**ENGR 430 SP 2022**

**Day 1: Student Survey**

**Directions:** Answer the questions below using full sentences. This information is very valuable as I endeavor to create ***meaningful*** plans, maximizing the time we have this semester.This survey is worth 25 points, so be sure to fill it out completely and to the best of your ability. Thanks!

**Name** *(First and last):* Sean Kelley

**Name that you would like to be called** (If other than your given name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What is your department?** Industrial and Systems Engineering

**What degree?** Ph.D.

**What citation style is used by your department?** IEEE

**Part 1- General information:** Answer the following questions below. For number 3, write a short answer.

1. Tell me about your history with learning English. Specifically, have you ever taken a writing course? If so, what was your experience, and how was it taught?

I am a native English speaker. I took grammar class through 8th grade and literature through 12th grade. For literature, we would often be assigned a book and required to write a report on it. For the report, we would have to cite the book to construct an argument for or against some prompted claim. The subjectivity in these exercises turned me off from the field and pushed me towards furthering my understanding in mathematics.

1. What is your degree program and discipline?
   1. Are you a graduate student? If so, have you ever published a paper?

I am a Ph.D. student in Industrial Engineering. I have not yet published a paper, but I have a draft of the one on which I am currently working.

1. What are your goals for this course? (List two)
2. Revise the draft of my first paper
3. Get a framework for writing project proposals and slide decks
4. What, if any, concerns do you have about this course?

None

1. Tell me something interesting about you. (If you were my student previously, welcome back! Now be sure it is something I do not already know.)

My family owns a small tree farm in southern Illinois. Every couple of years, we mill felled trees into lumber for woodworking projects. The summer I graduated college, my dad and I made my kitchen table, bed, and end tables in my apartment from our stock of that wood.

A bed with white sheets

Description automatically generated with low confidence A picture containing floor, indoor, wall, building

Description automatically generated

**Part 2- Reading and Paraphrasing**

Read the excerpt from Harvard University professor and linguist Steven Pinker’s book about language, *The Stuff of Thought* (2007, p. 163). Answer the questions using full sentences and appropriate citations.

Space, time, and causality, as important as they are in relating our thoughts to one another, are abstract frameworks, seldom consciously pondered except by philosophers and physicists, What we consciously think about are the actual entities that live in space and time and impinge on one another. And the most basic entities in our thoughts are the ones named by nouns-- our concepts of people, things, and stuff. Nouns are the easiest words to identify across languages, are usually the first words learned by babies, and are the most stable and best-understood human concepts. But for all that apparent simplicity, a look at the meanings of nouns leads us down another rabbit hole. Nouns are not mere pointers to hunks of matter in the world. When a human mind apprehends a person, an object, or a substance, it can construe it in very different ways, and this suppleness carries over to our thoughts about more vaporous entities.

**Citation:**

Pinker, Steven (2007). *The Stuff of Thought. Penguin Books.*

1. What is the purpose of this passage?

This passage makes the point that a physical entity, despite existing in a single form, can be interpreted in different ways.

1. Mark the unfamiliar words in the passage.

I honestly didn’t know what suppleness meant. Once I looked it up, the passage made sense.

1. Write a brief summary of this passage. Use quotations and appropriate citations as necessary.

Just as an abstract entity like “[s]pace, time, and causality” can be interpreted in different ways, so can those more concrete like “our concepts of people, things, and stuff. Although “[n]ouns are the easiest words to identify”, there is great nuance in how they can be understood due to how they are experienced differently (Pinker 2007).

**Part 3- Writing**:

1. Edit this passage by adding semicolons or commas as necessary. Highlight instances of misspelled words or errors in verb tense. (Adapted from Swales & Feak, 2012, p. 4)

Although most major companies provided their employees with email accounts as well as internet access, many of these companies are concerned about potential abuse and monitor their employees’ use of these media. In fact, more than 75% of all major corporations report that they monitor their employees’ use of email and internet access either by spot-checking or constant surveillance. Businesses have many reasons for monitoring email and internet use. For example, they may be concern about protecting sensitive company information; they may be worried about lawsuits arising from harassment because of mass mailing of offensive jokes; they may also want to identify employees who are surfing the internet rather than working. In other words, they are concerning about cyberslacking.

**Part 4- Writing**: Determine what is wrong with these three sentences. Use the textbox below if it is helpful. Last, rate your confidence level in completing this task from 1 (not very confident) to 5 (very confident)

|  |  |  |
| --- | --- | --- |
| comma splice | run-on sentence | capitalization error |
| spelling error | missing comma | verb tense error |

1. Alice and Fran would like to play tennis, it isn’t supposed to rain until tomorrow.

Comma splice

1. Unless it rains it looks as though Alice and Fran will be able to play tennis later.

Missing comma

1. Fran usually plays tennis with Alice, but yesterday she play with Tom.

Verb tense error

My confidence level:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  Not very confident | 2  Slightly not confident | 3  Neutral | 4  Somewhat confident | 5  Highly confident |

**References**

Pinker, Steven (2007). *The Stuff of Thought. Penguin Books.*

Swales, J. & Feak, C. (2012). *Academic writing for graduate students, 3rd Ed.* University of

Michigan Press.