

WRI 1100: Disciplinary Research and Writing Seminar
Engineering Alternative Energies

Seattle Pacific University, Spring 2017

MWF 9:30 – 10:50, OMH 224

Dr. Melani Plett, mplett@spu.edu, OMH 208

Prof Plett's office hours:	Mon	Tues	Wed	Thurs	Fri
8:45-9:15am	X		X		X
11:00-11:30am	X				X
1:30-2:00pm	X	X	X	X	X
3:00-3:30pm			X		

Seattle Pacific University Mission

Seattle Pacific University seeks to change the world and engage the culture by graduating students of competence and character, cultivating people of wisdom, and modeling a grace-filled community.

Course Description

This course continues the academic inquiry and writing skills of WRI 1000 by incorporating the elements and standards of college-level research and writing within a disciplinary context. Students use writing throughout the term as a tool to investigate and communicate information and ideas and to approach and answer complex questions. Key elements include learning to develop good research questions and lines of inquiry; writing in appropriate disciplinary genres; understanding the proper use of primary and secondary sources; evaluating, summarizing, analyzing, and synthesizing research; revising writing so as to develop and deepen ideas; and producing a culminating paper or project.

In this section of 1100, we will consider the following questions. If we were starting up a new alternative energy company, which alternative energy should we choose and why? What would be unique about our product? To answer these challenging questions, we will research, discuss and present (orally and in writing) the state of the art in alternative energies. To prepare for this, we will read various types of engineering writing and practice many of these types ourselves. Further, we will conduct small experiments to understand a few of the alternative energies and practice

writing up the experimental results. Finally, we will specify and propose a product for the company.

Course Outcomes

WRI 1100 has four categories of course outcomes, and you'll notice that most are not unlike those in WRI 1000. They fall into the same four categories, and WRI 1100 builds on 1000 by now placing those outcomes within a specific rhetorical context—in our case, the humanities.

- **Gain Rhetorical Knowledge**

Understand and use the appropriate types of writing (genres) that engineers use to communicate knowledge and ideas

- **Practice Critical Inquiry**

Understand the types of questions and problems that are important in engineering

Identify methods used to address those questions and problems, and understand why these methods and not others are employed in a given situation

Locate, analyze, evaluate, synthesize, and use engineering literature

Conduct, analyze, and evaluate an engineering experiment

- **Understand and Use the Writing Process**

Develop a researched writing project through multiple drafts, using writing as a tool for the discovery, refinement, and communication of ideas

Write experimental lab reports to communicate the methods, results and conclusions

- **Gain Skill with Writing Conventions**

Produce writing that is suitable for engineering in terms of the occasion or genre in its use of claims, evidence, structure, diction, and citation

Assignments and Grading

In this section of WRI 1100, your writing will follow a number of sequenced assignments leading up to a final, researched argument paper due finals week. You will write:

- Research paper 55%
 - o Description of an alternative energy
 - o Situation description
 - o Sustainability discussion
 - o Final paper on student-generated research question
- Lab reports (two) 25%
- Specifications and presentation and elevator pitch 10%
- Participation & attendance, readings, informal/misc writing 10%

In WRI 1100, participation has two components: timeliness and attendance. Regarding timeliness, all assignments must be turned in on time. Late work will not receive my written commentary and each late or incomplete assignment will lower your final grade 2%. All major assignments (the major research paper assignments, the two lab reports and the specifications) must be complete to pass the course.

Regarding attendance, when we convene as a class, we say, think, and do things we could not do individually. We workshop our writing, we read together, we conduct experiments, we practice the thinking that is important for college success—building rhetorical knowledge, enacting critical inquiry, working through the writing process, negotiating conventions in a given situation. Because our community does what we cannot do alone, class time is limited and valuable. You are expected to be present—physically and intellectually—at every class meeting. Each student will be afforded one week’s worth of absences (three absences for our MWF class). Each additional absence will lower your final grade 2%. The Writing Program does not distinguish between “excused” and “unexcused” absences. Use your absences judiciously, if at all. Arrive on time. Inappropriate use of technology will be counted as an absence (since you are not intellectually present) and will lower your final grade 2%. Completing the course evaluation at the end of term also counts as participation; failing to do so will dock your final grade 2%.

This course sets higher standards for writing than you’ve probably experienced before. It’s not uncommon for papers and other writing that might have earned an A in high school to be considered no better than a C in college. Your writing will be assessed against the course outcomes listed above.

Here's how the Writing Program defines each grade level:

A = superior attainment

B = meritorious attainment

C = adequate attainment

D = minimal attainment

E = insufficient attainment, no credit

Note that "meritorious" means commendable or praiseworthy: a B, in other words, reflects a well-written paper, not an average result. You must earn a C- in order to pass WRI 1100.

Course Calendar (*subject to change*)

Week 1

March 27 Intro to the Course, Overview of alternative energies [Link](#)

March 29 Continue course introduction

March 31 Understanding energy: a lab experiment

Week 2

April 3 Library Session: Finding and Evaluating Sources

April 5 Introductions, conclusions, figures and tables

April 7 Workshop the lab report

Week 3

April 10 Chapter 3 from *Inquiry: "Claims and Arguments"* -- reading

April 12 Workshop the energy description paper

April 14 Citing sources - librarian

Week 4

April 17 Easter Monday - no morning classes

April 19 Revise the lab report

April 21 Lab experiment #2

Week 5

- April 24 Revise energy descriptions - *source categories*
- April 26 Impact of location on an alternative energy
- April 28 Learn from peers who researched the same alternative energy

Week 6

- May 1 Sustainability
- May 3 Learning from feedback
- Feb 5 Writing abstracts

Week 7

- May 8 Specifying a product
- May 10 Writing specifications
- May 12 Writing specifications

Week 8

- May 15 Company-related communication
- May 17 Company-related communication
- May 19 Making technical presentations

Week 9

- May 22 Workshop full paper
- May 24 Prepare presentations (full paper due)
- May 26 Presentations

Week 10

- May 29 Memorial Day Holiday, no class
- May 31 introduce elevator speech
- June 2 Writing Workshop

Finals

June 7 (8:00-10:00am) elevator speeches, course evaluations and discuss what's next in engineering curriculum

Course Texts

For this course, you will need to purchase two textbooks.

1) Greene and Lidinsky's *From Inquiry to Academic Writing: A Practical Guide*, 3rd edition (Bedford / St. Martin's, 2014). [You should already have it from WRI 1000.]

2) House et al.'s *The Engineering Communication Manual*. Additional readings will be provided.

Student Resources

The Writing Center (Lower Moyer Hall) is an excellent resource for working on your writing with an experienced consultant. Call 206-281-2475 or stop by the Center for Learning front desk for more information.

Disability Support Services (Lower Moyer Hall) provides educational access through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities. Call 206-281-2272 or 206-281-2224 (TTY). Email: dss@spu.edu.

The Student Counseling Center (Watson Hall) is dedicated to student well-being and providing services collaboratively with compassion, respect, and sensitivity to students' unique challenges and cultural backgrounds. Call 206-281-2657 or email scc@spu.edu.

Policies

Late Work: Late work will not receive my written commentary. Your first late or missing assignment will be a freebie; after that, each late or missing assignment will lower your final grade by one-third (e.g. B to B-).

Attendance: When we convene as a class, we say, think, and do things we could not do individually. We workshop our writing, we read together, we practice the thinking that is important for college success—building rhetorical knowledge, enacting critical inquiry, working through the writing process, negotiating conventions in a given situation. Because our community does what we cannot do alone, class time is limited and valuable. You are expected to be present at every class meeting. Each student will be afforded three absences; a fourth absence lowers your final grade one full grade; a fifth absence is grounds to fail the course. I do not distinguish between “excused” and “unexcused” absences. Use your absences judiciously, if at all. Arrive on time. Excessive tardiness can result in an absence in the grade book, as can inappropriate use of technology in class (i.e. texting, using the internet when not part of a classroom activity).

Plagiarism: The Writing Program distinguishes between unintentional and intentional plagiarism. Unintentional plagiarism a conventional issue, one that can be addressed through instruction on citation. Remember, you must cite your sources, even when paraphrasing. We will address citation in class, and if you need assistance beyond classroom instruction, please consult a handbook, set up an appointment at the Writing Center, and / or speak with me. Intentional plagiarism, however, is a breach of trust and integrity, a violation of the atmosphere of scholarship we work hard to establish and maintain at the University. If the instructor verifies an act of academic dishonesty has occurred, the Department Chair, Dean, Provost, and Dean of Students will each be notified. Depending on the severity, plagiarism can result in failing an assignment or failing the course.

Emergency Response Information

Report an Emergency or Suspicious Activity

Call the Office of Safety & Security (OSS) at 206-281-2922 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will immediately be dispatched to your location. If needed, the OSS Dispatcher will contact local fire/police with the exact address of the location of the emergency.

Lockdown/Shelter in Place—General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System as text messages (to people who have provided their cell phone numbers as described below), emails, announcements by Building Emergency Coordinators (BECs), and electronic reader board messages.

If you are in a building at the time of a lockdown:

- Stay inside and await instruction, unless you are in immediate visible danger.
- Move to a securable area (such as an office or classroom) and lock the doors.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are unable to enter a building because of a lockdown:

- Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to further danger.
- Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation—General Guidance

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation location. The "Stop. Think. Act." booklet posted in each classroom contains a list of evacuation sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

SPU Alert System

The SPU-Alert System provides notification by email and text message during an emergency. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. To receive a text message, update your information through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System. Contact the CIS Help Desk if you have questions concerning entering your personal contact information into the Banner Information System.

Additional Information

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety & Security at 206-281-2922. Alert System. Contact the CIS Help Desk if you have questions concerning entering your personal contact information into the Banner Information System.