



University of Wisconsin - Madison

College of Engineering [EGR]

Last Offered: 2014 Spring [1144]

Direct Link to this Syllabus :

<http://aefis.engr.wisc.edu/index.cfm/page/CourseAdmin.ViewABET?coursecatalogid=198&pdf=True>

1. E P D 155, Basic Communication

2. Credits : 2.00 Contact Hours :

2

3. Textbook and Materials : Radioactive; Lauren Redniss; 1st edition; No Year Given

The Academic Writer's Handbook; Leonard Rosen; 3rd; No Year Given

Radioactive; Lauren Redniss; 1st edition; No Year Given

Technopoly: The Surrender of Culture to Technology; Postman, Neil; 1st; 1993

The Academic Writer's Handbook; Rosen, Leonard J.; 3rd; 2012

Radioactive; Lauren Redniss; 1st edition; No Year Given

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a. Other Supplemental Materials :

Course packet or online library reserve items, typically including readings and student samples

A college rhetoric book sometimes as well, but these may vary

4. Specific Course Information :

a. **Brief description of the content of the course (Course Catalog Description) :** Emphasis on writing and critical reading. Planning, preparing, and revising informative and persuasive communication; adapting writing for intended audiences; grammar, usage and style; critical reading of prose models in the sciences and humanities; using information resources; videotaped oral presentations; collaborative writing using computers.

b. **Pre-requisites or Co-requisites :** Open to Fr. Stdts may receive degree cr for only one Com A crse taken in residence

c.
Required

5. Specific Goals for the Course :

a. Course Outcomes :

1. Read critically and analyze writing to locate the thesis, the pattern of organization, and

- the strengths and weaknesses of the writing;
2. Plan, develop, and revise essays, suitable for a university setting, that present and defend a clear, precise thesis using effective organization and logic, appeals, evidence, a variety of sources, and appropriate documentation and that demonstrate a mastery of elements of grammar, usage, and style;
 3. Analyze the context of different communication situations and audience needs, interests, and values in order to adapt writing and speaking more effectively for their intended audiences;
 4. Speak with more confidence in front of peers in an organized manner and participate effectively in class discussions; and
 5. Collaborate with fellow students to develop effective essays and presentations through group work and the peer review process.

b. ABET Student Learning Outcomes :

- (d) Ability to function on multidisciplinary teams.
- (f) Understanding of professional and ethical responsibility.
- (g) Ability to communicate effectively.
- (h) The broad education necessary to understand the impact of engineering solutions in a global and societal context.
- (i) Recognition of the need for and an ability to engage in life-long learning.
- (j) Knowledge of contemporary issues.

6. Brief List of Topics to be Covered :

Students are required to write several different types of persuasive or argumentative essays. As preparation for these essays, students learn different stages of the writing process, some basic rhetorical theory, strategies for organizing documents in a logical manner, techniques for supporting and developing arguments, and recognition of logical fallacies. They may also study strong and weak samples of writing to analyze development of ideas, logic, structure, evidence, style, and writing mechanics.

The different essays the students write may include:

a rhetorical analysis of a speech, advertisement, essay, or other cultural product

a research-based, documented argument of substantial length

a persuasive/argumentative essay which analyzes the causes of a controversy, makes a proposal, or counter-argues another argument

Students also must prepare a presentation of at least one of the above written assignments, so good presentation skills are a topic covered by this class.

Students in EPD 155 are also required to complete the Computerized Library User Education (CLUE) module, along with an in-class tutorial by the librarians.

Informal writing (and/or journals) may be done in or out of class to generate ideas, summarize and/or analyze readings, and practice writing strategies, research techniques, and peer review.

Students may also be introduced to ethical considerations through looking at engineering codes of ethics, discussing relevant case studies, and/or examining ethical issues in the annual UW Go Big Read common text