



The College of Engineering Writing Resource Center



For the first time, in the fall of 2014, The College of Engineering launched a writing instruction and student accountability curriculum.

This was done to substantively help students enrolled in senior capstone courses add a component of writing quality to their senior projects.

The main objectives for the program are: content development, facilitating students' understanding of the context and the purpose for writing, appropriating use of evidence and sources that will advance and promote academic, and career development skills.

Introduction

- Help promote effective writing and assist students with the newly launched College of Engineering Writing Resources Center.
- Offer detailed guidance to students on their writing assignments.
- Hold weekly office hours to provide advising to students.
- Respond to students' inquiries and offer communication through BeachBoard.
- Grade and provide qualitative feedback on writing assignments.
- Evaluate students' final oral presentations.

Program Role

Written Communication – Increase students' written communication skills

Objective 1 – Context of and purpose for writing.

- Demonstrate knowledge of writing circumstances surrounding the writing task(s), audience analysis etcetera

Objective 2 – Content Development

- Demonstrate knowledge of using appropriate, relevant, and compelling content to illustrate mastery of the subject.

Objective 3 – Sources and Evidence

- Demonstrate knowledge of appropriate use of sources that are high-quality, credible, and relevant for the writing discipline.

Learning Objectives

Student Learning Outcomes (SLO) – Used to measure the learning objectives.

Purpose for Writing: Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Content Development: Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveys the writer's understanding, and shapes the whole work.

Disciplinary Conventions: Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, and formatting.

Evidence: Demonstrates skillful use of sources to develop ideas.

Syntax and Mechanics: Uses graceful language that communicates meaning to readers with clarity and fluency, and is error-free.

Learning Outcomes

Throughout the semester, provide written and oral communication instruction, attend class sessions when required, and advise students.

- **Individual team guidance, when necessary**
- **Recommendations to Chapters**

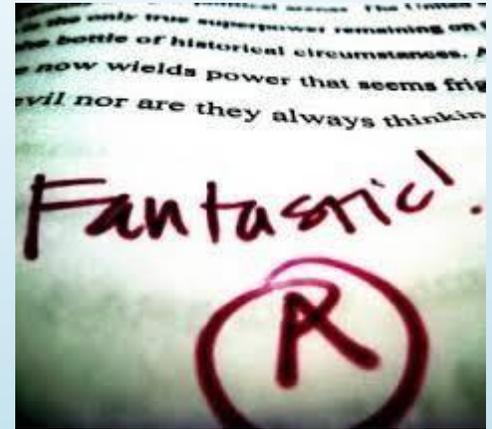
**Conceptual design stage; Embodiment design stage;
Manufacturing stage; etcetera**

- **End-of-semester PowerPoint presentation**



What to Expect – Case in point : MAE471

- Purpose for writing
(Critical Thinking)
- Content Development
- Structure
- Strong Evidence
- Syntax and Mechanics



Grading Rubric

5 (A) – Superior/Excellent:

Critical Thinking: A thoughtful, in-depth argument, developed through the use of compelling topic sentence ideas and careful rhetorical choices that demonstrate advanced awareness of audience and purpose of proposal. Effective introduction and conclusion.

Structure: Clear organization with effective thesis statement, topic sentences, development, coherence, and transitions.

Evidence: Demonstrates clear selection of superior sources. Expertly integrates source material.

Sentences: Sophisticated structure, demonstrating a command of a variety of sentence constructions including use of parallelism, coordination, subordination, verbal phrases, and appositives.

Vocabulary: Employs precise and vivid word choices.

Syntax & Mechanics: Contains very few errors, demonstrating a mastery of the conventions of written English.

Writing Rubric

Writing Portion Grading Scale

- **Individual writing:** 10% of individual writing assignments
- **Team writing:** 10% of team assignments
- **Final Oral Presentation** – 5%
- **Writing assessment and Oral Presentation** = 25% of total course grade
- You will receive a combined grade for the writing and engineering portion for each writing assignment.

Grading Scale

- Logic flow or flawed arguments
- Unclear thesis statements
- Lack of details, specifics, or analysis
- Abrupt transitions from one idea to another
- Overarching assumptions
- Citing sources incorrectly
- Colloquial language
- Hasty proofreading
- Sentence structures – Wordiness, Run-on sentences, Incomplete sentences, Punctuation

Common Writing Pitfalls

Introduction (abstracts and proposals):

- Should directly illustrate what the paper will discuss.
- Clearly announce the paper's agenda or topic.
- Written economically, the entire paper should ration the verbiage used.
- The intro must clearly and concisely amplify the paper's objective.

Writing Checklist –Introduction

Hook –

- The best way to begin an introduction is by drawing in the interest and attention of reader(s).
- Use a “hook” such as an eye-opening statistic, provocative quote or other relevant and appropriate attention-grabber.

Map –

- After the hook, lay out a general map in order to make clear what the chronology of the paper will entail.

List points –

- Once the prompt is re-stated in the announcement of the paper’s general map, enumerate the specific points the paper will examine.

Writing Checklist –Introduction

Body (proposal, problem clarification/project planning, conceptual and embodiment design phase):

Topic sentences –

- Substantive points should be framed as individual paragraphs.
- Each paragraph should begin with a topic sentence that encapsulates each paragraph's central ideas.

Writing Checklist –Body

Coherence and audience analysis –

- Coherence or connectivity between paragraphs so ideas in each paragraph inform the next.
- The logical flow should exhibit a natural progression that leads the reader(s) to the conclusion.
- Audience analysis is clear such that the author is successfully gearing discussion points toward a particular audience's interest.

Writing Checklist –Body

Conclusion:

General and specific –

- The conclusion synthesizes the introduction and body paragraphs by “sandwiching” both general points examined and specific points explored in the body paragraphs.
- The conclusion re-states, in summary, all of the main points.

Writing Checklist – Conclusion

Reinforce salient points –

- No new information should be introduced in the conclusion since this is the forum designed to re-capitulate the body paragraphs after all discussion is complete.
- Avoid extra verbiage such as general afterthoughts or “fluff.”
- The conclusion’s purpose is to reinforce ideas expressed in the paper and leave the reader(s) with a clear idea of what the paper discussed.
- Include key ideas the audience should do or take away.
- This is the final opportunity to ensure that the discussion in the paper resonated with reader(s).

Writing Checklist –Conclusion

College of Engineering Writing Resources Center (WRC) VEC 128B

Dr. Maryam Qudrat, COE Writing Resources Center Director

Office hours: Monday, 2:00 PM to 4:00 PM

Email: maryam.qudrat@csulb.edu

Sohn Cook, COE Writing Resources Center, Graduate Assistant

Office hours: Monday, 12:30 PM to 5:30 PM; Tuesday, 9:00 AM to 12:00 PM & 3:00 PM to 5:00 PM; and Thursday, 11:00 AM to 4:00 PM

Email: sohn.cook@gmail.com

Contact Information