

Advanced Writing for Engineers: Entrepreneurship

<i>Semester:</i> Spring 2021	Abby Rabinowitz, Associate Director for STEM Writing Clinical Associate Professor, EWP, NYU
<i>Code:</i> EXPOS-UA24, Section 004	
<i>Time and Location:</i> Tuesdays & Thursdays, 9:30-10:45	<i>Email:</i> afr229@nyu.edu
<i>Zoom link:</i> https://nyu.zoom.us/j/98177281667	<i>Office:</i> Dibner 137
	<i>Office hours:</i> By appointment on Zoom

Course Description and Objectives

Advanced Writing for Engineers: Entrepreneurship is intended for students interested in the intersection between STEM fields and entrepreneurship. In this course, building on *Writing the Essay*, we will explore how writing and communications are important tools for entrepreneurs to share their ideas and turn them into reality. We will analyze and practice many of the genres used by entrepreneurs (and business school students) including case studies, pitches and proposals. In this class's final assignment, you will create a personal portfolio in which you reflect on what makes for ethical entrepreneurship and your professional identity. The ultimate goal: for you to emerge prepared to write and communicate confidently in upper level Tandon courses, business and wherever your ideas take you next.

In this course, you will:

- Analyze and produce academic, public and professional genres used by engineers, working independently and in teams;
- Develop your critical thinking skills, analyzing and synthesizing evidence from an array of sources to develop a cohesive, coherent argument;
- Articulate an ethical framework for engineering business ventures, contextualizing them within larger societal problems and needs;
- Research a technical topic, drawing from databases and first-hand experience (interviews and observation), and using sources ethically, complying with professional standards;
- Write clear, concise, compelling prose;
- Use drafting and revision processes effectively;
- Deliver a clear, compelling oral presentation;
- Reflect on how writing and communications feature in ethical engineering practice.

Course website:

On our **NYU Classes** site (accessible through NYU Home), you will find:

- Syllabus and course schedule of assignments and readings
- Assignment and exercise prompts (under “Assignments”)
- Readings and texts (under “Resources”)
- The day’s lesson plan, with each day’s goals, outline of activities and necessary links (under “Lessons”)
- A record of attendance and grades
- Link to our **Class Google Drive**, which contains:
 - A folder that collects our collective Classwork
 - Handouts, presentations, worksheets and other resources
 - [Individual Google folders](#), for you to collect your class notes and exercises.
 - *Note that students in China may have to access Google Drive through a VPN. Please contact your advisor if you need help with logging in to Google.*

Required Texts and Materials

- All readings will be posted to our NYU Classes site.
- Laptop or tablet.
- Software, like Adobe Acrobat (free to NYU students via [Creative Cloud](#)) that allows you to annotate pdfs of texts or the ability to print texts.

Course Requirements

- Students must submit all graded assignments in order to pass the class.
- Attend and participate in all classes and conferences.
- Prepare reading and writing *exercises* as assigned.
- Submit all of your writing exercises and assignments NYU Classes→Assignments and to your [individual Google Folder](#).

Assignment Overview

Our course is divided into several units, called *projects*. A *project* is an interconnected sequence of ungraded but crucial exercises, that help you develop the skills and ideas you need to successfully complete the project. Each project includes and culminates in one or more graded assignments that must all be completed for you to pass the class. Here is a brief description of our course’s major assignments:

Project 1: Personal Portfolio

For this project, which will straddle the semester, you’ll be asked to reflect on your values and experiences as an NYU Tandon student and as a prospective entrepreneur in conversation. You will collect and reflect on your work from this course, as well as other examples of your academic and professional accomplishments. Your portfolio should convey your trajectory as an engineering student and creator. In addition to required readings and exercises, you will submit the following graded assignments:

- *Reflective response paper (3-4 pages)*
- *Professional personal statement (3-5 pages)*

Project 2: Case Study Analysis

Business school students and venture capitalists work in the genre of the case study, which assesses a particular business in the context of larger economic, social, and ethical

principles, among others. In addition to required readings and exercises, you will submit the following graded assignments:

- *Annotated Bibliography and proposal (3-5 pages)*
- *Case Study Research Essay (6-8 pages)*

Project 3: Opportunity Analysis Plan (Team Project)

You will work in a team with your classmates in order to assess an entrepreneurial opportunity, using research to analyze its market viability, and propose a possible venture. To do so, you will consider the venture's market, potential customers, competition and business model. In addition to required readings and exercises, you will submit the following graded assignments:

- *Annotated Bibliography and Project Update (3-4 pages)*
- *Opportunity Analysis Plan: (6-10 pages)*
- *Video Pitch (3-5 minutes)*

Expectations and Grades

Final Grade Breakdown

Project 1: Reflective Essay	10%
Project 1: Professional Personal Statement	10%
Project 2: Case Study Annotated Bibliography+Proposal	5%
Project 2: Case Study Research Essay	25%
Project 3: Opportunity Analysis Plan Annotated Bibliography + Project Update (50% team, 50% individual)	5%
Project 3: Opportunity Analysis Plan (50% team, 50% individual)	25%
Project 3 Multimodal: Opportunity Analysis Plan Video Pitch (50% team, 50% individual)	10%
Participation	10%

You will also have the option of revising either the Project 1: Reflective Essay or the Project 2: Case Study Research Essay for a new grade (average of original and new grade).

Participation

This class is a seminar, which means its success depends on the active participation of everyone present. Ordinarily, we'd sit around a table and speak comfortably in small groups. This semester will necessarily be different – an experiment in which we meet on Zoom. We must therefore work together even more intentionally to create a true classroom community. As a baseline, please come to class prepared with the reading and exercises, prepared to listen actively and speak thoughtfully. Together, we will create a Community Agreement detailing what we expect from each other as participants.

How will I calculate your participation grade? To receive a high participation letter grade, you must: come to class prepared with the reading and writing exercises; speak at least once in class and complete every written exercise thoughtfully. Please note that frequent absences (more than four), missing or late exercises, lateness and disengagement can lead to a low or failing participation grade.

Conferences

You are required to meet with me outside of class twice during the semester for two twenty-minute conferences. These conferences are opportunities for us to check in on your course goals and to discuss your work-in-progress. Depending on my schedule, it may or may not be possible for you to make up a missed conference.

Engagement in our Remote Course

As we're meeting remotely, it will be even more important for us to communicate clearly and remain engaged with the course. Please check your email regularly. If you are falling behind or have a concern, please email me and your advisor.

Timely Completion of Work

Keeping deadlines is an important aspect of this class, as it gives you the time to develop and revise your ideas, and it gives me the time to offer you productive feedback. If you turn in work late, I may not be able to provide you feedback. Feedback and revision are critical components of this class.

I will not accept a final graded project without the **completion of every** written exercise. If your final essay is late, your grade on the final project will be lowered by 1/3 (e.g. from a B- to a C+) beginning the minute after its deadline. The grade will continue to go down by a third every 24 hours until the essay is submitted.

All work must be submitted to NYU Classes by the deadline in order to be considered on time. If there are extenuating circumstances, contact me as soon as possible and we will arrange an alternate schedule for your completion of the work of the project. ("Extenuating circumstances" are the same as grounds for excused absence – see below) It is EWP policy that grades of incomplete can only be awarded in exceptional circumstances—typical for medical reasons—and only to students who have completed nearly all the work of the course.

Grading Standards

The brief descriptions below provide a general sense of grading standards; as each assignment varies in aim and mode, specific grading criteria will be articulated in each project assignment:

A-range work is both ambitious and successful. It develops an interesting idea with

grace and confidence. It handles its sources not only ethically but with skill and elegance.

A **B-range** work is ambitious, but only partly successful, or one achieves modest aims well. Its argument or content may lack significance, or its style may be uneven.

A **C-range** work shows familiarity with the assignment's expectations, but has significant problems meeting them. Its argument may be unmotivated, overly simplistic or disorganized; it may exhibit problems in its use of sources.

A **D-range** work largely fails to address the expectations of the assignment.

Work that earns an **F** does not address the expectations of the assignment to any significant degree.

Formatting and Submission Procedures

- Unless otherwise directed, final drafts must use the Modern Language Association (MLA) Style, and include both in-text citations and a works cited entry. You may enjoy this excellent style guide, if you have citation questions: Hacker, Diana. *A Pocket Style Manual*. 7th Edition. Or see the Purdue OWL's excellent [online](#) citation guide.
- All assignments and exercises must be double-spaced, using 12-point Times New Roman font. Include your name, exercise number and date on the top left-hand corner.
- Submit your exercises and drafts to NYU Classes, under Assignments, and to your private Google folder. I will ask you to post video assignments under NYU Stream (directions to follow).

Course Policies

Attendance and lateness

Because writing classes proceed by sequential reading, writing, and thinking work, consistent and on-time attendance is essential. Students who miss significant time during a progression often have difficulty completing that progression successfully. I will therefore reach out to you and to your advisor if you are absent with excuse 2 classes in a row or from any 3 out of a possible 8 classes. Regardless of your performance on the progressions, if you are absent without excuse 5 times, your final grade will be lowered a full letter grade (e.g., from a B+ to a C+); if you are absent without excuse 7 times, you will not be able to pass the course.

Religious observance, documented illness, or family emergency are grounds for an absence to be excused.

In all cases of absence, you should communicate with me as soon as possible about arranging a schedule for completing any missed work.

Lateness is disruptive to the entire class, and extreme lateness will be marked as an absence. Frequent can also lead to a low or failing participation grade. When you reach this point in the syllabus, email your partner from today's class, if they have not yet emailed you, with the phrase, "The syllabus has hidden text, so I suggest you read it" and email me to say "I am reading this syllabus closely."

Our Classroom Community

The NYU Tandon School values an inclusive and equitable environment for all our students. I hope to foster a sense of community in this class and consider it a place where individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations, and abilities will be treated with respect. It is my intent that all students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. If this standard is not being upheld, please feel free to speak with me after class or email me for a time to speak at afr229@nyu.edu

Disability Accommodations

New York University is committed to providing equal educational opportunity and participation for students with disabilities. Students who are interested in applying for academic accommodations are advised to reach out to the Moses Center for Students with Disabilities (CSD) as early as possible in the semester.

If you already receive accommodations through CSD, you are encouraged to request your accommodation letters through the Moses portal as soon as possible.

Henry and Lucy Moses Center for Students with Disabilities (CSD)

Telephone: 212-998-4980

Website: www.nyu.edu/csd

Email: mosescsd@nyu.edu

Academic Integrity

At NYU, you are expected to write in conversation with other thinkers, honoring their words and ideas just as professional scholars do. In our class, you will learn strategies for representing, analyzing and citing the work of others. But ultimately, you are responsible for your academic integrity and for avoiding plagiarism. According to the [College of Arts and Science Honor Code](#), plagiarism consists of “represent[ing] the words, works, or ideas of others as your own.” Plagiarism can include using:

- a phrase, sentence, or passage copied or paraphrased from another writer's work without quotation marks and citation;
- facts, ideas, or written text gathered or downloaded from the Internet without attribution;
- a purchased paper or "research" from a peer, company or online service;
- Your own writing recycled from a current or previous course;
- Writing that is ghost-written by someone else, like a family member or tutor.

Plagiarism is a serious academic offense. Final drafts with instances of plagiarism will be downgraded or marked with an F and may result in failure of the course. Further, all cases of plagiarism must be reported to the Director of the Expository Writing Program and the Dean of your college. Disciplinary consequences will range from a warning, to suspension, to expulsion from the university.

[Frequently asked questions](https://cas.nyu.edu/ewp/writing-resources/statement-on-academic-integrity.html) about academic integrity are archived on the EWP website at <https://cas.nyu.edu/ewp/writing-resources/statement-on-academic-integrity.html>.

The Writing Center

The Writing Center provides individualized support for student writers at NYU. Writing Center consultants are EWP faculty and experienced undergraduate peer tutors from a range of majors; they can provide an outside perspective on a draft, be a sounding board as you develop ideas, or help you better understand where you want to take an essay. This fall, most appointments will be online. To learn more about how the Writing Center works, please visit [the webpage](#) or watch [this video](#). To reserve an appointment up to a week in advance, please use the [online schedule](#).

Additional Resources

- [Writing Affiliates](http://goo.gl/QP6wha) [http://goo.gl/QP6wha]
- [The Moses Center for Students with Disabilities](http://goo.gl/7CAcva) [http://goo.gl/7CAcva]
- [Residential International Student Engagement \(R.I.S.E.\)](https://goo.gl/u1Eoiy) [https://goo.gl/u1Eoiy]
- [Academic Resource Center](https://goo.gl/4OetVO) [https://goo.gl/4OetVO]
- [NYU Libraries](http://library.nyu.edu) [http://library.nyu.edu]
- [Resources for Commuter and Off-Campus Students](https://goo.gl/ij5oNS) [https://goo.gl/ij5oNS]
- [The Wellness Exchange](http://goo.gl/hZ9tg3) [http://goo.gl/hZ9tg3]
- [MLA Style Center](https://style.mla.org/) [https://style.mla.org/]