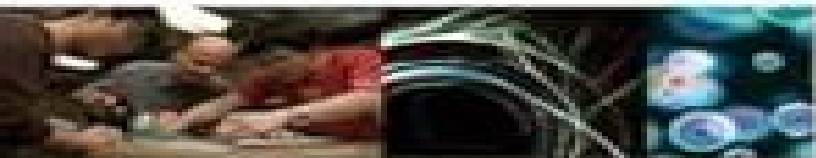


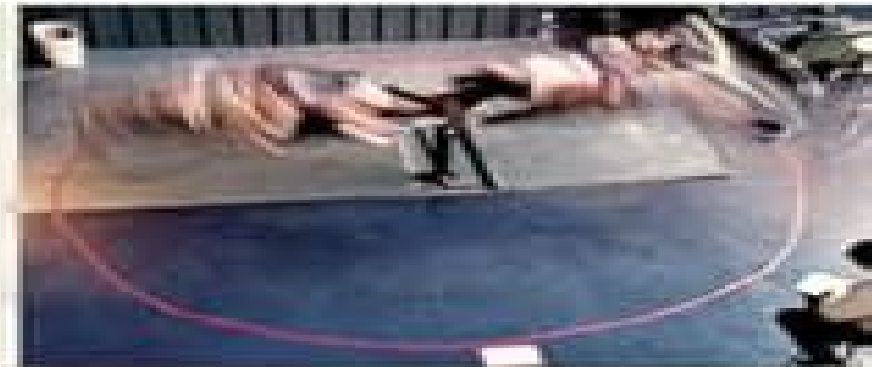
Learning to Communicate in Science and Engineering



CASE STUDIES FROM MIT

MYA POE,
NEAL LERNER, AND
JENNIFER CRAIG

FOREWORD BY JAMES PARADIS



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$$p_n = \left[\frac{\lambda + \mu}{\mu} \right]$$

Learning To Communicate In Science And Engineering Case Studies From Mit

Mya Poe, Neal Lerner, Jennifer Craig



Learning To Communicate In Science And Engineering Case Studies From Mit:

Learning to Communicate in Science and Engineering Mya Poe, Neal Lerner, Jennifer Craig, 2010-02-05 Case studies and pedagogical strategies to help science and engineering students improve their writing and speaking skills while developing professional identities To many science and engineering students the task of writing may seem irrelevant to their future professional careers At MIT however students discover that writing about their technical work is important not only in solving real world problems but also in developing their professional identities MIT puts into practice the belief that engineers who don t write well end up working for engineers who do write well requiring all students to take communications intensive classes in which they learn from MIT faculty and writing instructors how to express their ideas in writing and in presentations Students are challenged not only to think like professional scientists and engineers but also to communicate like them This book offers in depth case studies and pedagogical strategies from a range of science and engineering communication intensive classes at MIT It traces the progress of seventeen students from diverse backgrounds in seven classes that span five departments Undergraduates in biology attempt to turn scientific findings into a research article graduate students learn to define their research for scientific grant writing undergraduates in biomedical engineering learn to use data as evidence and students in aeronautic and astronautic engineering learn to communicate collaboratively Each case study is introduced by a description of its theoretical and curricular context and an outline of the objectives for the students activities The studies describe the on the ground realities of working with faculty staff and students to achieve communication and course goals offering lessons that can be easily applied to a wide variety of settings and institutions

Learning to Communicate in Science and Engineering Mya Poe, Neal Lerner, Jennifer Craig, 2010-02-05 Case studies and pedagogical strategies to help science and engineering students improve their writing and speaking skills while developing professional identities To many science and engineering students the task of writing may seem irrelevant to their future professional careers At MIT however students discover that writing about their technical work is important not only in solving real world problems but also in developing their professional identities MIT puts into practice the belief that engineers who don t write well end up working for engineers who do write well requiring all students to take communications intensive classes in which they learn from MIT faculty and writing instructors how to express their ideas in writing and in presentations Students are challenged not only to think like professional scientists and engineers but also to communicate like them This book offers in depth case studies and pedagogical strategies from a range of science and engineering communication intensive classes at MIT It traces the progress of seventeen students from diverse backgrounds in seven classes that span five departments Undergraduates in biology attempt to turn scientific findings into a research article graduate students learn to define their research for scientific grant writing undergraduates in biomedical engineering learn to use data as evidence and students in aeronautic and astronautic engineering learn to communicate collaboratively

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WAC and Second Language Writers Terry Myers Zawacki,Michelle Cox,2014-05-14 Editors and contributors pursue the ambitious goal of including within WAC theory research and practice the differing perspectives educational experiences and voices of second language writers The chapters within this collection not only report new research but also share a wealth of pedagogical curricular and programmatic practices relevant to second language writers Representing a range of institutional perspectives including those of students and faculty at public universities community colleges liberal arts colleges and English language schools and a diverse set of geographical and cultural contexts the editors and contributors report on work taking place in the United States Asia Europe and the Middle East Cosmopolitan English and Transliteracy Xiaoye You,2016-08-31 Winner CCCC Research Impact Award 2018 Despite the vast number of multilingual speakers in the United States and the pervasive influence of globalization writing studies in this country is still inextricably linked to a nationalistic monolingual English ideology In *Cosmopolitan English and Transliteracy* Xiaoye You addresses this issue by proposing that writing studies programs adopt a cosmopolitan perspective Emphasizing local and global forms of citizenship and identification You merges a humanistic vision with the rigor of social science arguing that linguistic and cultural differences can be explored to recover human connections normally severed by geographical and semiotic borders You examines several areas of writing affected by globalization He then turns to the composition classroom highlighting the challenges and possibilities of crossing cultural boundaries in academic discourse before introducing a pedagogy aimed at fostering American students translingual and transcultural sensibilities Included is a model for training writing teachers in the context of globalization which aims to help instructors gain practical knowledge about the needs and resources of multilingual writers through communication technologies and cross cultural partnerships By introducing cosmopolitan perspectives into the composition classroom You challenges traditional assumptions about language identity and literacy as they relate to writing studies Innovative and provocative *Cosmopolitan English and Transliteracy* charts a new way forward for writing programs with a call to focus on global rather than national identity Writing in the Disciplines Mary Deane,Peter O'Neill,2011-08-23 *Writing in the Disciplines* WiD is a growing field in which discipline based academics writing developers and learning technologists collaborate to help students succeed as subject specialists This book places WiD in its theoretical and cultural contexts and reports on initiatives taking place at a range of UK higher education institutions Also includes surveys of current developments and scholarship in the US Australia Europe and elsewhere making it of interest to both a UK and an international audience **Genome Refactoring** Natalie Kuldell,Neal Lerner,2009-05-08 The science of biology celebrates the discovery and understanding of biological systems that already exist in nature In parallel the engineering of

biology must learn how to make use of our understanding of the natural world to design and build new useful biological systems Synthetic biology represents one example of recent work to engineer biological systems This emerging field aims to replace the ad hoc process of assembling biological systems by primarily developing tools to assemble reliable but complex living organisms from standard components that can later be reused in new combination The focus of this book is genome refactoring one of several approaches to manage the complexity of a biological system in which the goal is to redesign the genetic elements that encode a living form preserving the function of that form but encoding it with a genome far easier to study and extend This book presents genome refactoring in two ways as an important aspect of the emerging field of synthetic biology and as a powerful teaching tool to train would be professionals in the subject Chapters focus on the overarching goals of synthetic biology and their alignment with the motivations and achievements in genome engineering the engineering frameworks of refactoring including genome synthesis standardization of biological parts and abstraction a detailed description of the bacteriophages that have been refactored up to this point and the methods of refactoring and contexts for that work drawn from the bacteriophage M13 Overall these examples offer readers the potential for synthetic biology and the areas in need of further research If successful synthetic biology and genome refactoring could address any number of persistent societal needs including sustainable energy affordable and effective medicine and green manufacturing practices Table of Contents Tools for Genome Engineering and Synthetic Biology Bacteriophage as Templates for Refactoring Methods Teaching Protocols for M13 Reengineering Writing and Speaking as Biological Engineers Summary and Future Directions Appendix A Appendix B Appendix C **Integrating Writing Strategies in EFL/ESL University Contexts**

Jennifer Lynn Craig, 2012 Clearly explaining writing across the curriculum WAC pedagogy for English language teachers in university settings this book offers an accessible guide to integrating writing and speaking tasks across the curriculum and in disciplinary courses Teachers will find this book useful because its direct practical advice can be easily incorporated in their classrooms to help their students develop advanced disciplinary English skills in writing oral presentation and graphical presentation Enhancing its usefulness and relevance each chapter includes coverage of the use of technology for teaching and learning ways in which teachers can effectively and efficiently assess writing and speaking and vignettes or examples to illustrate writing strategies or assignments in different contexts Pulling together the key features of writing across the curriculum in one volume this book is an efficient resource for busy EFL ESL teachers worldwide *How Students Write: A Linguistic Analysis* Laura Louise Aull, 2020-04-01 Broad generalizations about people today are a familiar feature of first year student writing How Students Write brings a fresh perspective to this perennial observation using corpus linguistics techniques This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence draw connections between ideas relate to their readers and ultimately learn to construct knowledge in their writing Drawing on both first year and upper level student writing the book examines the discourse of students at different

points in their education It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students choices In focusing on sentence level features such as hedges perhaps and boosters definitely this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas Attention to these features can help instructors foster civil discourse design effective assignments and expose and question norms of higher education **Very Like a Whale** Edward M. White,Norbert Elliot,Irvin Peckham,2015-03-04

Written for those who design redesign and assess writing programs Very Like a Whale is an intensive discussion of writing program assessment issues Taking its title from Hamlet the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education Given the new era of assessment in higher education writing programs must provide valid evidence that they are serving students instructors administrators alumni accreditors and policymakers This book introduces new conceptualizations associated with assessment making them clear and available to those in the profession of rhetoric and composition writing studies It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals

Philosophically and historically aligned with quantitative approaches White Elliot and Peckham use case study and best practice scholarship to demonstrate the applicability of their innovative approach termed Design for Assessment DFA Well grounded in assessment theory Very Like a Whale will be of practical use to new and seasoned writing program administrators alike as well as to any educator involved with the accreditation process *Seamless Learning* Chee-Kit

Looi,Lung-Hsiang Wong,Christian Glahn,Su Cai,2019-01-30 This book introduces readers to the latest state of research and development in seamless learning It consolidates various approaches to and practices in seamless learning from a range of techno pedagogical socio situated and socio cultural perspectives Further it details our current understanding of learning in both formal and informal settings crossover learning incidental learning and context based learning approaches together with these aspects linkages to the notion of seamlessness The book is divided into sections addressing the theorization of seamless learning understanding informal learning research methodological issues technology enabled seamless learning and real world applications of seamless learning *Tutoring Second Language Writers* Shanti Bruce,Ben Rafoth,2016-03-01

Tutoring Second Language Writers a complete update of Bruce and Rafoth s 2009 *ESL Writers* is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center Drawing upon philosopher John Dewey s belief in reflective thinking as a way to help build new knowledge the book is divided into four parts Part 1 *Actions and Identities* is about creating a proactive stance toward language difference thinking critically about labels and the mixed feelings students may have about learning English Part 2 *Research Opportunities* demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work Part 3 *Words and Passages* offers four

personal stories of inquiry and discovery and Part 4 Academic Expectations describes some of the challenges tutors face when they try to help writers meet readers specific expectations Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing Tutoring Second Language Writers engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language Contributors include Jocelyn Amevuvor Rebecca Day Babcock Valerie M Balester Shanti Bruce Frankie Condon Michelle Cox Jennifer Craig Kevin Dvorak Paula Gillespie Glenn Hutchinson Pei Hsun Emma Liu Bobbi Olson Pimyupa W Praphan Ben Rafoth Jose L Reyes Medina Guiboque Seong and Elizabeth Adelay Witherite **Language, Literacy, and Learning in STEM Education** Mary Jane Curry, David I. Hanauer, 2014-06-15 This edited book is an introduction to the interdisciplinary field of applied linguistics literacies studies in STEM science technology engineering and mathematics It brings together a host of experts involved in actual research projects on STEM practice and education The book presents a range of projects covering the areas of science engineering and mathematics and provides a conceptualization of the concepts and methodologies that underpin these projects A range of epistemologies approaches and methodologies including discourse conversation analysis ethnographic content analysis and text linguistic analysis is exemplified and explained in relation to specific interdisciplinary studies in STEM This book provides a much needed introduction to the ways in which applied linguists can work in the areas of STEM and the ways in which function in these professions and academic disciplines can benefit from the research and educational knowledge of applied linguists

Handbook of Writing and Text Production Eva-Maria Jakobs, Daniel Perrin, 2014-02-27 Writing matters and so does research into real life writing The shift from an industrial to an information society has increased the importance of writing and text production in education in everyday life and in more and more professions in the fields of economics and politics science and technology culture and media Through writing we build up organizations and social networks develop projects inform colleagues and customers and generate the basis for decisions The quality of writing is decisive for social resonance and professional success This ubiquitous real life writing is what the present handbook is about The de Gruyter Handbook of Writing and Text Production brings together and systematizes state of the art research The volume contains five sections focussing on I the theory and methodology of writing and text production research as well as on problem oriented and problem solving approaches related to II authors III modes and media IV genres and V domains of writing and text production Throughout the 21 chapters exemplary research projects illustrate the theoretical perspectives from globally relevant research spaces and traditions Both established and future scholars can benefit from the handbook s fresh approach to writing in the context of multimodal multi semiotic text production Cambridge Handbook of Engineering Education Research Aditya Johri, Barbara M. Olds, 2014-02-10 The Cambridge Handbook of Engineering Education Research is the critical reference source for the growing field of engineering education research featuring the work of world luminaries

writing to define and inform this emerging field The Handbook draws extensively on contemporary research in the learning sciences examining how technology affects learners and learning environments and the role of social context in learning Since a landmark issue of the Journal of Engineering Education 2005 in which senior scholars argued for a stronger theoretical and empirically driven agenda engineering education has quickly emerged as a research driven field increasing in both theoretical and empirical work drawing on many social science disciplines disciplinary engineering knowledge and computing The Handbook is based on the research agenda from a series of interdisciplinary colloquia funded by the US National Science Foundation and published in the Journal of Engineering Education in October 2006

The Routledge Handbook of English for Academic Purposes Ken Hyland, Philip Shaw, 2016-01-29 The Routledge Handbook of English for Academic Purposes provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL

Assessing and Improving Student Writing in College Barbara E. Walvoord, 2014-07-07 Step by step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum Guiding and assessing student writing in classrooms general education and departments takes knowledge planning and persistence but it can be done effectively and efficiently Written in the concise accessible style Barbara Walvoord is known for Assessing and Improving Student Writing in College A Guide for Institutions General Education Departments and Classrooms offers administrators program chairs general education leaders and classroom instructors the guidance they need The book provides concrete suggestions for how to Articulate goals for student writing Measure student writing Improve student writing Document that improvement The book begins by addressing four basic concepts what we mean by writing what we mean by good writing how students learn to write and the purposes of assessment Next Walvoord explains the various approaches and methods for assessing writing urging a combination of them adapted to the institution s purposes and political context After this introduction successive chapters offer realistic practical advice to institution wide and general education leaders department members and classroom instructors Walvoord addresses issues such as how to engage faculty

how to use rubrics how to aggregate assessment information at the department and institutional levels and how to report assessment information to accreditors The chapter for classroom instructors offers practical suggestions how to add more writing to a course without substantially increasing the grading load how to construct writing assignments how to make grading and responding more effective and time efficient how to address grammar and punctuation and how to support students whose native language is not English The book also includes four helpful appendices a taxonomy of Writing Across the Curriculum WAC and Writing in the Disciplines WID programs sample outlines for faculty development workshops a student survey on teaching methods instructors can use to inform their choices in the classroom and a student self check cover sheet designed to help students take ownership of their own learning and responsibility for turning in complete correct assignments Practical step by step guidance for each point in the assessment and improvement process creates a cohesive institution wide system that keeps students faculty and administrators on the same page

English Language Arts Research and Teaching Russel K. Durst, George E. Newell, James D. Marshall, 2017-04-21 Cover Half Title Title Page Copyright Page Table of Contents Artist s Statement about the Cover Preface 1 Introduction Arthur N Applebee A Scholar s Life in Retrospect Section 1 Considering Curriculum as Conversation 2 Discussion Conversation and Dialogue Applebee Bakhtin and Speech in School 3 Entering the Conversation Creating a Pathway to Academic Literacy 4 A Curricular Conversation in Teacher Education In the Domain of Dialogic Teaching 5 Bringing Queer Students and LGBT Inclusive Literature into the Conversation Lessons We ve Learned from the Work of Arthur Applebee Section 2 Writing as a Tool for Learning 6 Writing the World to Build the World Iteratively Inscribing Data and Projecting New Materialities in an Engineering Design Project 7 Nurturing Discursive Strengths Efforts to Improve the Teaching of Reading and Writing in a Latino Charter School 8 Reading the World as Text Black Adolescents and Out of School Literacies 9 The Internet s Concept of Story Section 3 Talking it Out Class Discussion and Literary Understanding 10 Adaptive Expertise in the Teaching and Learning of Literary Argumentation in High School English Language Arts Classrooms 11 Literary Theory in the Secondary School 12 Dialogic Eventful Teaching through Dialogic Conversation and Dramatic Inquiry 13 Curricular Conversations Reading the World Intertextuality and Doing School in a Tenth Grade English Language Arts Classroom Conversation Section 4 Conclusion 14 Practical Progressivism W Wilbur Hatfield Deweyan Pedagogy and the Future of English Teaching List of Contributors Index

What Every Science Student Should Know Justin L. Bauer, Yoo Jung Kim, Andrew H. Zureick, Daniel K. Lee, 2016-05-06 A guide for STEM students who want to excel both in school and beyond Based on years of research and interviews with successful scientists and science students this book is designed for college students on the path to a STEM career helping them avoid pitfalls and obstacles and find success both academically and in the real world Like an experienced lab partner or a candid advisor the book provides both realistic practical advice and encouragement covering the entire college experience including choosing a major mastering study skills doing scientific research finding a job building and maintaining a love of science that

will keep you motivated Written by recent science graduates including former editors in chief of the prestigious Dartmouth Undergraduate Journal of Science this guide can help get you through the ups and downs of undergrad life and help you excel as both a student and a scientist

A Guide to Composition Pedagogies Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration

Scientific Communication Han Yu, Kathryn M. Northcut, 2017-09-18 This book addresses the roles and challenges of people who communicate science who work with scientists and who teach STEM majors how to write In terms of practice and theory chapters address themes encountered by scientists and communicators including ethical challenges visual displays and communication with publics as well as changed and changing contexts and genres The pedagogy section covers topics important to instructors everyday teaching as well as longer term curricular development Chapters address delivery of rhetorically informed instruction communication from experts to the publics writing assessment online teaching and communication intensive pedagogies and curricula The Open Access version of this book available at <http://www.tandfebooks.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

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