# SWANSON SCHOOL FIRST-YEAR CONFERENCE (FYEC) PAPER, SPRING, 2019

#### ASSIGNMENT 2: FULL PROPOSAL

**Due 8:00 p.m., Monday, January 28 No late submissions will be accepted**.

**Submit as a docx file to CourseWeb; instructions will be provided**

#### Word Count: 375-425 (a *few* words under or over are acceptable); Minimum sources: 7

**Format: See p. 3 of this Assignment**

**FROM PRELIMINARY PROPOSAL TO FULL PROPOSAL**

Your 375-425-word Full Proposal will be a more substantial preview of your FYEC paper than your Preliminary Proposal was. Your Preliminary Proposal served as an initial articulation of your topic and associated FYEC paper components. You will now expand upon that 150-word Preliminary Proposal, revising where necessary and providing further specifics to more fully describe and explain what your FYEC paper will "be about."

* Be sure use all of your Writing Instructor's comments and advice as you revise and expand your Prelim. Proposal into your

Full Proposal.

* Be sure to carefully consider all information highlighted/noted, by your W.I. on your Prelim. Proposal Evaluation Sheet.
* Referring **back to the information in Assignment 1, particularly the example about "focusing in"** will be useful.

A strong Full Proposal “advertises” and explains (with further specificity than in your Preliminary Proposal) what your paper will be about. With a strong proposal, readers will be able to immediately and clearly perceive/understand ***what*** your paper will "be about. From your Full Proposal:

* readers will understand the fundamentals of your technology
* readers will immediately see the relationship between the technology and the application
* readers will know what example you intend to include and how that example will be important
* readers will encounter your emerging evaluations

When revising and expanding upon your Preliminary Proposal

* you might need to "focus in" more than you did in your Prelim. Proposal--read/use your Writing Instructor's input
* you will have "room" to more clearly explain the technology and application you are writing about for your FYEC paper
* your ongoing research will allow you to incorporate further technical information *and* to begin explaining how the technology "works"
* you will briefly, but clearly, explain the *example* you will be including in your FYEC paper; this examplewill be useful for continuing to clarify how the technology "works" and for providing evidence of the value of the technology
* you will briefly, but clearly, **state and support** **how/why *this topic/application* is important at *this time* to your FYEC audience** (engineers, engineering faculty, engineering students, other interested professionals from a variety of fields) and how this topic/application is valuable to particular situations and/or users (or potential users)

**A MINIMUM OF 7 SOURCES: SEARCH OUT SPECIFICITY; DON'T BE INTIMIDATED BY "ADVANCED" SCIENTIFIC/TECHNICAL SOURCES**

At this point in the Conference paper process, you must "go beyond" using only sources that provide an overview of your technology and/or application. You will seek out sources

* that provide further "technical" descriptions and explanations of your technology/application. You will seek out sources
* that will help you provide your audience with a substantial example. You will seek out sources
* that will provide supporting information/data for the claims of "value" and "importance" that you include in your paper.

You will be looking at "advanced" material. How can you make the best use of material that might seem to be "too advanced" for this stage in your education? **Take a careful look at the "How to Read a Scientific Paper" pdf posted to your ENGR 0012 page** (at the Writing Assignments and Materials link). This pdf provides you with strategies for reading/using "advanced" scientific/technical papers from advanced journals/publications. For example, the pdf **details** how to apply these "how to read a scientific paper" strategies:

1. Read the abstract (concentrate; look things up)
2. Read the beginning and end of the introduction (concentrate; look things up)
3. Look at the figures and tables including the captions (to spark/enhance understanding of key concepts/specifics)
4. Read the conclusions or last several paragraphs of the paper (to better understand the key points and their relevance to *your* FYEC paper)

**DO THIS!**

**FOCUS: MORE THAN JUST THE MAIN IDEA**

Focus is the feature of effective writing that answers the question “So what?” An effective piece of writing establishes a single focus and sustains that focus throughout the piece. Just as a photographer needs to focus on a particular subject to produce a clear picture, a writer needs to focus on a single topic or main idea in order to produce an effective piece of writing. But finding a focus means more than just knowing what to photograph or write about. Good photographers also think about what they want their photograph to communicate. This affects their decisions about how to frame their subject in the shot, and whether to zoom in for a closeup or zoom out for a wide angle shot. Similarly, writers must think about what their topic should communicate. For a newspaper reporter, for example, finding a focus for a story means finding an “angle,” a perspective from which to tell the story.

Focus, therefore, involves more than just knowing what your story is about, **but understanding why you are writing it in the first place**. Without a clear focus, students’ stories, reports, and essays degenerate into lists of loosely related events or facts with no central idea to hold them together, leaving the reader to ask “So what?” By establishing a clear focus before they start to write, students can craft their writing into a coherent, unified whole. Finding a focus helps students find the significance in their stories, the message that they want to convey to their audience, their reason for writing.

Establishing a clear focus also helps readers understand the point of the piece of writing. Readers don’t want to read a mishmash of unrelated ideas; they read to learn something new, to be surprised, to gain a new insight on an old idea, to view something from a new perspective or angle.

Focus is also the critical feature that drives all the other features. Focus determines what choices the writer makes about everything from organizational structure to elaborative details to word choice, sentence length, and punctuation. At the same time, effective writers take advantage of the appropriate supporting features to strengthen the focus of their writing.

From: K. Cali. “Focus.” *LEARN* North Carolina. The UNC School of Education. 2008. <http://www.learnnc.org/lp/editions/few/680>. Accessed 01.18.2019

**DO NOT DO THIS!**

**A GENERIC COLLEGE PAPER**

Since the beginning of time, bullxxx, flowery overgeneralization with at least one thesaurus’d vocabulary word. In addition, irrelevant and misleading personal anecdote. However, oversimplification of first Googled author (citation: p. 37). Thesis statement which doesn’t follow whatsoever from the previous.

Utterly contrived topic sentence revealing pretty much every flaw of structured essay writing. Therefore, supporting sentence invoking source that exists only in the bibliographies of other cited material (pp. arbitrary to arbitrary + 5). Contemplative question? Definitive refutation paraphrased from a blog found at 2AM:

“Massive block text to lend legitimacy to this sorry endeavor.”

Legitimate-sounding Anglo Saxon name (year between 1859 and 1967)

Obviously, non-sequitur segue. Utter misinterpretation of the only other author researched for this paper. Blind search for evidence reflecting increasing desperation (authors 4, 5, and 6). Moreover, loose observation to try to force coherence. Indeed, an attempt at humor!

Hence, statement violating every principle of syllogism followed by unnecessary semi-colon; forgettable punch line. Open-ended question undoing what little intellectual progress has been made? Filler sentence, which breaks entire flow of argument, specifically designed with maximum complexity in mind so as to solve lingering word minimum concerns.

Unconvincing conclusion statement. Empty belief that prompt has been answered sufficiently and requires no further investigation by anyone, ever. Last sentence, which consumed approximately 95% of the total mental effort dedicated—still reads clunky.

From: J. Wu. “A Generic College Paper.” Timothy McSweeny’s Internet Tendency*.* 2014. Accessed 01.20.2019http://www.mcsweeneys.net/articles/a-generic-college-paper

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(Assignment 2 Format Requirements are on the next page)

**Format Requirements for Assignment 2, FYEC Full Proposal**

1-inch margins top and bottom

0.7-inch margins left and right

All text in 12 point Times New Roman or Cambria

Single spacing (1.0 **not** 1.15 or 1.25)

All text full justified

There is no header or footer for the Preliminary Proposal

The **TITLE Is 12 POINT BOLD ALL CAPS**

Be sure to include (as shown below) your names, your emails, your 0012 section

Be sure to indent the proposal text (tab 0.3)

Be sure to include a **Sources** section

**Assg. 2 Format "Template"**

**FYEC CONFERENCE PAPER TITLE IN 12 POINT BOLD ALL CAPS**

space

First Name Last Name email, First Name Last Name email, First Name Last Name email

ENGR 0012 Section, for example, Sanchez 3:00

space

Full Proposal (just type in those words Full Proposal)

space

Indent/tab 0.3; type in your Full Proposal (12 pt Times New Roman or Cambria; 1.0 spacing; full justified)

space (after your Full Proposal)

**Sources Consulted (heading in 12 pt, bold);** minimum of 7 sources;include sources which were directly useful for your current Full Proposal. Do not include every source you looked at from the very start of your brainstorming/research, unless you have used all of those sources to write your Full Proposal. Sources must be listed in alphabetical order, using the author's *last* name. If the source does not show an author, use the first word of the source title to determine alphabetical placement. Format source information within your Sources Consulted section as you did last semester; the basic format is:

**Sources Consulted**

space

Author First Initial. Author Last name. "Title of Article." Title of Publication. Date of publication month.day.year. Accessed month.day.year. url. p.

Author First Initial. Author Last name. "Title of Article." Title of Publication. Date of publication month.day.year. Accessed month.day.year. url. p.

Consult "How to Present Information in Sources & Sources Consulted Sections 2019/2194" for further details/examples.