drakes with a native battery of idioms which prescribes egregious collocations of vocables as the Basic *put up with* for *tolerate*, or *put at a loss* for *bewilder*. - Professor Lancelot Hogben (*Interglossia*)
3. On the one side we have the free personality: by definition it is not neurotic, for it has neither conflict nor dream. Its desires, such as they are, are transparent, for

What is my purpose?

What is my audience?

What is my tone?

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Here, again, is a piece of writing:



What about me?



Consider the following:

A Very Serious and Important Piece of Critical Textual Analysis

*By A Brilliant First-Year Writing Student*

omg tfw  
FRIYAY

But also consider:

# Politics and the English Language

By George Orwell

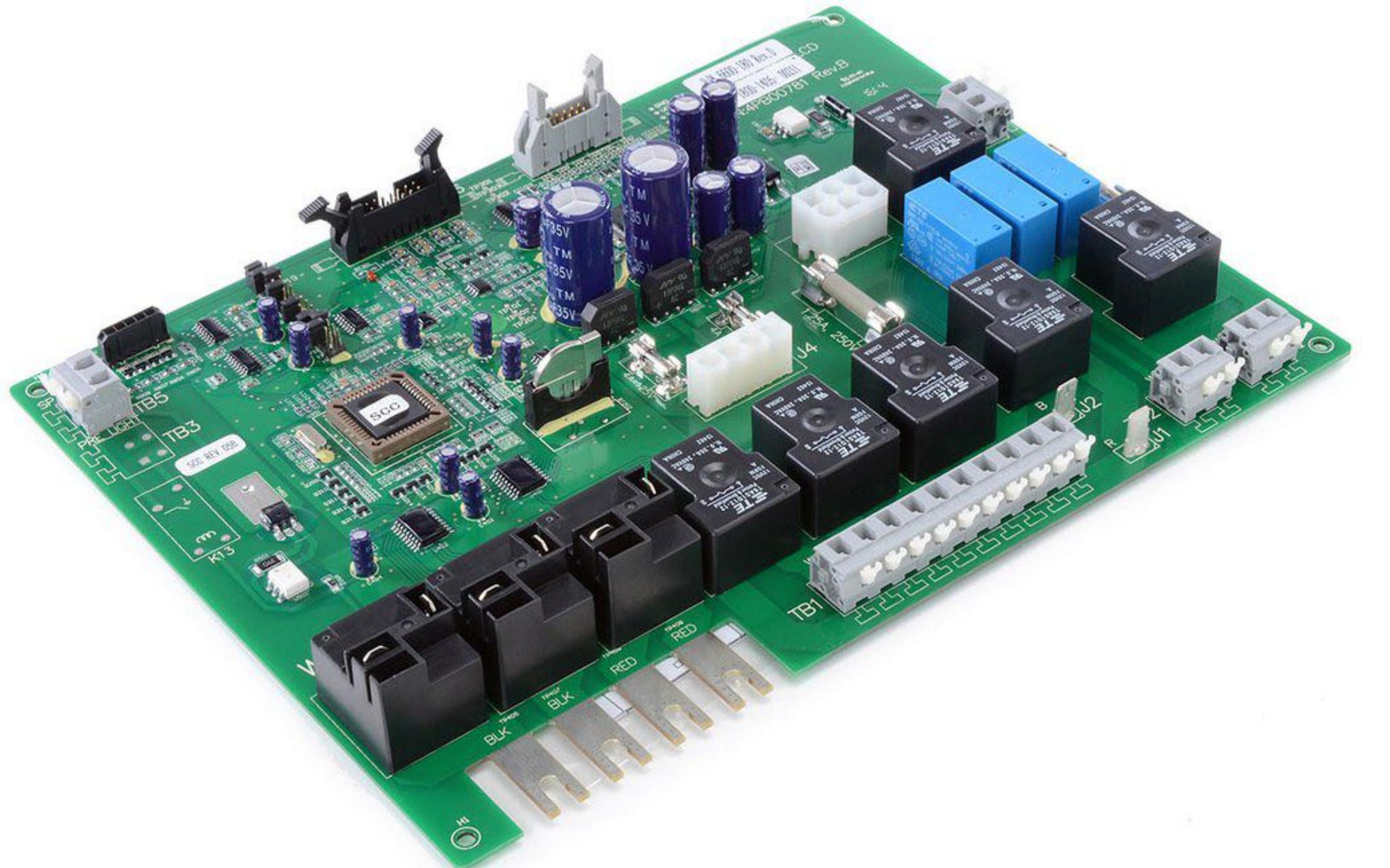
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technical communication



technical





Latin: *technicus*  
Ancient Greek: τέχνη (tékhnē, “skill”)

communication



Old French: *communicacion*  
Latin: *commūnicātiōnem*, accusative  
singular of *commūnicātiō* (“imparting,  
communicating”), from *commūnicō* (“I  
share, I impart”).

What might be the **purpose** and **audience**  
of a piece of technical writing?

“Technical writing is first and foremost practical writing ... Its purpose is to convey information required by a specific reader in a specific situation as briefly, clearly, and simply as possible so that the reader can perform whatever follow up task may be required.”

Thorsten Ewald (2017)







A clipboard holding a ledger page and a spiral-bound notebook. The clipboard also features a metal clip and a leather strap.



Technical communication is the exchange of information that helps people interact with technology, advance workplace goals, and solve complex problems.

Writing well is a craft that can be mastered by people with technical ability who apply themselves.

Writing is a technical skill, not a gift.

Effective technical writing must be

- clear (easy to understand)
- complete (accurate)
- concise (simple)
- comprehensible (accessible)



Twitter, whose **communication** department has been laid off, did not respond to a request for comment. [Bloomberg](#) earlier reported Mr. Musk's emails.

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This box is made from  
100% recycled paper.

So, why technical communication and not  
technical writing?



**Refer to  
instruction  
manual /  
booklet**

# What is technical communication?

- Technical communication does not only refer to writing!
- Presentations, meetings, e-mails, phone calls, interviews, etc.
- Any means by which we want to convey information in a technical, professional manner.

# What is technical communication *not*?

- Opinion-based
- Focused on the writer
- Focused on imagination
- Literary

# What is technical communication *not*?

- Opinion-based
- Focused on the writer
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# Main features of technical communication

Technical documents typically exhibit the following characteristics:

- Focus Is on the Reader, Not the Writer
- Document Design Is Efficient and Accessible
- Writing Style Is Clear and Relevant
- Information Is Persuasive, Truthful, and Based on Research



# Common Types of Technical Documents

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## Common Types of Technical Documents

- Memos

## Common Types of Technical Documents

- Memos
- Emails

## Common Types of Technical Documents

- Memos
- Emails
- Letters

## Common Types of Technical Documents

- Memos
- Emails
- Letters
- Instructions

## Common Types of Technical Documents

- Memos
- Emails
- Letters
- Instructions
- Procedures

## Common Types of Technical Documents

- Memos
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- Procedures
- Manuals

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- Memos
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- Reports

# **Why Technical Communication?**



# Why Technical Communication?

“I never took instruction in technical writing, but I wish I had. It is vital to me in my job”

“Technical skills are a given; communication skills differentiate”

“Communications make the difference between success and failure”

# Google finds STEM skills aren't the most important skills



!! Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google's top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others' different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas. !!

# NACE Job Outlook 2017

**Figure 1: Attributes employers seek on a candidate's resume:**

ATTRIBUTE	% OF RESPONDENTS
Ability to work in a team	78.0%
Problem-solving skills	77.3%
Communication skills (written)	75.0%
Strong work ethic	72.0%
Communication skills (verbal)	70.5%
Leadership	68.9%
Initiative	65.9%
Analytical/quantitative skills	64.4%
Flexibility/adaptability	63.6%
Detail-oriented	62.1%
Interpersonal skills (relates well to others)	58.3%
Technical skills	56.8%
Computer skills	49.2%
Organizational ability	47.7%
Strategic planning skills	37.9%
Friendly/outgoing personality	25.8%
Tactfulness	25.8%
Creativity	21.2%
Entrepreneurial skills/risk-taker	19.7%
Fluency in a foreign language	4.5%

<http://www.naceweb.org/about-us/press/2017/employers-seek-teamwork-problem-solving-skills-on-resumes/>

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# CEAB Graduate Attribute

## 3.1.7 Communication Skills

“An ability to communicate complex engineering concepts within the profession and with society at large.

Such ability includes reading, writing, speaking, and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.”



**Who Am I?**



Professor Jesse Ziter  
Lecturer  
Faculty of Engineering

*Previously:* Department of Communication, Media, and Film  
Faculty of Arts, Humanities, and Social Sciences





**Professor Jesse Ziter**  
**Lecturer**  
Faculty of Engineering

*Previously:* Department of Communication, Media, and Film  
Faculty of Arts, Humanities, and Social Sciences

**(Virtual) Office:** Via Microsoft Teams  
**Email:** [jziter@uwindson.ca](mailto:jziter@uwindson.ca) (24 hr. response time Mon. - Fri.)

**Professor Jesse Ziter**  
**Lecturer**  
**Faculty of Engineering**

*Previously:* Department of Communication, Media, and Film  
Faculty of Arts, Humanities, and Social Sciences

**From: LaSalle, Ontario**

**BA (Hons. Specialization) English Language and Literature, Western University**

**MA English Literature, University of Windsor**

**Bachelor of Education, University of Windsor**

**Instructor, English Composition, University of Windsor**

**Editor in Chief and Copy Chief, Myndlogic Publishing, Mediaduo Inc.**

**Career Resource Developer, Career and Employment Services, University of Windsor**

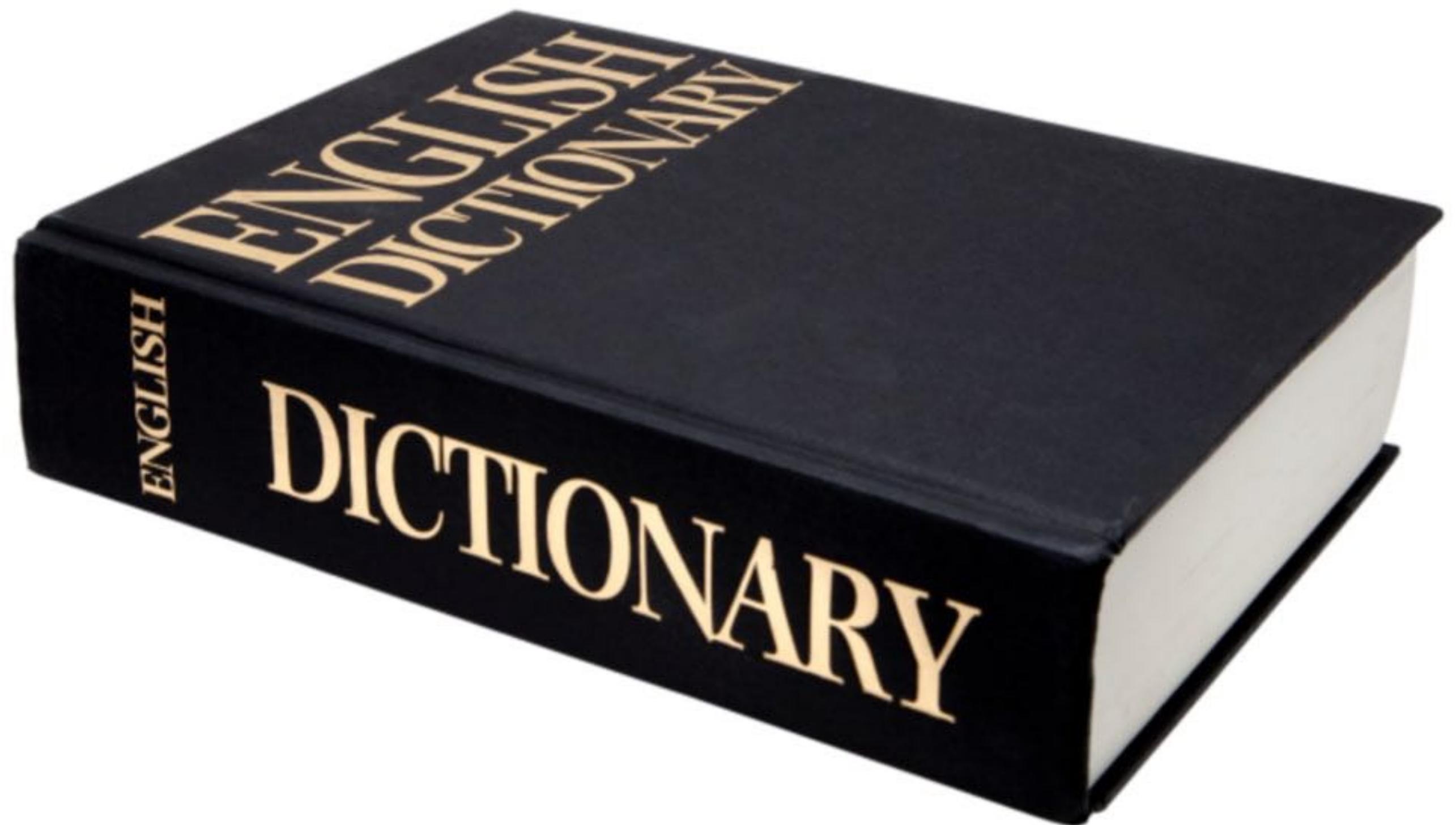
**Communications Project Coordinator, Office of the Provost, University of Windsor**

**Work experience: Pharmaceuticals**

**Freelance writer and editor: web content, magazines, corporate communications, technical documents, healthcare, etc.**







# A note about language

# Who Are My Teaching Assistants?



Ghida Hamoud

Ghida Hamoud  
Mohamed Tawakol

Ghida Hamoud  
Mohamed Tawakol  
Mohamed Elkorek (marking)

Ghida Hamoud  
Mohamed Tawakol  
Mohamed Elkorek (marking)

**What Are Office Hours?**

**How Else Can I Ask Questions?**



CHANCELLOR HALL







- Office hours are on Tuesday and Thursday mornings each week from 8:30 to 11:00 a.m. ***or by appointment.***



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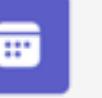


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- Office hours are ***not mandatory.***
- ***Please don't be scared!***

# Welcome to Office Hours.

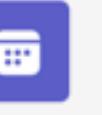
If you have a question,  
you are welcome to  
type it in the chat.

Please type “private” if  
you prefer to wait to  
have a one-on-one  
conversation.

 **Calendar**

 Today < > **January 2023** ▾

	<b>09</b> Monday	<b>10</b> Tuesday
8 a.m.		
9 a.m.	GENG-8000 Section 1 Lecture Odette School of Business (496 Sunset Ave, Windsor Ontario N9B 2Y9, Canada) Jesse Ziter	GENG-8000 Sections 1, 4, and 7 Office Hours (Winter 2023) Jesse Ziter
10 a.m.		
11 a.m.		
12 p.m.		GENG-8000 Section 4 Lecture Biology Building (450 Patricia Rd, Windsor ON, Jesse Ziter

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12 p.m.		



A photograph of a person from behind, standing on a light-colored, textured rock. They are wearing a wide-brimmed black hat, a grey hoodie, dark pants, and pink sneakers. They are looking out over a vast, green landscape filled with low-lying trees and shrubs under a cloudy sky.

Who Are You?

A photograph of a person standing in a field of tall grass or crops, with their right arm raised and hand open towards the sky. The background shows a vast, cloudy sky and distant hills or mountains.

**Mentimeter Activity:**  
How are you feeling about this course?



# Activity: Where are you from?



[bit.ly/3ypkt9q](https://bit.ly/3ypkt9q)

# Basic Expectations

**You are attending university in one of the best  
countries for postsecondary education in the world.  
That's impressive! Your actions should reflect how  
impressive that is.**

You are attending university in one of the best countries for postsecondary education in the world. That's impressive! Your actions should reflect how impressive that is.

#### Education Rankings



##### United States

#1 in Education Rankings  
No Change in Rank from 2021

The United States of America is a North American nation that is the world's most dom... [READ MORE ▾](#)



##### United Kingdom

#2 in Education Rankings  
No Change in Rank from 2021

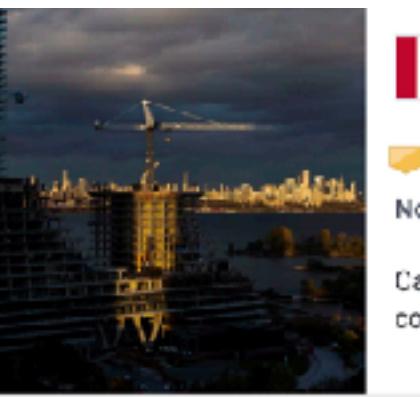
The United Kingdom is a highly developed nation that exerts considerable international e... [READ MORE ▾](#)



##### Germany

#3 in Education Rankings  
No Change in Rank from 2021

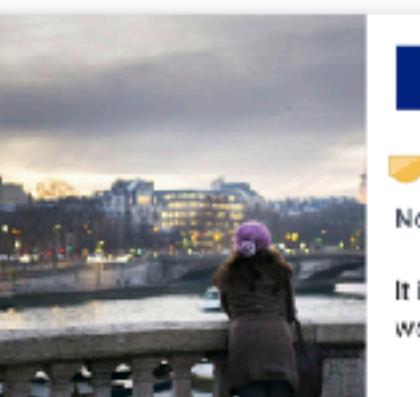
Germany, the most populous nation in the European Union, possesses one of the largest... [READ MORE ▾](#)



##### Canada

#4 in Education Rankings  
No Change in Rank from 2021

Canada takes up about two-fifths of the North American continent, making it the second-lar... [READ MORE ▾](#)



##### France

#5 in Education Rankings  
No Change in Rank from 2021

It is difficult to overstate the influence France has on the world, both in the past and today ... [READ MORE ▾](#)



##### Switzerland

#6 in Education Rankings  
No Change in Rank from 2021

Switzerland, officially called the Swiss Confederation, is a small country in Central Europe ... [READ MORE ▾](#)

GDP  
\$23.0 trillion

POPULATION  
332 million

GDP PER CAPITA, PPP  
\$69,288

GDP  
\$3.19 trillion

POPULATION  
67.3 million

GDP PER CAPITA, PPP  
\$49,675

GDP  
\$4.22 trillion

POPULATION  
83.1 million

GDP PER CAPITA, PPP  
\$57,928

GDP  
\$1.99 trillion

POPULATION  
38.2 million

GDP PER CAPITA, PPP  
\$52,085

GDP  
\$2.94 trillion

POPULATION  
67.5 million

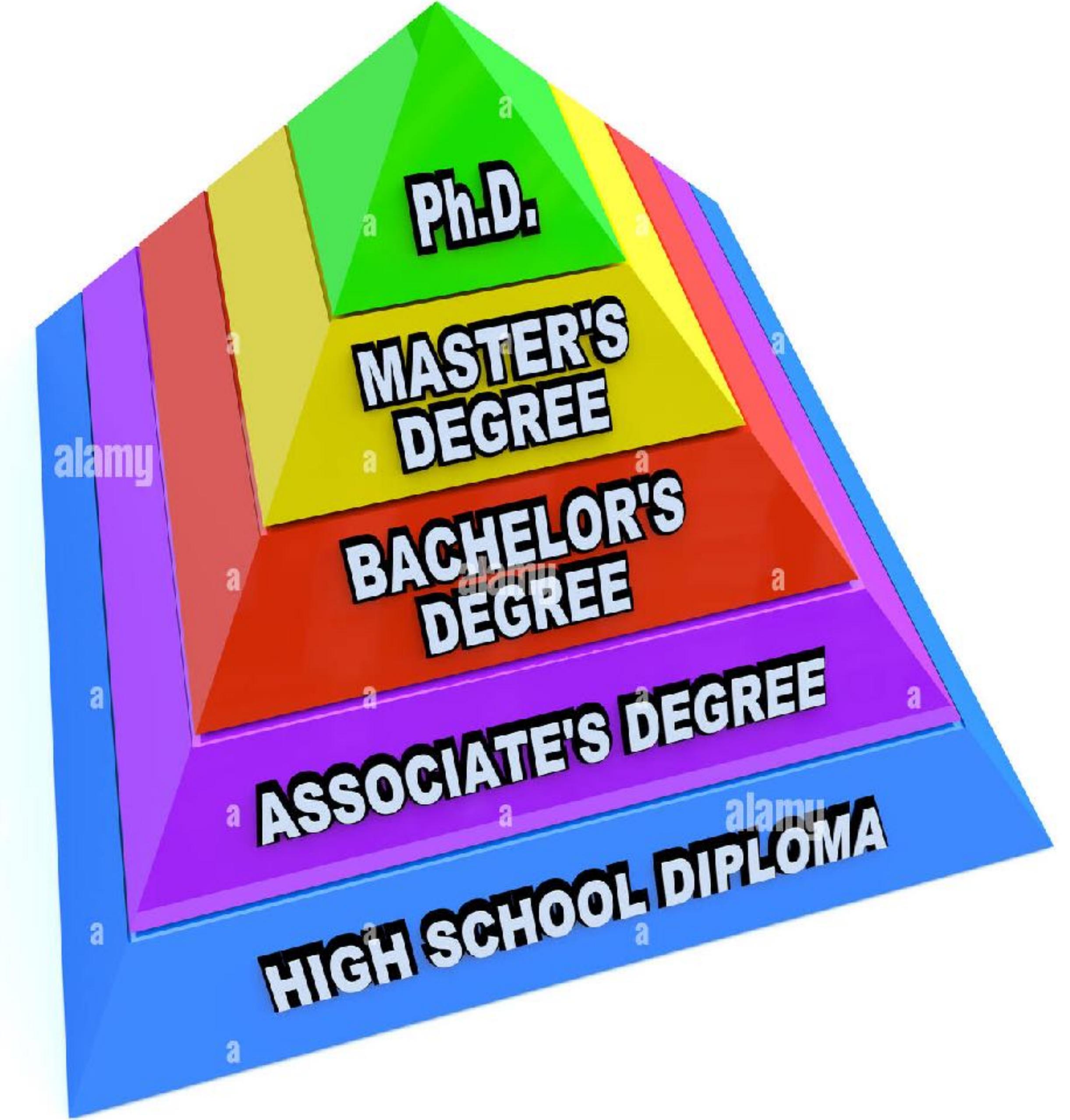
GDP PER CAPITA, PPP  
\$50,729

GDP  
\$813 billion

POPULATION  
8.70 million

GDP PER CAPITA, PPP  
\$77,324

You are a graduate student.  
You should hold yourself to a  
high standard.



A photograph of a man from the waist up, wearing a dark blue suit jacket, a white shirt, and a blue tie with thin white and gold stripes. He is adjusting his cufflinks on the sleeve of his suit jacket. He is wearing a silver-toned wristwatch on his left wrist. The background is blurred, showing what appears to be a modern office or hallway.

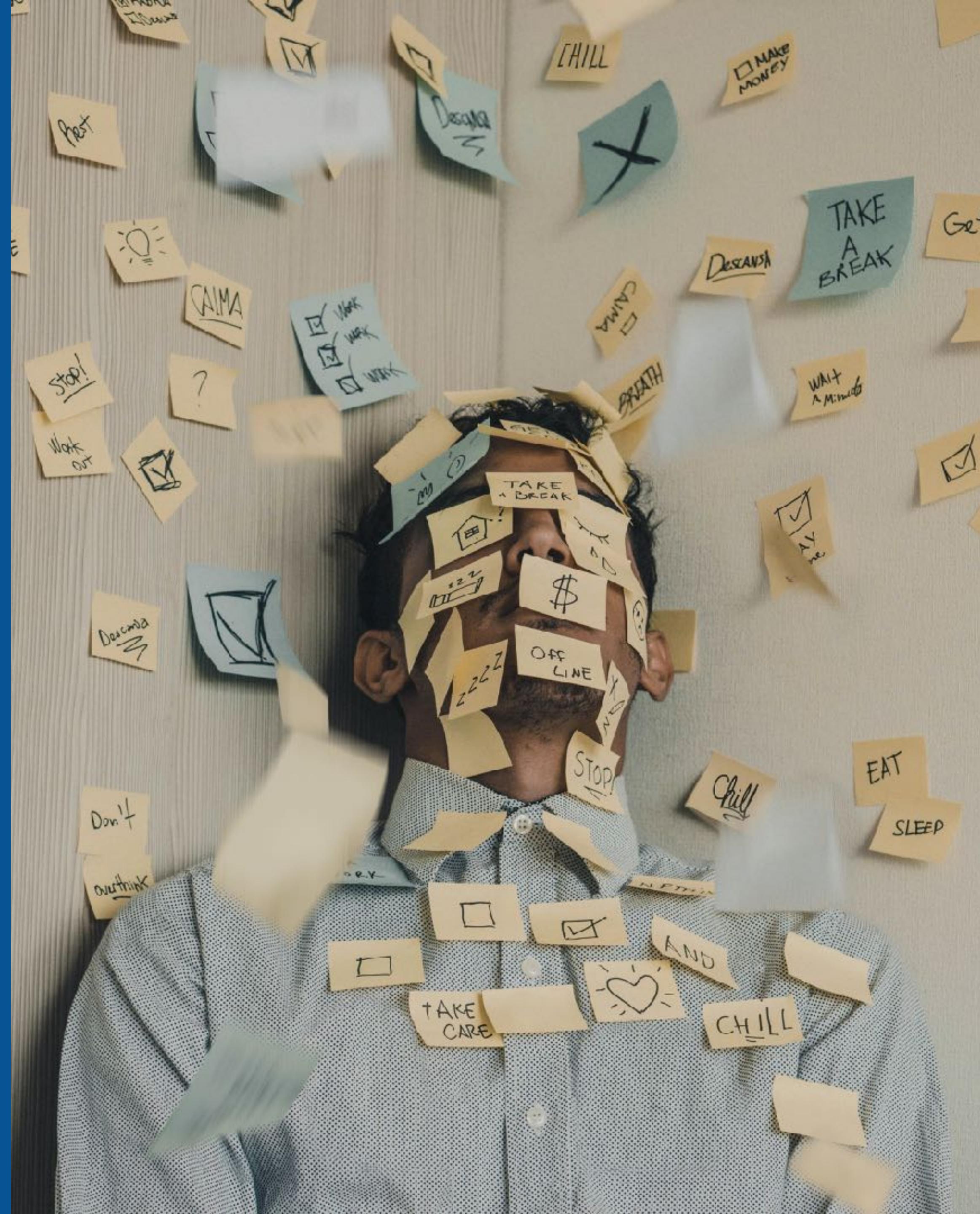
**Engineers are professionals.  
One of the functions of this  
course is to prepare you to  
communicate as a  
professional in a  
professional context in  
Canada.**



All important relationships rely on mutual respect. If you treat me respectfully, I will treat you respectfully.

I promise to be fair, responsive, attentive, and kind—as long as you respect my basic rules.

**Being a graduate student is a full-time job. You need to treat this class seriously, and budget your time accordingly.**





If you need special accommodations,  
you must speak with me *before* an  
assignment is due—not after.

**Walking into class late is not okay.  
It's rude. It's disruptive. It reflects poorly on you.**





Please, please, please do not speak during class while I am speaking or while your classmates are speaking. This is a matter of basic personal and professional respect.

A silhouette of a person standing on a rocky mountain peak at sunset, holding a Canadian flag. The background features a vast, misty landscape with rolling hills and mountains under a dramatic sky.

This Semester ...



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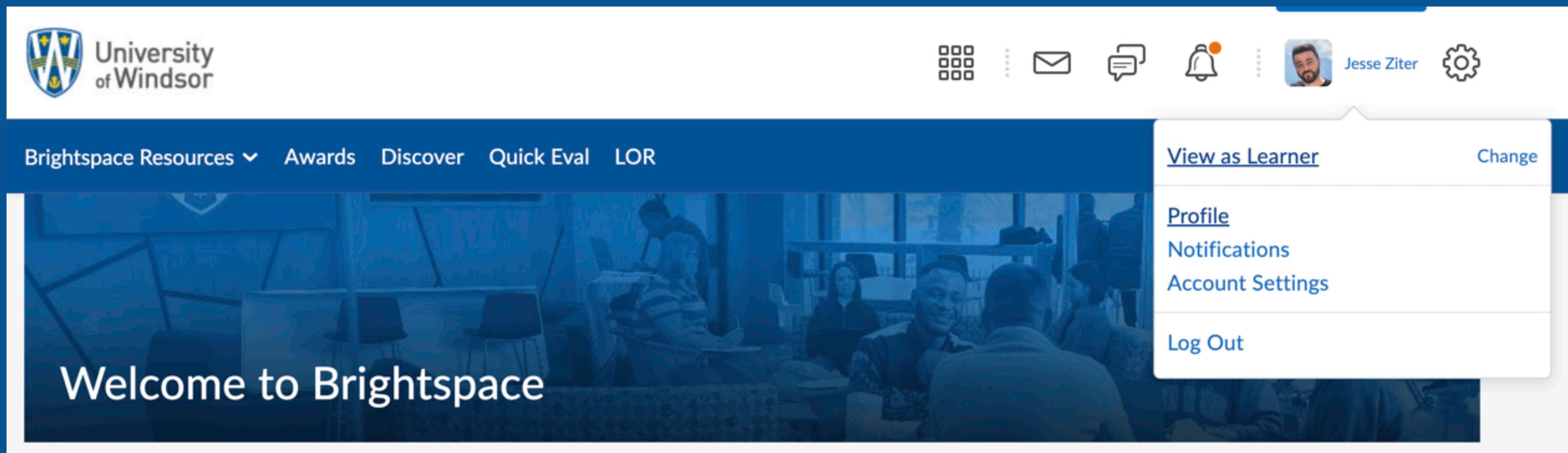
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The image shows the University of Windsor Brightspace homepage. At the top left is the university's logo and name. To the right are various navigation icons and a user profile for 'Jesse Ziter'. Below the header is a blue banner with the text 'Welcome to Brightspace' over a background image of students in a classroom. The main menu includes 'Brightspace Resources', 'Awards', 'Discover', 'Quick Eval', and 'LOR'. A dropdown menu for the user profile is open, showing options like 'View as Learner', 'Profile', 'Notifications', 'Account Settings', and 'Log Out'.

University of Windsor

Brightspace Resources ▾ Awards Discover Quick Eval LOR

[View as Learner](#) [Change](#)

[Profile](#)  
[Notifications](#)  
[Account Settings](#)

[Log Out](#)

Welcome to Brightspace

The image shows the University of Windsor Brightspace homepage. At the top left is the university's logo and name. To the right are several icons: a grid, a mail icon, a message icon, a bell icon with a notification dot, and a user profile icon for 'Jesse Ziter'. A gear icon is also present. Below the header, a navigation bar includes 'Brightspace Resources' with a dropdown arrow, 'Awards', 'Discover', 'Quick Eval', and 'LOR'. The main content area features a blue-tinted photograph of students in a classroom setting with the text 'Welcome to Brightspace'. A large red arrow points from the bottom left towards the user profile dropdown menu, which is currently open. The dropdown menu contains links for 'View as Learner' (with a 'Change' link), 'Profile', 'Notifications', 'Account Settings', and 'Log Out'.

Brightspace Resources ▾ Awards Discover Quick Eval LOR

Welcome to Brightspace

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## Resources



[Week 1](#)

## Week 1



### **Richard Burton: "An Engineer's Rhetorical Journey: Personal Reflections"**

Attached Files:  [Reading for Rhetorical Situation - An Engineer's Rhetorical Journey - Burton.pdf](#) (516.889 KB)



### **The Nature of Writing: "Ethos, Pathos, and Logos" (YouTube)**

This 13-minute video represents a lecture from The Nature of Writing, a useful online writing guide from Conrad van Dyk, an English Professor at Concordia University in Edmonton. It contains some good, straightforward analyses of specific pieces of written and visual communication in terms of the rhetorical situation. I hope it helps to reinforce your understanding the subject matter introduce in my lecture.

You may also be interested in this short written introduction from the content creator, which provides some context for the video: [natureofwriting.com/courses/introduction-to-rhetoric/lessons/ethos-pathos-and-logos](http://natureofwriting.com/courses/introduction-to-rhetoric/lessons/ethos-pathos-and-logos)



### **Camille A. Langston: "How to Use Rhetoric to Get What You Want" (TED-Ed)**

This is a concise, four-minute animated video from the educator Camille A. Langston that answers the question: "How do you get what you want using just your words?"

Narrated by Julianna Zarzycki and animated by a studio called TOGETHER, this short piece might help you further understand the fundamental rhetorical principles we've already discussed in this module. Specifically, if approaches the three primary rhetorical means of persuasion (ethos, logos, and pathos) from a slightly different perspective than you've been exposed to so far, beginning at about 1:40. Please note: The video contains some technical terms (e.g., "forensic" and "epideictic") we won't need to concern ourselves with.

# The Syllabus

## **GENG-8000 (Engineering Technical Communications) Section 4 Course Syllabus**

Faculty of Engineering | University of Windsor, Canada | Winter 2023 Semester

### **Instructor Information**

- Name: Prof. Jesse Ziter
- Office: CEI 3069
- Email: [jziter@uwindsor.ca](mailto:jziter@uwindsor.ca)
- **Virtual Office Hours (Microsoft Teams):** Tuesdays and Thursdays, 8:30 to 11:00 a.m. or by appointment

### **Teaching Assistant (TA) Information**

- Mohamed Elkorek: [elkorekm@uwindsor.ca](mailto:elkorekm@uwindsor.ca)
- Ghida Hamoud: [hamoudg@uwindsor.ca](mailto:hamoudg@uwindsor.ca)
- Mohamed Tawakol: [tawakol@uwindsor.ca](mailto:tawakol@uwindsor.ca)

### **Course Description**

From the current [University of Windsor Graduate Calendar](#):

Engineering Technical Communications will prepare Master of Engineering (MEng) students to communicate technical information clearly and concisely, in written, oral, and graphical form. This course will include topics such as grammar; sentence structure; organization; writing reports, letters, instructions, and proposals; referencing sources; preparing and making presentations; and corporate culture. Students will also work in teams to prepare written and oral communications for a major project.

### **Class Information**

- **Location:** Biology Building 121
- **Day and Time:** Tuesdays and Thursdays, 11:30 a.m. to 12:50 p.m.
- **Additional, approximate study hours:** 3-6
- **Estimated division of total learning hours:**
  - Hands-on labs and activities: 15
  - Group work: 25
  - Lecture: 20
  - Individual work: 30
  - Class discussion: 10
- **Credit weight:** 3
- **Course format:** face-to-face
- **Pre-requisites,** from the current University of Windsor Graduate Calendar: N/A

### **Resources**

#### **Required Resource:**

McGraw-Hill Connect Composition 5e (Online Grammar Modules and E-text Handbook) (ISBN-13: 9781260327021)

Refer to "McGraw-Hill Connect" on Brightspace course site menu for details on purchasing the access code.

#### **Recommended Resource:**

Thorsten Ewald, *Writing in the Technical Fields: A Practical Guide*, Don Mills: Oxford University Press Canada, 2017. (ISBN-13: 9780199021499)

Note: A newer (3<sup>rd</sup>) edition of the text is available in digital format (ISBN 9780199036905) and can be purchased through [redshelf.com](#). The page numbers listed in this syllabus refer to the earlier version.

## **GENG-8000 (Engineering Technical Communications) Section 4 Course Syllabus**

Faculty of Engineering | University of Windsor, Canada | Winter 2023 Semester

# Read This First: Special Syllabus Notes

### **Special Note #1: I Am a New Parent.**

As this course begins, I share a home with my wife and our 12-week-old son—my first child. You may not know this, but Ontario is currently experiencing a critical, unprecedented pediatric healthcare crisis due to the simultaneous circulation of respiratory syncytial virus (RSV), influenza, and COVID-19 in the province. For this reason, I feel obligated to act cautiously regarding my physical health while at work. I will be available for consultation with students only virtually (via Microsoft Teams) this semester, and I will enforce the University's public health policies, as described below.

Otherwise, I may be somewhat less responsive to emails than I normally am after hours and over the weekends. I ask you to please grant me a little patience and understanding at this exceptional time; I promise no student in this class will suffer academically because of my personal circumstances!

### **Special Note #2: Unfortunately, the COVID-19 Pandemic Is Not Over in Ontario.**

If you are experiencing COVID-19 symptoms, please stay home. Do not attend class, campus, or other University of Windsor events until you are free from symptoms. The University asks you to report your illness to [covid19reporting@uwindsor.ca](mailto:covid19reporting@uwindsor.ca).

For more information about the University of Windsor's response to COVID-19, please consult the [Return to Campus](#) website.

### **Special Note #3: You Need to Wear a Mask in Class.**

According to the [University of Windsor COVID-19 Mandatory Mask Policy](#), "All individuals are required to wear a mask in all indoor spaces where physical distancing of 2 metres cannot be maintained. This includes classrooms, laboratories, meeting rooms, lounges, and shared spaces." This policy was established on July 14, 2020 and last revised on September 6, 2022. President Robert Gordon sent out a [campuswide update](#) on December 5, 2022 confirming the Mask Policy remains in effect. As of the beginning of this semester, this has not changed.

Obviously, adequate social distancing will not be possible within our classroom, so you will need to wear a mask. Please consider that different people in a classroom will inevitably have different risk tolerances due to several complicated internal and external factors. While you may be comfortable learning unmasked in a crowded room, some of the people sitting around you may feel differently—for valid reasons. Aside from the University mandate, I ask you to please be empathetic and respectful of your fellow students, including those you do not know personally.

Enforcement of the mask policy may vary across the University; some of your instructors may not care whether you enter the classroom wearing a mask or keep it on throughout the class. In *this* course, I will absolutely be enforcing the policy. I understand it's annoying, but unless/until the policy changes, you need to always wear a mask in class. Please consider this fair warning: I will take this matter seriously. Thank you in advance for understanding.

In *exceptional* circumstances, if you are genuinely unable to wear a mask during class for a compelling reason, you may contact [Student Accessibility Services](#) to request formal accommodations.

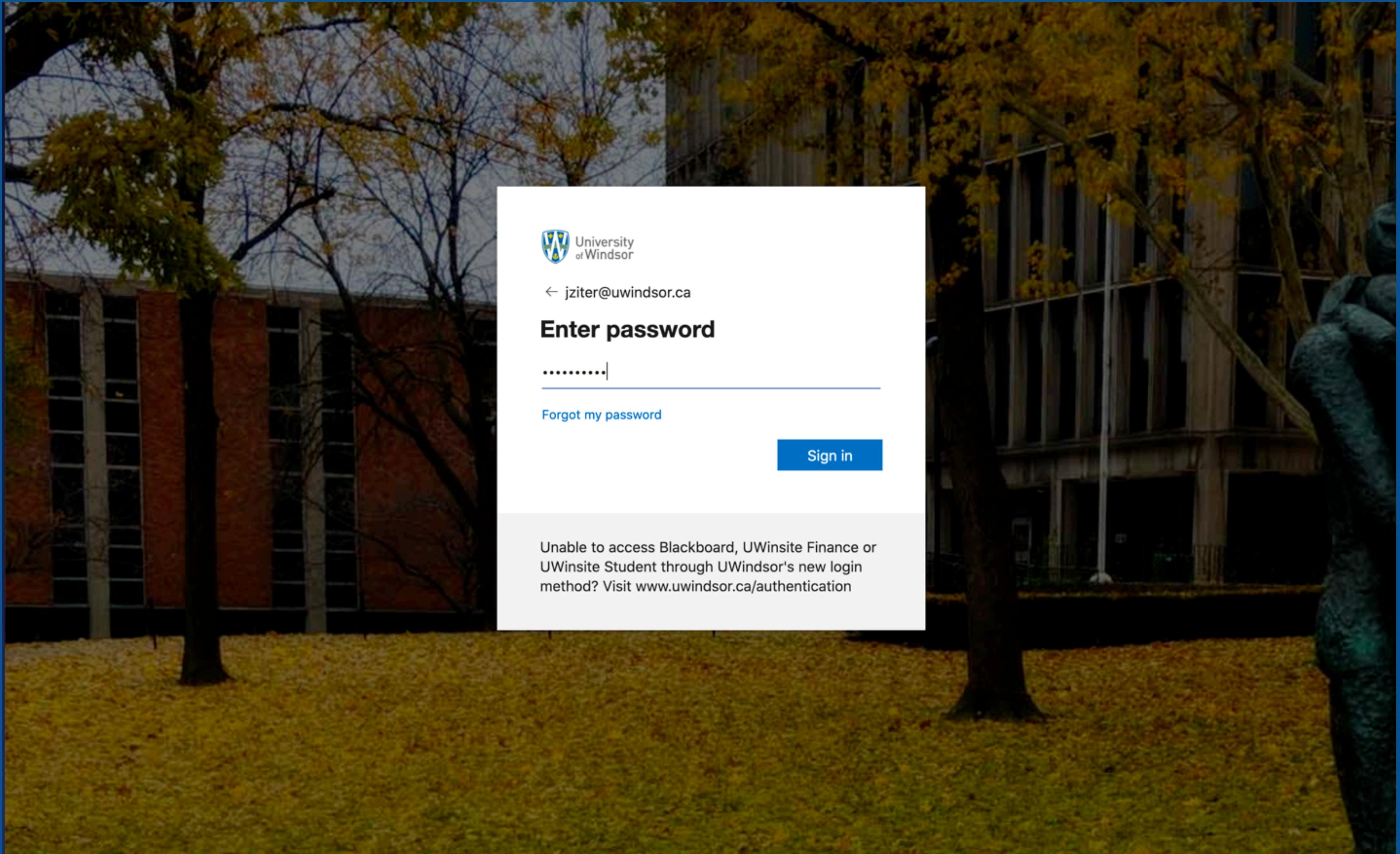
## Course Schedule

*Note: The following course schedule is approximate and may be adjusted as necessary.*

Week	Topics	Related Textbook Readings
1 (Jan. 5, 10)	<ul style="list-style-type: none"> <li>• Introduction, Syllabus, etc.; What is Technical Communication? Why Technical Communication?</li> <li>• Rhetorical Situation (Logos, Ethos, Pathos, etc.)</li> <li>• Audience and Purpose</li> </ul>	Burton Essay (Brightspace) <i>Ch. 1 (pp. 1–16)</i>
2 (Jan. 12, 17)	<ul style="list-style-type: none"> <li>• The Writing Process</li> <li>• Professional Communications (Routine Correspondence)</li> <li>• Communication Channels</li> </ul>	<i>Ch. 5 (pp. 69–89)</i>
3 (Jan. 19, 24)	<ul style="list-style-type: none"> <li>• Teamwork; Collaborative Writing</li> <li>• Cross-Cultural Communications</li> <li>• Information Literacy/Evaluating Sources</li> </ul>	<i>Ch. 8 (pp. 144–158)</i> <i>Ch. 9 (pp. 160–175)</i>
4 (Jan. 26, 31)	<ul style="list-style-type: none"> <li>• IEEE Style Citing and Referencing (Guest Lecture: Writing Support Desk)</li> <li>• Referencing; Literature Review</li> <li>• Developing Credible Argument</li> <li>• Framing Knowledge/Imposing Visible Structure (Headings)</li> <li>• Parallel Structure; Lists</li> <li>• Rhetorical Patterns</li> </ul>	<i>Ch. 9 (pp. 160–175)</i>
5 (Feb. 2, 7)		<i>Ch. 4 (pp. 49–65)</i>
6 (Feb. 9, 14)	<ul style="list-style-type: none"> <li>• Technical Sentences and Paragraphs</li> <li>• Writing Clearly and Concisely, Tips for Revision</li> </ul>	<i>Ch. 2 (pp. 20–33)</i> <i>Ch. 3 (pp. 37–45)</i>
7a (Feb. 16)	<ul style="list-style-type: none"> <li>• Technical Reports and Documents</li> </ul>	<i>Ch. 6 (pp. 84–109)</i>
<i>Reading Week: February 18–26. Classes and Office Hours are cancelled.</i>		
7b (Feb. 28)	<ul style="list-style-type: none"> <li>• Technical Graphics</li> </ul>	<i>Ch. 10 (pp. 177–190)</i>
8 (Mar. 2, 7)	<ul style="list-style-type: none"> <li>• Oral Communications/Presentations</li> <li>• Elevator Talks</li> </ul>	<i>pp. 252–257, 261–268</i>
9 (Mar. 9, 14)	<ul style="list-style-type: none"> <li>• <i>Elevator Talk Peer Review (Mar. 9)</i></li> <li>• Formal Reports</li> <li>• Technical Definitions, Descriptions, and Instructions</li> </ul>	<i>Ch. 7 (pp. 114–142)</i> <i>Ch. 12 (pp. 212–29); 13 (pp. 23–51)</i>
10 (Mar. 16, 21)	<ul style="list-style-type: none"> <li>• Presentation Visuals (Slides and Posters)</li> <li>• Employment Communications (Guest Lecture: Career Development and Experiential Learning)</li> </ul>	<i>pp. 257–261</i> <i>Ch. 11 (pp. 194–210)</i>
11 (Mar. 23, 28)	<i>Team Oral Presentations</i>	
12 (Mar. 30, Apr. 4)	<i>Team Oral Presentations</i>	



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← jziter@uwindsor.ca

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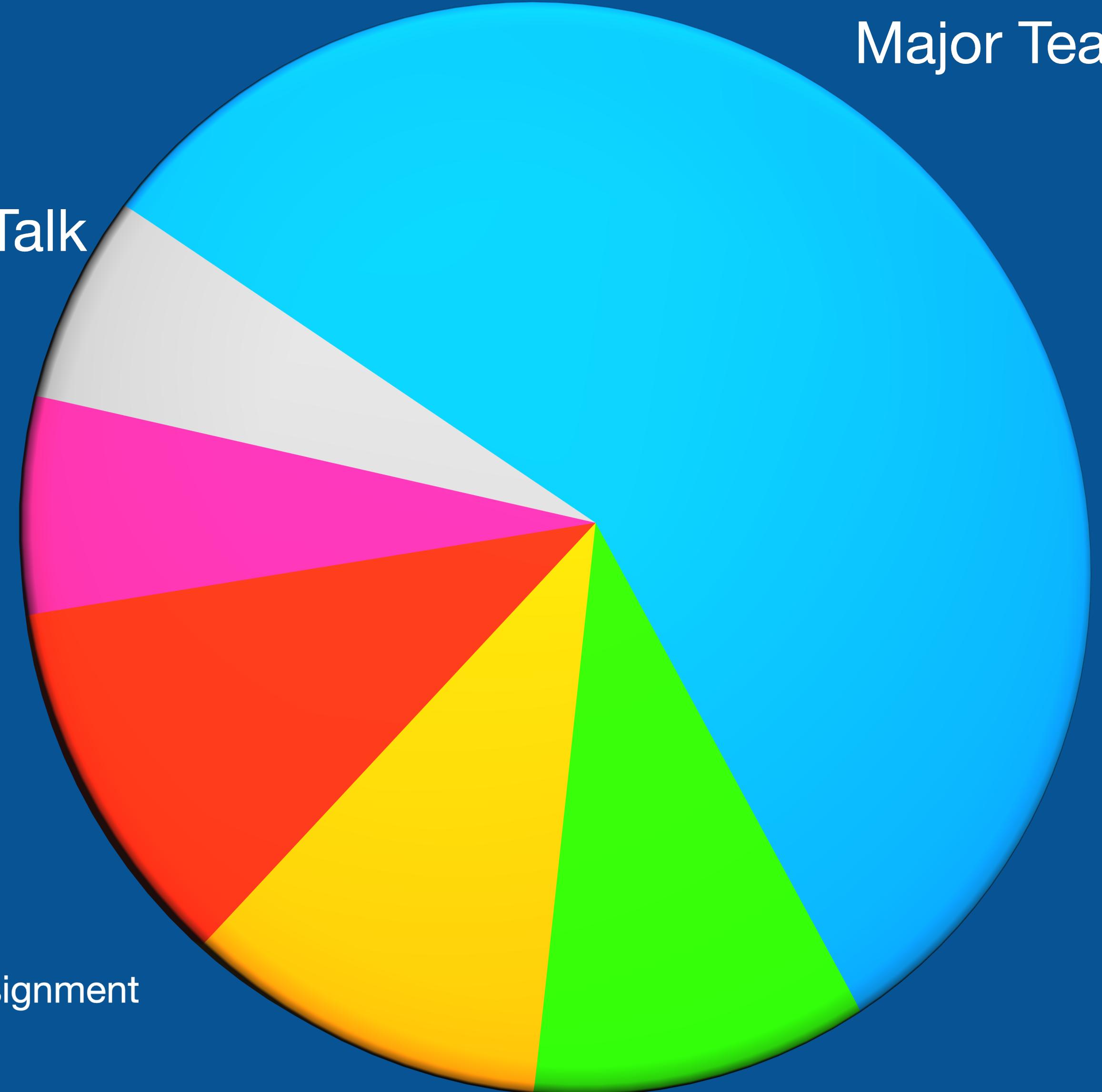
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Manage UWin Account

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# About Your Assessments



Connect Grammar Module

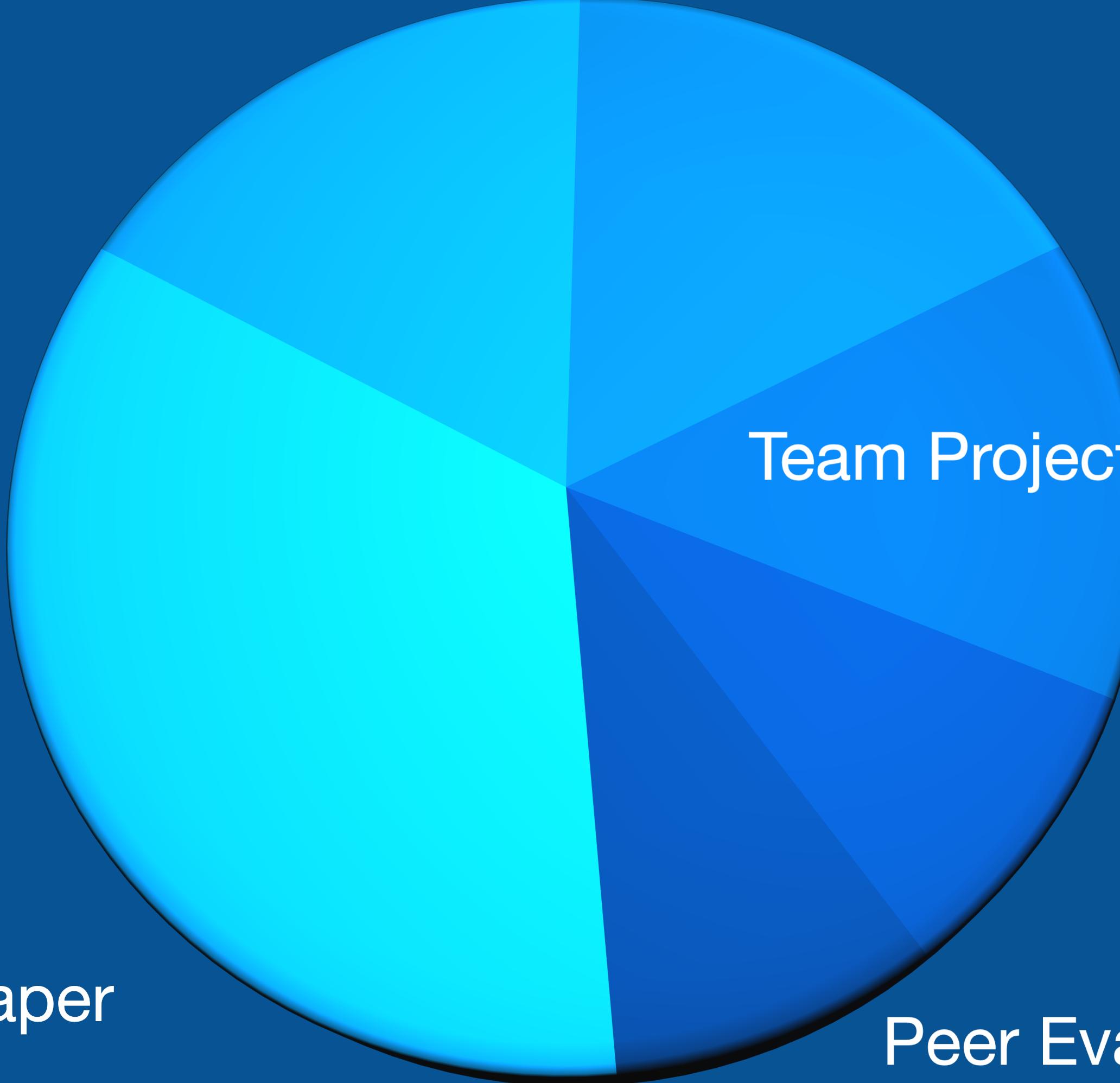
Writing Exercises

Parphrasing, Citing, and Referencing Assignment

Discussion Posts

Elevator Talk

Major Team Project



Individual Analysis Report

Team Oral Presentation

Team Project Problem Description

Final Group White Paper

Peer Evaluation of Teamwork

Team Project Overview



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# About the Final Exam





# 1. The **Textbook** (Recommended)

OXFORD

SECOND EDITION

# Writing in the Technical Fields

A PRACTICAL GUIDE



THORSTEN EWALD



## **From the Syllabus:**

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## **From the Syllabus:**

Recommended Resource:

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The page numbers listed in this syllabus refer to the earlier version.



# **Textbook Course Reserve Information**



Ewald, T. (2017). **Writing in the Technical Fields: A Practical Guide.** Don Mills, ON: Oxford University Press.

Ewald, T. (2017). **Writing in the Technical Fields: A Practical Guide.** Don Mills, ON: Oxford University Press.

Ewald, T. (2017). **Writing in the Technical Fields: A Practical Guide.** Don Mills, ON: Oxford University Press.

Available at Leddy Library Course Reserves - 2 Hour Loan  
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Ewald, T. (2017). **Writing in the Technical Fields: A Practical Guide.** Don Mills, ON: Oxford University Press.

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Call Number: **ZPR615.B002** (3 copies)

writing in the technical fields



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BOOK

## Writing in the Technical Fields: A Practical Guide

Ewald, T.

Don Mills, ON Oxford University Press; GENG8000-1-R-2022S.1: Engineering Technical Communications; Faculty of Engineering; MILLER-BRANOVACKI, LINDSAY; ; GENG8000-2-R-2022S.2: Engineering Technical Communications; Faculty of Engineering; ZITER, JESSE; ; GENG8000-3-R-2022S.3: Engineering Technical Communications; Faculty of Engineering; MILLER-BRANOVACKI, LINDSAY; ; GENG8000-4-R-2022S.1: Engineering Technical Communications;...  
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T. Ewald

Don Mills, ON Oxford University Press

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31862018542171	Book	Loanable		Item in place
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Connect<sup>®</sup> Course Resources for GENG 8000

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Course Name	GENG 8000
Course Code	GENG 8000
Resource	Connect Composition 5e
Resource Author	McGraw et al
Course URL	<a href="https://connect.mheducation.com/class/j-ziter-geng-8000---section-004---winter-2023">https://connect.mheducation.com/class/j-ziter-geng-8000---section-004---winter-2023</a>



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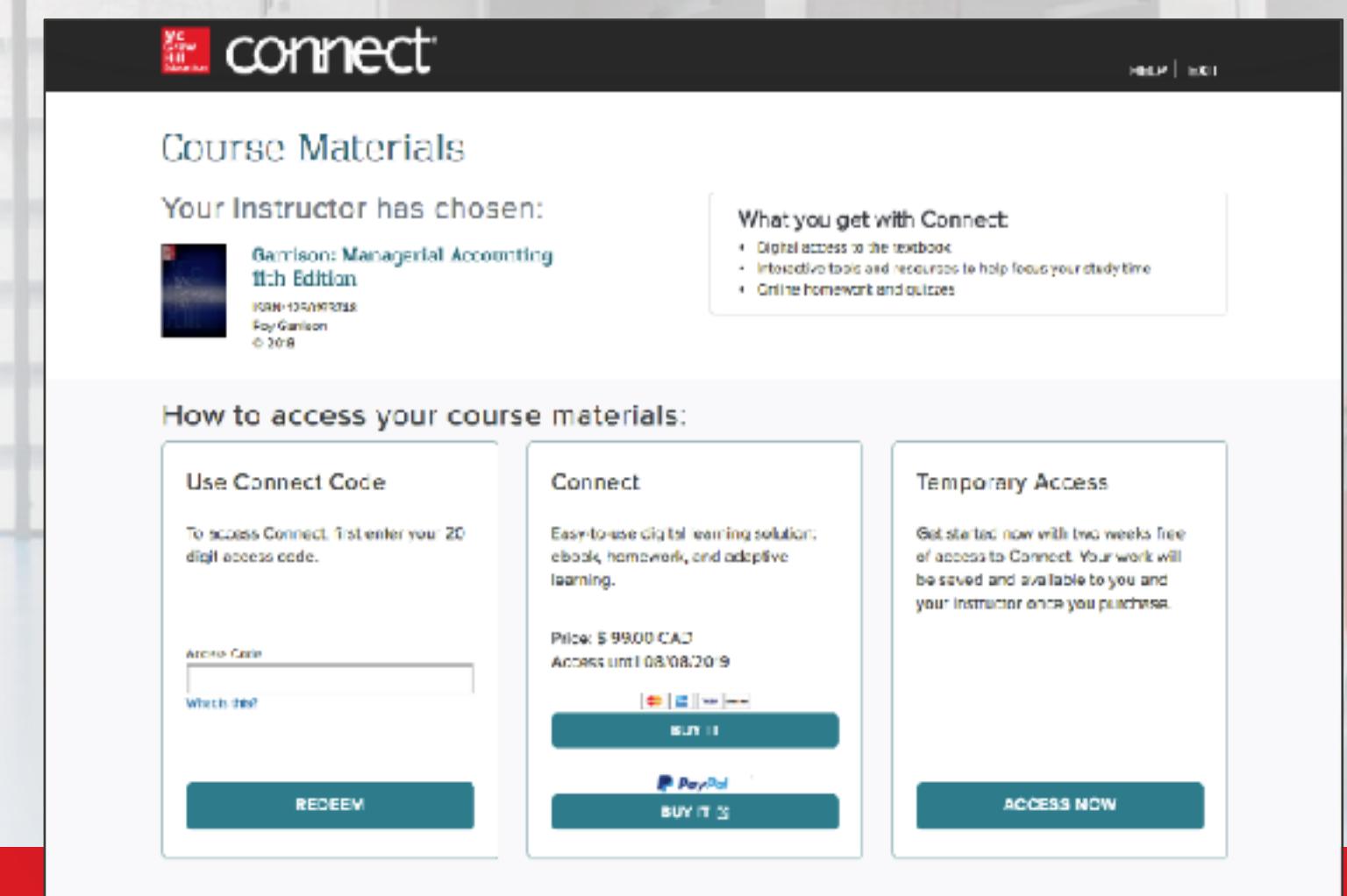
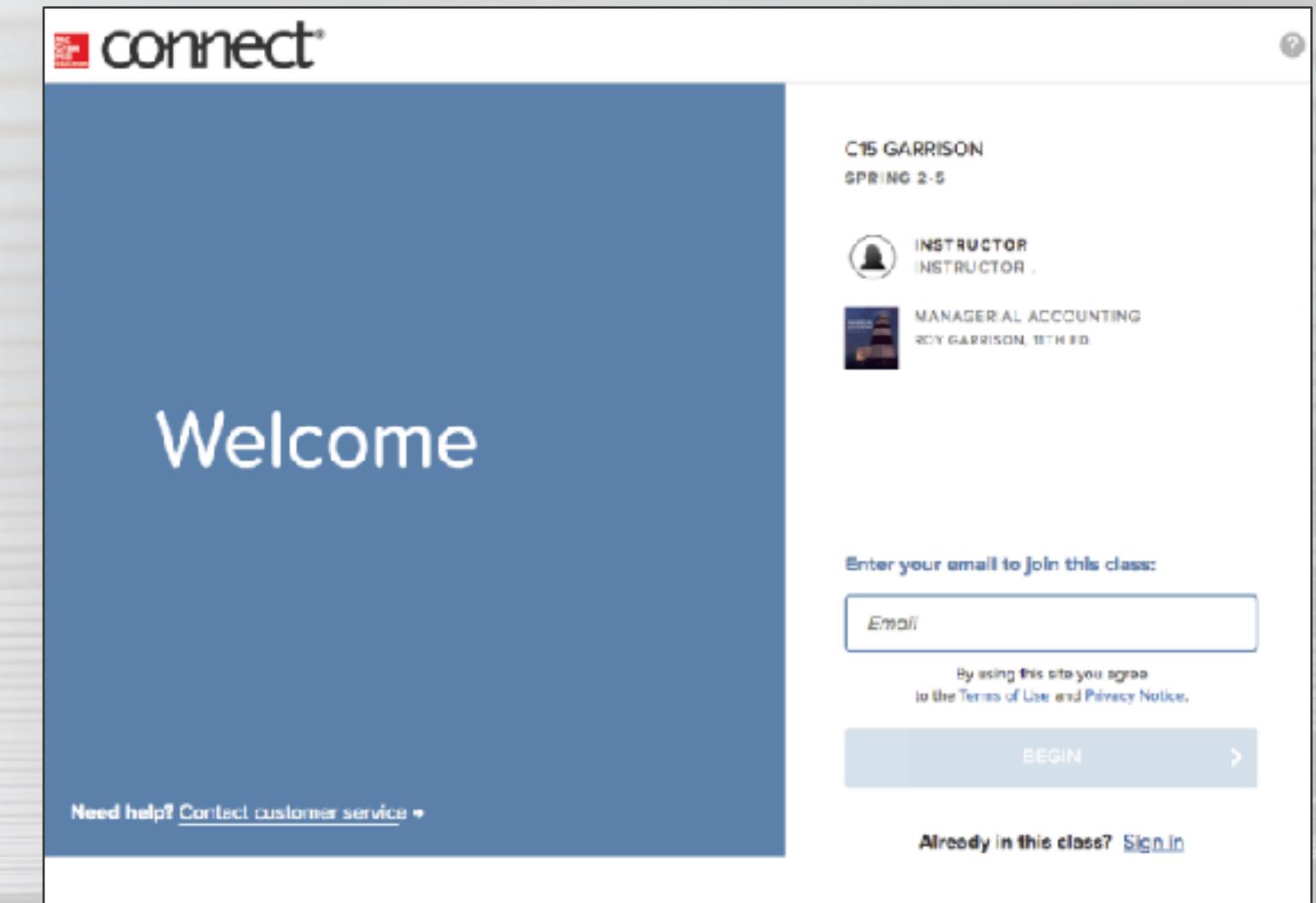
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# Studying Abroad?

## New to Connect

### STEP 1: Purchase Connect

Purchase via your instructor's Connect course URL, or visit your Canadian institution's bookstore website, search for your course, and choose the Connect online access purchase option.

### STEP 2: Verify Your Institution

While you create your McGraw Hill account, be sure that your Connect profile institution name and mailing address is the same as your Canadian institution's name and mailing address.

## Existing Connect Account

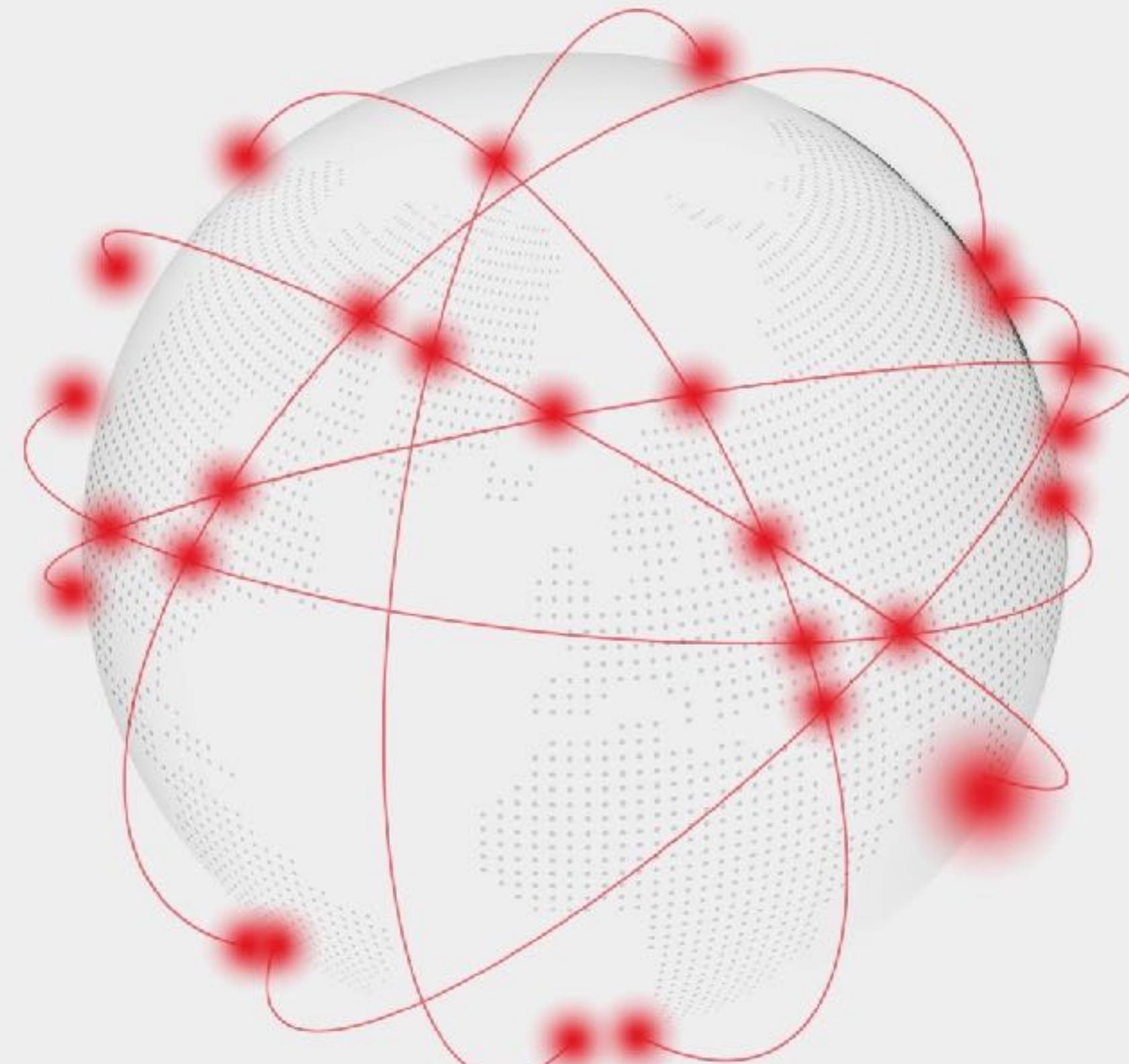
### STEP 1: Verify Your Institution

Ensure that your Connect profile institution name and mailing address is the same as your Canadian institution's name and mailing address.

### STEP 2: Purchase Connect

If you are studying abroad, purchase Connect online access via your instructor's Connect course URL or visit your Canadian institution's bookstore website, search for your course, and choose the Connect online access purchase option.

**Need Support?** <https://mhedu.force.com/CXG/s>ContactUs>



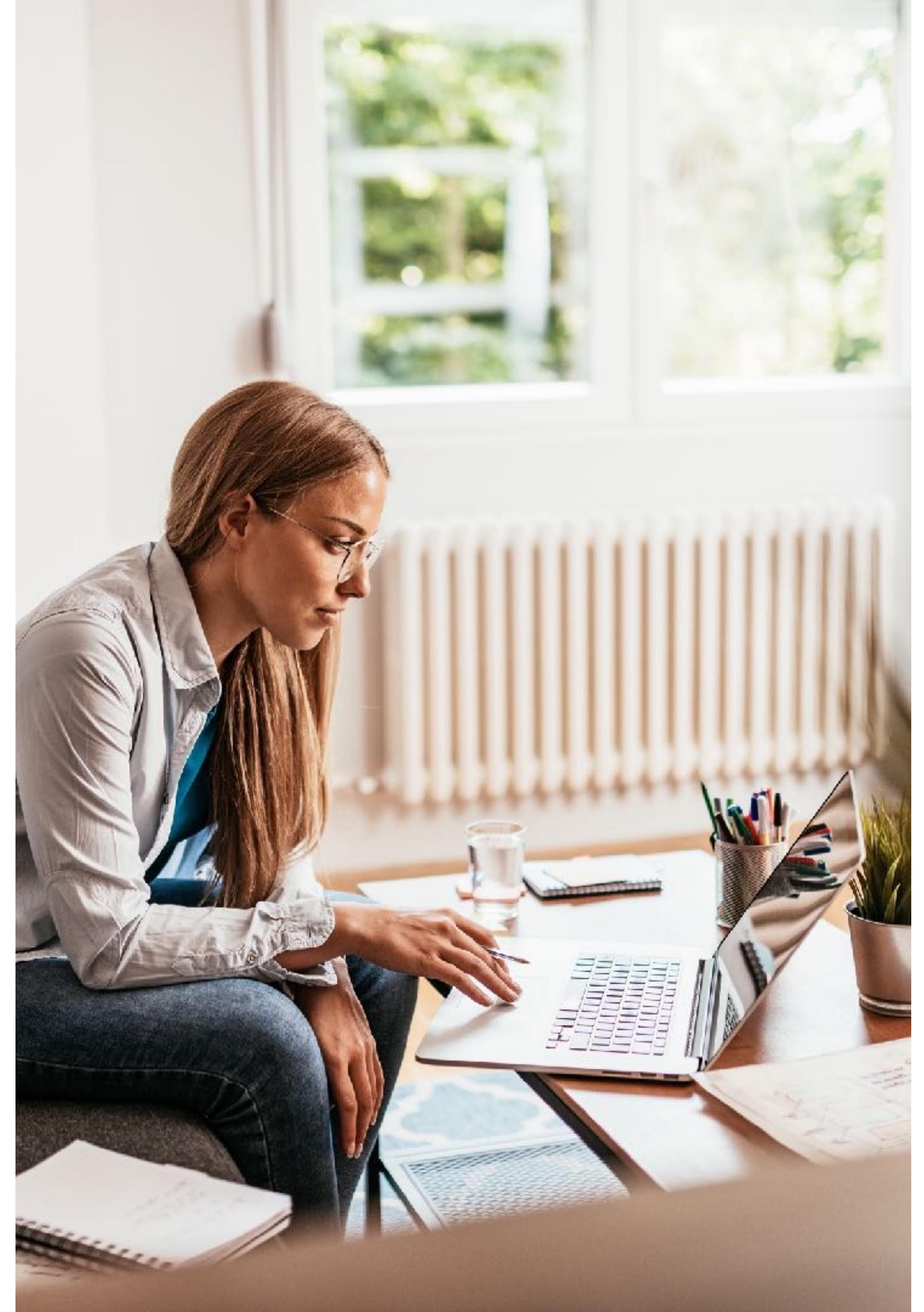
# Best Practices

## Connect Best Practices

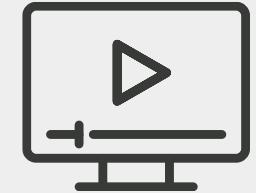
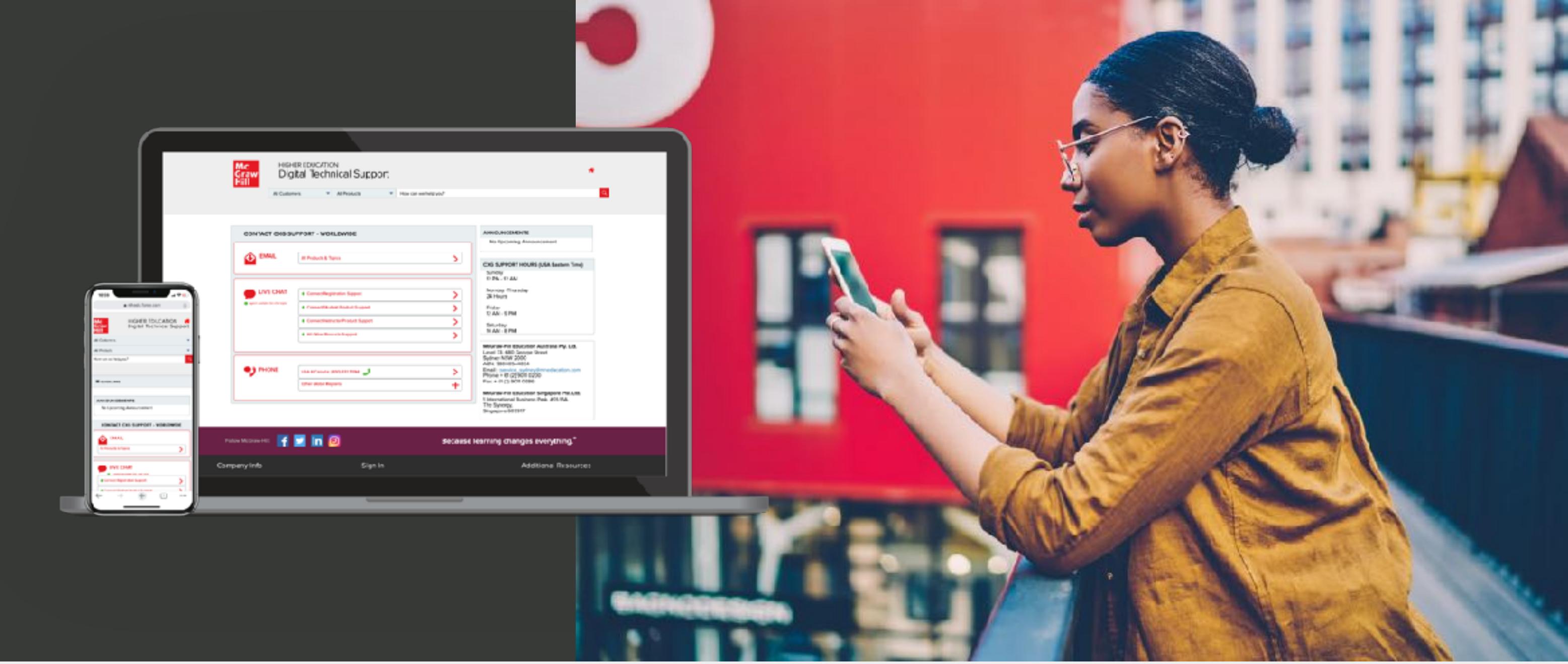
1. Use Google Chrome as your internet browser
2. Clear your browser cache prior to the start of an assignment, simulation, quiz or exam.
3. Complete a [Computer Compatibility Check](#).
4. Complete the assignment, simulation, quiz or exam on your laptop or desktop rather than a mobile device.

## Reminders

- Connect should be loaded on ONE session of your browser and only ONE tab within your browser.
- Use an ethernet cable to directly connect your device to your internet modem for faster speeds.
- Limit the number of applications running and devices connected to your wireless internet while completing your assignment.



# Accessibility & Support



## Accessibility

If you have any questions or concerns about interacting with our products, please contact your institution's Accessibility Office.



## Support

We're here to help. If you need technical help with Connect, get in touch with our experts:

- Phone: (800) 331 5094 (USA & Canada)
- Web: <https://mhedu.force.com/CXG/s/ContactUs>

## Support Hours (ET)

Sunday  
12 PM – 12 AM

Monday - Thursday  
24 Hours

Friday  
12 AM – 9 PM

Saturday  
10 AM – 8 PM



**The Connect Composition module is due on February 15.**

**The Connect Composition module is due on February 15.  
You cannot submit this assignment late.**

# Discussion Posts

# In-Class Activities

A photograph of a paved road curving through a dense forest. The trees are heavily laden with autumn leaves in shades of orange, yellow, and red. A bright yellow double line runs down the center of the road, which is otherwise dark and wet. The sky is overcast and hazy.

**“An Engineer’s Rhetorical Journey: Personal Reflections”**

**by Richard T. Burton**

(in Brightspace Resources, Week 1)

**Read the syllabus!**



ANY QUESTIONS?