

UNSW, Sydney

GSOE9360

Academic Discourse in Engineering

Term 2 2020

We bid you welcome to the online GSOE9360.

This course outline contains staffing details, class details, an overview of Dr Steven Davis:

Most of the classroom teaching will be done by:

Sarah Fletcher: _____ [SACS]

Caroline Lunt: c.lunt@unsw.edu.au, [SACS] and

Bronwen Phillips: b.m.phillips@unsw.edu.au [SACS],

James Heath: J.Heath@unswglobal.unsw.edu.au [UNSW Global]

Sarah Han: S.Han@unswglobal.unsw.edu.au

Note: If there is no action on your email communication after three days, don't be afraid to send it again.

Course dates and location

This course is worth 6 UoC and **begins in week 1**.

It runs for the entire term, i.e., **week 1 to week 11** and has 4 hr/week class-time. All classes course will be held online via Blackboard Collaborate located in our Moodle site.

Mondays 12 noon to 1pm

1. Aims & objectives

This course is designed to introduce you to the way we communicate with each other in technical professions, notably Engineering. This is not always the same way we communicate in other contexts. The course helps to bridge the gap between the expectations of your respective prior education and expectations in Engineering at UNSW. It is your first step towards the standard practices of a professional. Written documents are the lifeblood of professional activity of all kinds, and these must be clear and concise. If it is not concise, it costs more money; if it is not clear, there may be disastrous outcomes. It is easier to communicate if you put information together as your readers expect, and so conventions are important. Those conventions include: the structure of different genres of technical writing and the structure of paragraphs within them; the production of clear tables and figures, and the standards of labeling these; the components of clear oral presentations and debates; and the principles of team work and giving feedback.

Consequently, GSOE9360 is designed with this primary aim:

To improve students' confidence and competence when communicating in English at a professional level by:

- enabling students to analyse and construct the conventional structures used when presenting technical, academic arguments; and
- enhancing students' engagement in independent learning and their critical reflection on that learning through exposure to a variety of feedback.

The specific, assessable learning outcomes are that you will:

- demonstrate appropriate structure in formal communication, both written and oral;
- correctly use formal language and conventions (i.e., aligned with professional expectations);
- identify grammatical structures and correct grammatical errors;
- identify and produce forms of communication appropriate for different purposes;
- summarise, paraphrase and reference correctly;
- provide feedback to other people; and
- learn how to find and evaluate relevant information from several sources.

2. Teaching & learning strategies

The formal teaching will be in the context of a small class held online. There will be practical in-class exercises to develop students' professional writing and presentation skills and on-going opportunities for discussion and practice of key learning areas. Group interaction and teamwork will be frequent features of the classes. Feedback mechanisms will include peer review. These activities allow students to engage

Table 1. Assessment tasks and weightings

| Task | Criteria | Weight | Due |
|----------------------------------|---|---------------|--|
| Expression of interest | task fulfilment; quality of description and reasons; concise language; appropriate language structures | 5% | Wk 2 Wed 10 th June |
| Topic report & associated drafts | task fulfilment; inclusion of all elements of a topic-based report; evidence of research and critical thought; accurate referencing of sources; appropriate use of technical language | 25% | Wk 4 Wed 24 th June & Wk 6 Wed 8 th July |
| Oral presentation of book review | task fulfilment; structure of presentation; delivery; evidence of critical thought | 15% | Wk 8 Mon 20 th July & Wed 22 nd July |
| Written book review | task fulfilment; inclusion of all stages of a review; balance between summary & evaluation | 10% | Wk 12 Mon 17 th August |
| Debate | task fulfilment; demonstrated te(s)-26 BDC (4 | | |

There is no final examination in this course.

Students must not commit plagiarism, which will be discussed further during classes.

4. Miscellaneous administrative details

Course evaluation and development

There are always some things that will need to improve and that we need to know about. If you don't tell us, no-one will. We depend upon you to let us know how your learning could be helped, for you are the learner. There will be a formal evaluation at the end of the session.

Student equity and diversity

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).

Information for students with disabilities is available at

<http://www.studentequity.unsw.edu.au/content/default.cfm>

5. Resources

- (i) This course has an online [Moodle] component which can be accessed at: <https://moodle.telt.unsw.edu.au/login/index.php>. Login with your z-pass and select course GSOE9360.
- (ii) You will receive weekly handouts to build up your course notes (dld