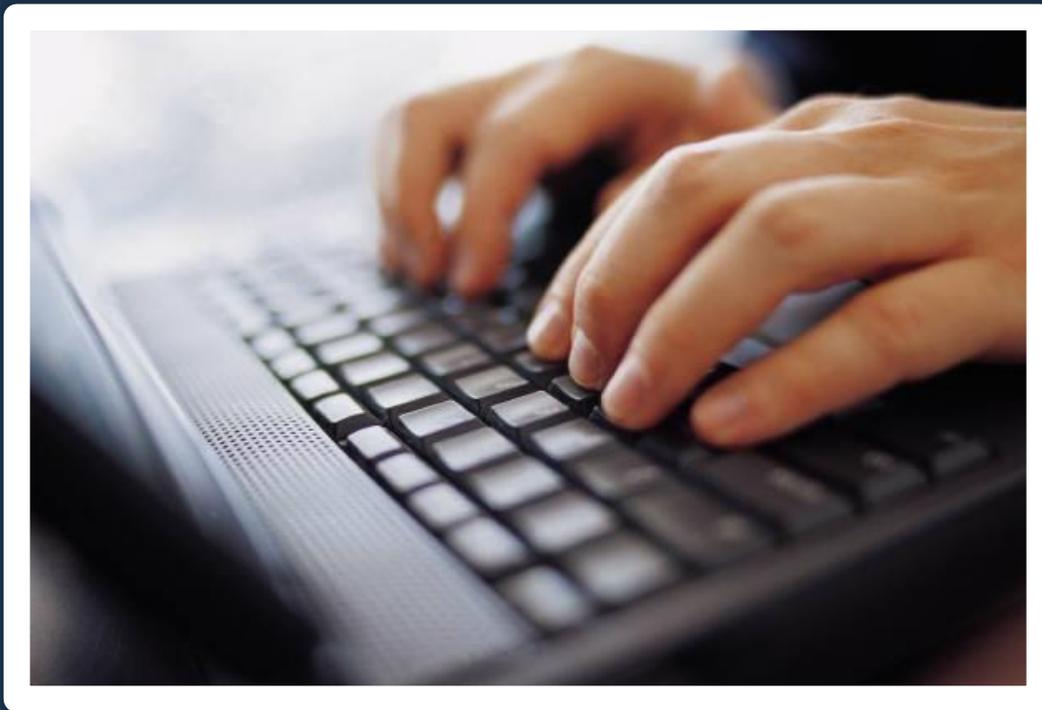




Departamento de Lenguas

English for Engineers & Scientists



Requiere nivel inglés B2 / TOEFL = 550

https://lenguas.iteso.mx/web/general/detalle?group_id=7002726

Program Guide

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Course Description and Objectives

Nowadays scientists and engineers participate in many forms of discourse and, as such, are expected to communicate effectively with diverse audiences: from peers to managers, with clients as well as with the general public.

“English for Engineers and Scientists” is a practice-centered **workshop** course designed to help future professionals in these fields enhance their written communication skills in English. Students learn **text** production techniques to build effective sentences and paragraphs, organize ideas logically, depict relations clearly, and present factual and visual information. Students have the opportunity to develop their **writing** competence through consistent practice and the completion of several projects that are professionally relevant in the fields of science and engineering (S&E).

Instructor (for teachers and graduate students): Michele Brennan Bourdon, PhD

Office Hours: by appointment

E-mail: brennan@iteso.mx

Course Prerequisites: Prior completion of ITESO’s institutional English language requirement

Required Materials: Material posted on Moodle page
English-only dictionary (can be online)

Student Preparation: This course is worth 8 credits, which means that students are ***expected to work on class-related activities for a total of 8 hours per week***. Students are responsible for keeping up with the pace of the class by ***accessing the course Moodle page and reading their institutional e-mail account on a daily basis***.

Program Overview and Timeline

Below is a general overview of the main topics and timeline that will be followed in this course:

Main Topic	Week #	Important Activities
0. Introduction	1	Personal introductions. Students make sure discussion board posting policy for the entire term is well-understood. No project.
1. Principles of Effective Writing for EFL Students	2-3	Focus on writing practice. No project.
2. The Writing Process, Better Sentences and Paragraphs (I)	4-5	Focus on writing practice. No project.
3. Business Correspondence	6-7	Project 1 Draft: Résumé and CL
4. Better Sentences and Paragraphs (II), Visual Information, S&E Reports	8-9	Project 1 Final: Résumé and CL
		Project 2 Draft: Lab Report
5. Persuasive Communication, Comparison and Contrast, S&E Proposals	10-11	Project 2 Final: Lab Report
		Project 3 Draft: Argumentative writing
6. Technical Communication	12-13	Project 3 Final: Argumentative writing
		Project 4 Draft: Technical Writing Answer the “Instrumento de Apreciación Estudiantil” (in Zona Reservada)
7. Academic Writing	14-15	Project 4 Final: Technical Writing (IAE continues)
		Final Paper Draft: Academic Paper
8. End of term	16	Final Paper: Academic Paper
	17	Individual feedback and posting of final grades

Grading Criteria and Assessments

The table below outlines the total grade distribution for the course:

Graded Component	% Final Grade	Description
E-tivities (online collaboration)	0	-Discussion Boards: Study Guide + Practice <i>Prerequisite to submit writing tasks and projects.</i>
Practice: writing tasks	40	-Writing Practice (5.7 points/unit)
Projects (4 projects x 10 'real' points each)	48	-Résumé and Cover Letter (12 points) -Lab Report (12 points) -Argumentative Writing (12 points) -Technical Writing (12 points)
Final Assessment	12	-Academic Paper (12 points)
TOTAL:	100	

Late or incomplete work: Students are aspiring professionals and therefore, professional standards of work are expected. This includes deadlines. Assignments must be completed and submitted by the specified deadlines. Exceptions or accommodations will be made *only for* unavoidable and documented emergencies, such as major illnesses and hospitalization.

Plagiarism will result in a zero (0) on the entire assignment or midterm exam (if applicable) without the possibility of a re-submission. In terms of the overall class, a plagiarized assignment will be counted like one that is not turned in. For additional details, read the section titled **Honestidad Académica** at the end of this document.

All written assignments must be submitted professionally in **Arial or Times New Roman, font size 12**. Assignments should also be clearly labeled with student's name, assignment name and date in the upper right hand corner of the first page. All assignment files must be named with the following format:

Complete name of the writing practice task or project + your name
In the case of projects (make sure you specify: DRAFT or FINAL VERSION)

Attendance

If this were a face-to-face course, students would be expected to physically attend a classroom for 4 hours every week, for a total of 64 contact hours per semester.

In an online setting, students comply with that weekly 4-hour requirement by reading the Study Guide for each course unit and actively collaborating on the E-tivity discussion boards (*see E-tivities below*) that are set up for each unit.

Thus, participation in the e-tivity discussion boards is a considered for class participation. The requirement is to participate in at least one discussion forum per unit with an original comment and also a reply to a classmate's comment. You are free to make as many contributions as you wish. In units 1 and 2, since there are not any projects to submit, participation in the discussion boards will be key to earn class participation points in the course.

Course Components

The entire course is comprised of seven (7) main modules that are called units. Each unit lasts two weeks (individually referred to as *week 1* and *week 2*). The component breakdown of each unit is as follows:

Activities per Unit			
Type	Component	Presentation Format (by teacher)	Submission Format (by student)
Theory	Study Guide (SG)	PDF document	N/A
Collaborative E-tivities <i>(non-graded but prerequisite to accept projects)</i>	SG Discussion	Online discussion board	Discussion board post
	Practice Discussion	Online discussion board	Discussion board post
Skill Development <i>(graded activities)</i>	Writing Practice	Online Exercises and PDF documents	Online Exercises / MS Word Document
	Project	PDF Document	MS Word Document

Below is a detailed description of each of the components that appear in the table above.

- Theory**

Every lesson begins with the reading of the unit's **Study Guide**, which focuses on one or several major learning topics.

As the name implies, the Study Guides are intended as a roadmap for students to direct their learning which, beyond reading the contents of the guide, should also be comprised of collaborative work (e-tivities or participation in the discussion boards) as well as skill development and project activities.

Students are expected to apply the knowledge acquired through the reading of the Study Guides in all of the prescribed class activities. Any issues of understanding should be brought up via the corresponding discussion board.

▪ Collaborative E-tivities (discussion boards or forums on Moodle)

E-tivities are collaborative online activities (asynchronous) through which students work together to resolve issues of understanding and to engage in shared practice. ***E-tivities are also a prerequisite that students must meet before the submission of any project or assignment. Note that there is no grade associated with E-tivities.***

E-tivities are also a channel through which students can refine their business communication skills, thus better preparing them for the type of interactions that are common in today's business environments. International employers expect to hire professionals with strong collaboration, argumentation, analytical, and communication skills; students can hone these skills through the collaborative interactions prescribed in this course's E-tivities.

With the exception of the first week of classes (Introduction), each unit features two (2) E-tivities set up as Moodle discussion boards or forums. These are:

1. Study Guide Discussion

This forum is designed for students to contribute at least one (1) original comment, impression, or question about the contents presented in each unit's Study Guide. Specific questions to the instructor may also be posted in this forum. More than one comment per student can be posted, by all means.

Students are also expected to reply and or respond to at least one (1) of their classmates' original contributions or direct inquiries. For students who need help generating topics for discussion, each Study Guide features a set of sidebars labeled **Study Guide Discussion Idea** designed to guide students with their original contributions to the forum.

2. Practice Discussion

This forum will be set-up as a free-form discussion board where students are free to post as many contributions as necessary to resolve any issues related to the practice (skill development) components of the lesson. Specific questions to the instructor related to class assignments and projects may also be posted here. However, students must at least contribute one (1) original comment or question. They must at least respond to one (1) of their classmates' questions or comments.

IMPORTANT:

Please consider that if a student does not comply with the minimum participation requirements in the discussion boards (or forums), the teacher will not accept his/her project or assignment, which immediately follow the forums. (In units 1 and 2, the teacher will not give credit to the practice writing tasks, even if they were answered correctly, if participation in the discussion boards did not take place).

Guidelines for E-tivity Posts

Online learning is greatly enriched when there is a high volume of student-directed activities in the discussion boards. In other words, students are expected to use the resources offered in the Study Guides and other complementary materials in order to resolve issues that may arise throughout the process of learning. In addition, students are strongly encouraged to enhance their own understanding by finding and sharing additional sources of knowledge outside of the resources made available through the standard class materials.

The teacher will monitor the ongoing activities and intervene to clarify any doubts that students may have regarding the theory or practice components of each lesson.

When posting their contributions in the Forums, students must observe the rules of “netiquette” and adhere to the following posting guidelines:

1. Start every message with an opening salutation or greeting.
2. Use proper grammar and spelling.
3. Write well-formed sentences and paragraphs.
4. All questions, comments, replies, and responses must be fully thought out. In other words, all interventions must:
 - a. have substance,
 - b. demonstrate critical thinking,
 - c. reflect an awareness of the class material in question (theory content, assigned readings, learning tasks, practice, etc.), and
 - d. directly address the specific issue under discussion.
5. To avoid unnecessary repetition, it is best not to post questions or comments that have already been dealt with in the discussion board.
6. Messages should politely end with a closing salutation.

▪ Skill Development

The following skill development activities constitute the graded sub-components of the course:

- **Writing Practice** (5.7 points per unit)

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Every lesson features a writing and editing sub-component for which students are expected to apply some of the concepts discussed in the Study Guide. Often, these exercises also serve as preparation for the assigned project work, as applicable.

Projects (12 points each)

These writing assignments are more substantial than the Writing Practice and adhere to a drafting and revision process. That is, students are required to submit a draft version of their work and the teacher will provide timely feedback. Based on the teacher's comments, students then revise their work and submit a final version a grade.

To facilitate student collaboration, the Practice Discussion Board may be used for posting questions and comments associated with each project.

Important: Projects that do not go through the drafting and revision process will not be accepted, thus earning the student an automatic grade of zero (0) points. No exceptions will be made.

Detailed Schedule of Activities

Each unit is designed to span a period of two calendar weeks (a total of 14 days). Both students and the teacher are required to complete a set of tasks at specific times within that two-week period. The following table details the timeframe allocated to student activities:

Schedule of STUDENT Activities (per unit)														
Class Activities	Week 1							Week 2						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Study Guide Reading	Finish unit reading													
Study Guide Discussion Board		Post Study Guide DB contributions												
Practice Discussion Board		Post Practice DB contributions												
Writing Practice		Develop writing practice assignments												
Project (Units 3-7)	Work on project final (from previous unit, if applicable)						Develop project draft for the current unit							

Communication Best Practices

When it comes to online learning, successful performance and an overall positive experience both depend on the level of communication that students are willing to engage in. An asynchronous online course can become quite challenging and therefore, it is important to establish some general guidelines and best practices in order to ensure an optimum and productive level of communication.

- **Communicating in Public**

Whenever possible, it is best to communicate publicly so that everyone in class can benefit from the resolution of the issue discussed.

Students have the option to direct their inquiries to the designated forums (Latest News, Help, Study Guide Discussion Board, or Practice Discussion Board) in an “open” format, that is, addressed to anyone who might be willing to respond. **This is a great way to encourage communication amongst all classmates and deepen everyone’s learning experience.**

Inquiries can also be directed publicly to the teacher who will respond within a reasonable amount of time. **It is important to indicate if the issue requires urgent attention.**

- **Communicating in Private**

For matters of a more personal nature and that do not involve or affect other classmates, students may contact the teacher privately via his/her ITESO e-mail address. Face-to-face consultations via Skype may also be scheduled by requesting an appointment with the teacher via e-mail.

- **Timing for Initiating and Responding to Inquiries**

As a courtesy to all participants and in order to engage in a productive learning experience, it is best to publish and answer all inquiries as soon as possible so that everyone affected can receive a prompt response. This way, confusing issues can be addressed with ample time for students to complete their assignments. For inquiries clearly directed to the instructor, if sent Monday through Friday morning, students can expect a response in 24 hours or less. For inquiries sent Friday afternoon through Sunday, students can expect an answer some time on the following Monday.

- **Avoiding Repetitiveness**

An online course implies large amounts of reading. As a courtesy to all participants, it is very important for everyone to avoid repeating inquiries and other type of redundant information. Before posting to a discussion board or contacting the teacher, first make sure that the issue has not been brought up yet.

Likewise in terms of the **Discussion Board Contribution Ideas** that appear in each of the study guides, students are encouraged to minimize repetition by not posting about ideas for which several other students have already contributed. It is best to try to keep posts as original as possible and/or to expand upon the contributions of other participants.

Technical Support

For problems exclusively related to the Moodle platform, send e-mail to asesorianred@iteso.mx or follow the link below:

- <http://cursos2.iteso.mx>

For other technical problems, such as, e-mail access, security, system access, networking issues, not being able to log into Moodle, etc., send e-mail to esi@iteso.mx.

Honestidad Académica

Las bases de la honestidad académica parten de las Orientaciones Fundamentales del ITESO, en los “principios básicos que orientan nuestra pedagogía universitaria: Partimos de la certeza de que el hombre es esencialmente capaz de superarse, de llegar a ser verdadera y auténticamente hombre, creado como ha sido a imagen y semejanza de Dios y llamado a ser hijo suyo. De esta certeza arranca nuestra concepción de lo que es para nosotros la educación en la universidad y que sintéticamente expondremos a continuación. Por educación entendemos el proceso por el que la persona humana – física o moral – se supera a sí misma, se auto trasciende cada vez más.” (OFIs, pp.14-15)

Por ende se espera que los miembros de la comunidad de aprendizaje contribuyan a la construcción de su ser y quehacer, haciendo su trabajo éticamente.

Las incidencias de deshonestidad académica o de fraude académico ocurren de diversas maneras. Algunas de ellas son:

- Copiar durante un examen, sea desde un acordeón, desde algún aparato o desde el examen de otro alumno, o prestarse a que su examen sea copiado por otro.
- Trabajar con otras personas cuando la tarea requiere trabajo individual, sean estas personas de la clase o no.
- Falsificar o inventar datos, resultados o fuentes de información.
- Reutilizar material preparado previamente para otras tareas o asignaturas y presentarlo como nuevo.
- Presentar el trabajo de otro, parcial o completo, en una tarea.
- **Apropiarse de información, ideas, gráficas, imágenes, cuadros o lenguaje de otras personas y entregarlos como propios para cumplir con una tarea.** De acuerdo con la Ley Federal del Derecho de Autor, esto es ilegal. **Tareas, presentaciones o proyectos adquiridos en parte o enteramente de fuentes comerciales, Internet, publicaciones, alumnos u otras fuentes y entregados como trabajo original de uno se considerará apropiación deshonesto, y por lo tanto, fraude académico, y recibirá calificación de cero sin posibilidad de reposición. Esto se aplicará si se trata de una oración, un párrafo o más en el trabajo que se entrega como propio.**
- Grabar el discurso o utilizar la imagen de una persona sin su autorización.
- Cualquiera de estos actos de deshonestidad recibirá una calificación de cero sin posibilidad de reposición. El alumno será notificado por escrito con copia al coordinador de carrera y al coordinador del programa.

AVISO IMPORTANTE (imprimir, firmar, y mandar imagen escaneada al correo del profesor)

Para poder permanecer en el curso, es necesario que durante la primera semana de clases los alumnos rellenen, firmen y regresen al instructor la siguiente declaratoria:

Declaración de Honestidad Académica y Cumplimiento con las Políticas del Curso

1. He recibido una copia de la guía de aprendizaje o *Program Guide* de la asignatura “Inglés para ingenieros y científicos”, misma que se repasó y explicó la primera semana de clases. Estoy enterado(a) y me hago responsable de acatar los lineamientos ahí establecidos.

2. Además, se me ha explicado que la calificación mínima aprobatoria es de 6.0; que una puntuación final de 5.9 baja a 5.0 y la asignatura queda reprobada; que las tareas y trabajos no se reponen; que una vez entregada la calificación final, no existe posibilidad de ningún trabajo extra para subir la calificación.

3. Entiendo que cuento con un semestre para apropiarme de los conocimientos y entregar las evidencias para obtener una calificación aprobatoria, y que este curso está registrado oficialmente como taller, por lo que no hay examen extraordinario.

4. Acepto que por ser un curso de 8 créditos, éste requiere una dedicación de un promedio de ocho (8) horas por semana para el desarrollo de las lecturas y tareas correspondientes a cada unidad.

5. Confirmando que el instructor me ha explicado cuáles recursos ofrece el ITESO (aparte de los que forman parte de este curso) para el mejoramiento continuo de mi nivel de inglés.

6. Comprendo qué se espera de mí en términos de honestidad académica. He leído y comprendido la política de honestidad académica plasmada en la guía de estudios de esta asignatura.

7. Me comprometo a cumplir con la política de asistencia presentada en la guía de aprendizaje y explicada durante la primera semana de clases. Entiendo que no aprobaré la materia si no cumpro con los requisitos de dicha política.

8. Finalmente, confirmo que para poder cursar esta materia cumpro con los requisitos institucionales del ITESO relacionados con el idioma inglés, ya sea por haber cursado satisfactoriamente hasta el nivel 8 del programa PCI del Centro de Lenguas o haber aprobado el examen TOEFL con una calificación de 550 puntos o más.

Nombre: _____

No. de Expediente: _____

Firma: _____