Course Description
This course focuses on advanced skills in writing and editing; designing visuals; and creating and delivering presentations. Students will learn the fundamentals of writing clear and concise engineering prose and will produce professional documents based on their current research. Applying principles of effective editing, students will analyze documents and edit them for clarity and coherence. Another element of the course will be designing effective visuals to use in documents and electronic presentations. Finally, students will gain experience creating and delivering several presentations, both in electronic media and other forms, and will evaluate the presentations of others. Each presentation will have a specific purpose defined and the presentations will be recorded so that students can evaluate their own presentations and assess their progress.

Course Requirements
Overall, students will need to be active participants in the classroom: in-class discussion, editing, writing, peer reviewing, workshops, and presenting will be required. There will be quizzes; in-class writing and editing exercises, in-class peer review of writing, editing, and presentations; homework in the form of reading and short editing assignments; tests, a rough draft and final draft of a 15 page paper (a portion of a Ph.D. proposal); two formal presentations with slides—one focused for a non-technical audience (3 min. + Q & A) and another focused for a conference audience (10 min. + 5 min. Q & A); other shorter presentations; and written self-evaluations of oral presentations.

Each presentation will be recorded so that students can critique their own performance for their self-evaluation write-up. Students will be required to buy an SD card (of at least 4 GB and rated class 10) to record their presentations.

Students will be required to keep before and after versions of their presentations and send them to me when they submit their self-evaluation.

Reading assignments will be from the required textbook: Style: Lessons in Clarity and Grace, 11th edition. Joseph M. Williams and Joseph Bizup.

Grading
Though peer evaluations will be done on many assignments, the peer review score will not be considered when assigning the grade. I will be the final determiner of the grades for any in-class work, quizzes, tests, presentations, and papers. Active participation is part of your grade, which includes all in-class activities or out of class assignments, including peer reviews, self-evaluations, and all formal assignments.

There will be no final.
50% of your grade will come from writing and editing assignments: 10% will come from quizzes, assignments, and in-class work and participation, including peer reviews; 10% from tests; 15% from the draft of your paper and 15% from the final version of your paper.

50% of your grade will come from oral presentation assignments, including visuals and slide design assessment: 10% will come from peer reviews, active Q & A, and participation (including any short talks); 10% from your written self-evaluations; 15% from your informative talk and 15% from your non-technical talk.

You may talk to me at any time during the semester about your current grade or any concerns you might have about your grade.

**Attendance**
Attendance is crucial and required for all classes. Missing class means you miss assignments that may or may not be able to be made-up. Students who know that they will miss a class to attend a conference or interview must inform me well before the date. *Two unexcused absences will lower a student’s final grade by one letter grade.*

**Learning Accommodations**
If needed, we will make classroom accommodations for students with documented disabilities. These accommodations must be arranged in advance and in accordance with the Office of Disability Services (http://disabilityservices.gatech.edu).

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**MSE 6754: Engineering Communication| Example Schedule | Amanda C. Gable, Ph.D.**

**MWF schedule | This example does not include school holidays or breaks.**

*(Schedule and some assignments may be modified during the semester)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td><strong>Part I: Writing and Editing</strong></td>
<td>Reading in <em>Style.</em></td>
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<tr>
<td></td>
<td>Introduction to the course: writing, editing, designing visuals, and oral presentation assignments</td>
<td>Revise sentences</td>
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<td></td>
<td>Principles to guide writing and editing:</td>
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<td>Sentence Level Clarity: Actions</td>
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<td>Sentence Level Clarity: Agents</td>
<td>Reading in <em>Style</em></td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td>Sentence Level Clarity: Agents</td>
<td>Revise sentences</td>
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<td>Quiz #1 (sentence revisions); Peer Review and Discussion; In-class editing.</td>
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<td>Discussion of Writing Assignment: a Ph.D. Proposal draft (or article draft).</td>
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<td><strong>WEEK 3</strong></td>
<td>Consequences of Nominalizations: Ethics and Examples.</td>
<td>Edit short document</td>
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<td>Test #1: Editing for Sentence Level Clarity</td>
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<td>Peer Review of Test and Discussion</td>
<td>Sample articles due.</td>
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<td>WEEK 4</td>
<td>Discuss Edited Document; brief intro to Cohesion at Paragraph Level</td>
<td>Reading in Style; Sample (past) Ph.D. Proposals due</td>
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<td>WEEK 5</td>
<td>Point of View; Quiz #2—Paragraph re-writes.</td>
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<td>WEEK 6</td>
<td>Peer Review of Quiz; Paragraph clarity</td>
<td>Reading in Style</td>
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<td>WEEK 7</td>
<td>Intro to Concision: in-class exercises</td>
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<td>WEEK 8</td>
<td>Document organization: Issues, Points, Discussion and Motivation</td>
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<td>WEEK 9</td>
<td>Document organization</td>
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<tr>
<td>WEEK 10</td>
<td>Analyzing Documents: proposals</td>
<td>Paper Draft Due (portion of Ph.D. Proposal)</td>
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<td>WEEK 11</td>
<td>Analyzing Documents: articles</td>
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<tr>
<td>WEEK 12</td>
<td>Grammar and Punctuation review</td>
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<tr>
<td>WEEK 13</td>
<td>Week #2: Paragraph Revisions</td>
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<tr>
<td>WEEK 14</td>
<td>Test #2: Paragraph Revisions</td>
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<tr>
<td>WEEK 15</td>
<td>Document organization</td>
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</tbody>
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**Part II: Visual Design & Communication**

- Transition: Oral Presentation assignments; Visual design in documents & slides
  - Read handouts re: Challenger disaster
- Visuals: design and organization
  - View info on assigned sites

**Part III: Oral Communication**

- Delivery Issues and Considering Audience
- One slide presentations: Explaining Visuals
  - Peer Review
- One slide presentations: Explaining Visuals
  - Peer Review
- Informative presentation discussed

**WEEK 11**

- Informative presentation workshop
- Informative presentation workshop
- Informative Talks; Peer Review

**WEEK 12**

- Informative Talks; Peer Review
  - Submit self-Evaluation & ppt
- Informative Talks; Peer Review
  - Submit self-Evaluation & ppt
- Informative Talks; Peer Review
  - Submit self-Evaluation & ppt

**WEEK 13**

- Informative Talks; Peer Review
  - Submit self-Evaluation & ppt
- Lecture: 3-Minute Thesis Talks/Non-Technical audience
  - Submit self-Evaluation & ppt Final Paper Due
- Workshop (for non-technical talk)

**WEEK 14**

- 3 Minute Thesis Talk (non-technical)
  - Submit self-Evaluation & ppt
- 3 Minute Thesis Talk (non-technical)
  - Submit self-Evaluation & ppt
- 3 Minute Thesis Talk (non-technical)
  - Submit self-Evaluation & ppt

**WEEK 15**

- Last Day of Class: Summary and Discussion
  - Submit self-Evaluation & ppt

*Acknowledgement: Dr. Lisa Rosenstein developed the original course; with permission, some of her materials are used.*