

## **ENGL 318: Advanced Informational Writing<sup>1</sup> | Spring 2015**

Section 002, TR 11:00am-12:15pm, LA 4101

Section 003, TR 12:30pm-1:45pm, LA 4101

Towson University

Course Syllabus

### **Contact Information**

Instructor: Dr. Elizabeth Angeli

Office: LA 4358

Phone: 410-704-2858

Email (the best way to contact me M-F): eangeli@towson.edu

Skype: elizabethangeli\*

Twitter: @lizangeli – tweet me content related to class that you find; use #tutechwriting

Office hours: M 3:45pm-4:45pm; TR 9:30am-10:30am, 2pm-3pm; by appointment

### **General Description of the Course**

Researching and writing professional documents, including reports, manuals, and technical publications. Projects individualized to meet student needs and interest. Requires grade of C or better to fulfill Gen Ed or Core requirement. Prerequisite: ENGL 102 or ENGL 190. GenEd I.D or Core 9: Advanced Writing Seminar. Students may not repeat a course more than once without prior permission of the Academic Standards Committee.

### **General Purpose and Specific Topics**

English 318 helps students become better technical communicators. Technical communication is the presentation of technical material in written and visual formats. These formats are user centered and respond to their audience and context. The course is grounded in rhetorical theory and informed by current research.

As communicators, you must write and speak across multiple audiences and for multiple purposes. Technical and professional fields require these skills. Beyond field-specific knowledge and experience, successful and ethical communication drives the professional world. This class, in content and form, models these successful practices. You will learn effective communication strategies by working individually and collaboratively. To succeed, you must display the ability to thrive in the workplace and develop informative and visually effective print and electronic documents.

We will be covering the following principle topics:

- Nature and importance of ethical, effective technical communication
- Information gathering and message planning
- Effective writing process: Planning, drafting, revising, and editing
- Elements of organization, style, persuasion, and document design
- Effective use of visual aids to display information graphically
- Design and delivery of effective manuals, reports, and oral reports
- Review of grammar, i.e., common later order concerns

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<sup>1</sup> Course name to be changed to “Technical and Scientific Writing.”

### Applicable Learning Goals (ALG)

- 1. Students will display competency in essential skills required of a college graduate by:**
  - a. Writing clearly and persuasively for a variety of purposes and for different audiences, revising, and improving such texts.
  - b. Making articulate, persuasive, and influential presentations.
  - c. Reading, interpreting, analyzing and evaluating written discourse.
  - d. Integrating ideas and concepts in order to make judgments based on evidence.
  - e. Researching a topic, develop an argument and organize supporting details.
  - f. Using software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.
  
- 2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by:**
  - a. Identifying some of the fundamental similarities and differences among various fields of study.
  - b. Recognizing the complexity and multiplicity of methods and standards of inquiry as well as the diversity of opinion among informed inquirers within and among different fields of study.
  
- 3. Students will use inquiry and critical judgment to make decisions by:**
  - a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
  - b. Thinking in complex terms that move beyond an either/or binary approach.
  
- 4. Students will identify, interpret, evaluate, and integrate human values by:**
  - a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
  - b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic, or other differences.
  - c. Demonstrating an understanding of the complexity and multiplicity of methods of inquiry and diversity of opinion among different disciplines.

### Core 9 Outcomes (C9O): Advanced Writing Seminar

1. Recognize and employ models and practices of written communication specific to a particular discipline or profession.
2. Recognize and employ techniques of formatting and documentation appropriate to a particular discipline or profession.
3. Integrate material effectively from outside sources into their own prose.
4. Analyze and evaluate complex discipline-based claims and current research questions.
5. Demonstrate a developed ability to compose clear, effective prose, including through the practice of revision.
6. Produce professional prose that follows accepted conventions of grammar, punctuation, and style.

## Course Learning Outcomes

After successfully completing the course, you will be able to do the following:

### Writing in Context

- Analyze an audience to determine audience's needs, values, and attitudes and compose effective documents that help an audience act.
- Write to the different levels of technical expertise of a range of audiences and stakeholders to foster technical understanding.
- Understand the ethical implications of professional communication.

### Project Management

- Understand, develop, and deploy various strategies for planning, researching, drafting, revising, and editing documents both individually and collaboratively.
- Select and use appropriate technologies that effectively and ethically address professional situations and audiences.
- Build professional ethos through documentation and accountability.

### Document Design

Make rhetorical design decisions about technical documents, including

- understanding and adapting to genre conventions and expectations of a range of audiences;
- understanding and implementing design principles of format and layout;
- interpreting and arguing with design;
- drafting, researching, testing, revising visual design and information architecture; and
- ensuring the technical accuracy of visual content.

### Teamwork

Learn and apply strategies for successful teamwork, such as

- working online with colleagues to determine roles and responsibilities;
- managing team conflicts constructively;
- responding constructively to peers' work;
- soliciting and using peer feedback effectively; and
- achieving team goals.

### Research

Understand and use the research methods and strategies necessary to the production of professional documents, including

- working ethically with research participants, subject matter experts, and technical experts;
- locating, evaluating, and using print and online information selectively for particular audiences and purposes;
- triangulating sources of evidence;
- selecting appropriate primary research methods such as interviews, observations, focus groups, and surveys to collect data; and
- applying concepts of usability research, such as user-centered design.

**Technology**

Use and evaluate the writing technologies frequently used in the workplace, such as emailing, image editing, presentation design and delivery, basic HTML editing, Web browsing, content management, and desktop publishing technologies.

**The English Department's Learning Goals****Read**

Interpret written materials flexibly: understand that although multiple meanings are possible, textual evidence needs to support individual interpretations of the literature being read as well as the implications drawn from it.

**Write**

Write in a variety of forms (e.g. expository, argumentative, imaginative, business/technical) as appropriate to audience, purpose, and occasion, using evidence to support interpretations.

**Research**

Use research skills that include understanding of methods, technology, and conventions.

**Reflect**

Be reflective and lifelong learners.

**Information Literacy and Technological Competence**

Use software as appropriate to writing and research.

**Global Awareness**

Engaging intellectually in the experiences and views of people with different cultural backgrounds and beliefs.

**Textbooks****Required**

Johnson-Sheehan, R. (2015). *Technical communication today* (5<sup>th</sup> ed.). New York, Pearson/Longman.

**Recommended**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

The University of Chicago Press. (2010). *The Chicago manual of style: The essential guide for writers, editors, and publishers* (16<sup>th</sup> ed.). Chicago: University of Chicago Press.

Williams, R. (2008). *The non-designer's design book: Design and typographic principles for the visual novice* (3<sup>rd</sup> ed.). Berkeley, CA: Peachpit Press.

**Required Software, Printing Costs, and Materials**

You must have ready, convenient access to Microsoft Word. Any Towson student can purchase Microsoft Word, or the Office suite, at a regular academic discount from the University Union Bookstore. You may also wish to have access to the Adobe Creative Cloud (CC). You can use it on campus computers, purchase it, or download a free trial.

You will print a lot this semester, and sometimes you will print in color. Students have said that they spent \$10 on the document redesign project, including drafts and the final document. Please plan accordingly by ensuring your printer works and has ink and paper. Check the amount of money on your printing account and adjust accordingly. In addition to the textbook cost, you should expect to spend \$30-50 on printing this semester.

Bring the following materials to each class:

- The textbook/readings for the day
- A stapler
- A notebook/something to take notes with
- A pen or pencil

### Required Technology Access, Knowledge, and Responsibilities

We will be using email and Blackboard. To succeed in this course, you must have routine, ready access to computer technology and the requisite knowledge enabling you, at a minimum, to perform all of the following tasks efficiently:

- Send and receive Towson email. You must check your Towson email daily.
- Create a folder for this course. Archive messages you receive and send. Doing so ensures you have proof of sending emails, submitting work, etc.
- Download, open, and print PDF, Word, and PowerPoint files.
- Familiarize yourself with and utilize new technologies.
- Use Microsoft Office and the Adobe CC, if you would like, to produce well-formatted, easy-to-read documents that fulfill assignment requirements.
- Print assignments in color and turn them in on time.
- Use Blackboard to read, download, and print documents, or complete assignments.

### Required File Naming Convention

In any workplace setting, various individuals share a massive amount of information. If you need to upload a file to Blackboard or email me a file, and to help ensure that no one's work will become lost over the course of the semester, you must use the following naming convention for saving and submitting documents:

Section 002: lastname\_318s15\_002\_assignmentname\_date.docx

Section 003: lastname\_318s15\_003\_assignmentname\_date.docx

For example, my file for my class minutes would look like this:

angeli\_318s15\_002\_minutes\_1-29-15.docx

angeli\_318s15\_003\_minutes\_1-29-15.docx

Any file not submitted in this form will not be counted, must be resubmitted, and will be considered late.

### Required Time Commitment

Over the 16 weeks of the semester, you will need 6 to 8 hours a week on average to complete the assigned work—including class time. The workload is steady throughout the semester, and you will complete readings and assignments for every class. We do not have a final exam in this course, but we will meet during our scheduled final exam period for final presentations.

## Course Email Policy

All emails you send to me must conform to the following checklist of guidelines:

- Appropriate subject heading that includes your section number, e.g., “English 318-002” or “English 318-003,” and a brief phrase describing the email’s content, e.g., English 318-002: Question on Rhetorical Assessment
- Appropriate address line, e.g., Dear Name,
- Appropriate closing line, e.g., Sincerely, Regards, etc.
- Awareness of appropriate level of formality
- Clear language and a lack of glaring grammatical/spelling problems
- If an attachment is included, clearly refer to and indicate the attachment's relationship to the email message
- Next steps indication, i.e., what the email recipient is to do with the information

I will not read any email that does not conform to these guidelines. I will reply with a blank email; this blank email is your notice that your original email lacked the above features. Upon receiving this email, please check this list and re-send me your email.

The aim of this email policy is not to punish you for certain writing behaviors. Rather, it is intended to help you develop professional writing practices that you will employ in a professional workplace.

## My Responsibilities as the Professor

Throughout the course, I will do the following:

- Prepare students to write ethically and responsibly in professional contexts
- Establish and explain objectives, assignments, rubrics, and schedule
- Lead and moderate discussions, encouraging students to participate
- Reply to emails within 24 hours Monday through Friday (I do not check email Saturday and Sunday. Please plan accordingly.)
- Review and offer directive advice on drafts
- Return graded evaluations of assignments within a reasonable time and before the evaluative feedback would be needed to improve performance on a subsequent assignment

## Your Responsibilities as a Student

To earn a satisfactory grade in this course, you are expected to do the following:

- Respect your peers and me at all times
- Abide by the course policies outlined in the syllabus
- Participate actively and cooperatively in class discussions and group work
- Ask (appropriate) questions you have regarding assignments, deadlines, concepts, directions etc.
- Follow directions; ask questions if directions are unclear
- Hand in complete, carefully written and edited assignments on or before the deadlines for them; print and staple assignments before submitting them
- Demonstrate professional standards for reliability, communication, pro-active problem solving, critical analysis, and cooperation in working on group and individual projects

## Grading Scheme

The course grade consists of 220 course-grade points. The course letter grade will be entered according to Towson's policy for undergraduate grading:

Point Range	Percentage Range	Letter Grade	Grade Points
204-220	93-100%	A	4.00
198-203	90-92%	A-	3.67
191-197	87-89%	B+	3.33
182-190	83-86%	B	3.00
176-181	80-82%	B-	2.67
167-175	76-79%	C+	2.33
154-166	70-75%	C	2.00
149-153	68-69%	D+	1.33
132-148	60-67%	D	1.00
0-131	0-59%	F	0.00

## Assignments and Grade Breakdown

The course is broken down into 220 points as follows:

Course Component	Points Possible	Points You Have Earned (use this column to keep track of your grade)
Career report	10	
Technical description	30	
DRAR	45	
IDUT	60	
Class activities, class minutes	15	
Quizzes	30	
Prof./participation/attendance	30	
<i>Total</i>	<i>220</i>	

Unless otherwise instructed, all assignments must be turned in during class and must be printed and stapled before class. I do not accept assignments that are not stapled or via email. Assignments turned in after class are late. I am happy to discuss grades with you 24 hours after you have received a graded assignment.

### **Career Report (CR, 10 points)** – Individual (ALG 1, 2, 3; C9O 1, 2, 3, 4, 5, 6)

In this first assignment, you will research your career path and write about how you will use writing and technology in your career. Use websites like the Bureau of Labor Statistics to support your findings. This project includes one deliverable, the report.

### **Technical Description (TD, 30 points)** – Individual (ALG 1, 2, 3; C9O 1, 2, 3, 4, 5, 6)

In any professional career, you will find that the ability to accurately describe things, places, or processes is essential. In this project, you will select a thing, place, or process to describe and use rhetorical strategies to compose a clear and persuasive technical document that utilizes strong document design. This project's deliverables four deliverables: a memo describing your plans for the project, the technical description, and a rhetorical assessment for the TD.

### **Document Redesign and Analytical Report (DRAR, 45 points)** – Individual

(ALG 1, 2, 3; C9O 1, 2, 3, 4, 5, 6)

Effective proposal writing is a crucial skill in today's technical workplaces. In this project, you will compose a proposal that presents your suggestions for a redesign of a document that is

used in your field of study. As part of this project, you also will complete a redesign of the selected document using appropriate technologies. This project's deliverables include: a memo outlining your project plans, a practice document, an analytical report, the redesigned document, and a rhetorical assessment for the DR.

**Instructions Document and Usability Report (IDUT, 60 points) – Collaborative**  
(ALG 1, 2, 3, 4; C9O 1, 2, 3, 4, 5, 6)

Instructions and other kinds of documentation are among the least noticed but most important documents in the workplace. In this project, you will compose a set of instructions or procedures/protocols that document how to complete some task. Also, you will conduct usability testing on your composed documents. This project's deliverables include: a proposal and Gantt chart outlining your team's deadlines and responsibilities, Team Activity Reports (TAR), instructions, usability testing and a usability report, and rhetorical assessment letter.

**Class Activities, Class Minutes (15 points) (ALG 3; C9O 3, 5, 6)**

Throughout the semester, you will participate in and complete a variety of class activities, including short writing assignments and reading responses.

During one class this semester, you will be responsible for taking class notes and posting them to our class Google doc. You can take notes on the computer or in a notebook. Please see the Class Minutes Guidelines PDF for more information.

**Tests/Quizzes (30 points) (ALG 2, 3; C9O 1, 3)**

You will complete the following six quizzes this semester:

- Grammar/usage/punctuation pre- and post-test (5 points each, 10 points total)
- Syllabus reading quiz (5 points)
- Three reading quizzes (5 points each, 15 points total)

You will take all quizzes at the beginning of class. No make-up quizzes are given unless you schedule it in advance. If you come to class after the quiz is over, you cannot make it up unless you have made previous arrangements with me.

**Professionalism, Participation, and Attendance (20 points)**

Our classroom is a professional environment. We will treat this classroom as a workplace; therefore, professionalism encompasses all of the intangible aspects of the course. Professionalism has several facets: attendance, courtesy, leadership, collaboration, teamwork, participation, respect, and following directions.

Participation also has several facets: speaking in class, being fully prepared for class, paying full attention, displaying respect towards your colleagues and me, and staying off the computer or your phone. Note that participation and professionalism overlap.

The following items count against you and will affect this portion of your grade:

- Missing class, arriving late, or leaving early
- Rarely speaking up or routinely participating in a passive, pro-forma way
- Consistently not following directions
- Failing to do your part or to keep in touch with team members
- Failing to be in class when you are assigned to take minutes and/or not writing minutes as required
- Failing to complete or doing rushed, unprofessional work

- Failing to complete assignments for participation credit

Please see the “Grading Scheme” chart below for how these behaviors will count against you.

### Revision Policy (ALG 1, 3; C9O 1)

You have the opportunity to revise either your TD or DRAR—only one of the two. If you revise a project, you must include the original project and grading sheet, your revised project, and a properly formatted memo that explains each revision and why the revision is effective. Place these materials into a large envelope or folder with your name and section number written on the outside. The grade you receive on the revision will be averaged with your original; this averaged grade will replace your original grade.

Revised projects are due one week after you receive your graded project back. They must be submitted following the above guidelines. No exceptions.

### Grading Scheme

I will distribute a rubric for each assignment. Generally, grades mean the following:

<i>Letter Grade Ranges</i>	<i>Written Work</i>	<i>Prof./Participation/Attendance (any combination of the following characteristics)</i>
A = exceptional work; exceeds expectations	Work needs little to no revision. The document would be completely acceptable for its intended rhetorical situation.	Student attended most or all classes; arrived on time and did not leave early. Actively, appropriately participated all semester. Demonstrated high level of professionalism as outlined above. Actions, attitude are acceptable in professional contexts.
B = above average work; above expectations	Work needs minor revision but is generally acceptable. The document would be mostly acceptable for its intended rhetorical situation.	Student attended most classes; may have arrived late or left early. Participated most of the semester. Demonstrated basic components of professionalism. Actions, attitude are acceptable in professional contexts but may need some improvement.
C = average work; meets expectations	Work meets requirements but needs revision. The document may or may not be acceptable for its intended rhetorical situation.	Student missed classes; arrived late or left early consistently. Did not participate or participated in a pro forma way. Demonstrates some aspects of professionalism but needs improvement.
D = below average work; does not meet expectations	Work needs significant revision to be acceptable for its intended rhetorical situation.	Student missed many classes; arrived late or left early consistently. Did not participate all semester. Lacked professionalism.
F = unacceptable work	Work lacks basic required components.	Student did not attend enough classes to pass the class. Did not participate all semester and/or contributed negatively. Lacked professionalism consistently.

## Deadlines and Late-work Policy

All assignments are due on the due date at the beginning of class and must adhere to the assignment requirements to be accepted (i.e., printed, stapled, etc.). I will post deadlines and guidelines for all assignments well in advance. In-class activities, quizzes, and participation credit assignments cannot be made up.

Work turned in late will be reduced three points for each day it is late—including weekends. For example, an assignment turned in three days late earning 40/50 points will receive 31/50. You can turn in work up to one week after the original deadline, including weekends. After a week, the work will earn zero points. If you turn in an assignment the same day it is due after class, the grade will be reduced by two points.

If an unavoidable problem arises, contact me in writing before the deadline.

## Attendance Policy

To be considered present in a class, you must do the following:

- Sign your name on the attendance sheet; you may not have another student sign your name or ask another student sign in for you (doing so violates the Student Academic Integrity Policy and will be handled accordingly)
- Keep your cell phone on silent; do not text
- Arrive to class on time and stay until class is over
- Refrain from being online unless instructed

Long story short: Don't miss class unless you have no choice. Missing class will affect your course grade.

## Excused Absences

Here is Towson's policy on excused absences (from the student handbook):

"Should the student be absent from a significant portion of the course, the instructor will make the decision about whether the student can meet the learning objectives and course requirements in order to pass the course and communicate this to the student in a timely manner.

If a student expects a period of prolonged absence, he or she must submit a plan for completion of missed experiences including time frame for the approval of the faculty. This plan is to be submitted prior to the expected prolonged absence.

Students are expected to adhere to all university attendance policies. Students who are absent from class are responsible for any missed work.

Absences due to illness, bereavement, or athletic events require documentation in order to be considered for an excused absence. Absences due to religious holidays are excused on the holiday date(s). Absences due to travel associated with observance of religious holidays are unexcused."

In short: contact me ASAP if you need to be absent. Following university guidelines, you must provide me written documentation for illness, bereavement, athletic events, and religious holidays. If you do not provide documentation in the given timeframe, the absence will be unexcused.

Illness:	an email as soon as you know that you cannot make it to class; a doctor's note upon your return to class
Bereavement:	an email (in advance if possible)
Athletic events:	an email from your athletic director/ advisor at least a week before the event—an email only from you is not acceptable
Religious holidays:	an email a week in advance

### **Penalties for Unexcused Absences**

Do your best to be at every class in case you need to miss class for an unexpected reason. Any absence that does not follow university policy for an excused absence is considered unexcused. As such, you can have two unexcused absences without penalty, but three additional unexcused absences result in an F in the course.

- Two unexcused absences do not result in a grade deduction (you may earn grade penalties for any assignments not handed in or handed in late)
- A third unexcused absence lowers a student's final grade by 20 points.
- A fourth unexcused absence lowers a student's final grade by 30 points.
- A fifth unexcused absence will result in an F in the course.

I highly recommend that you keep track of your own absences so you know if you are at risk of failing the course.

### **Late Arrival/Early Departure Policy**

If you arrive late to class or leave early (more than 15 minutes) from class without an acceptable reason/documentation, you will be marked late. Four "lates" equals one unexcused absence. Remember: five unexcused absences will most likely result in an F for the course.

### **Behavior**

You are expected to govern your face-to-face and online communication and interaction to the norms of courteous and respectful behavior expected at Towson. I will caution and counsel violators of these norms in private. If a student who has been warned repeats unacceptable behavior, I will report the matter to the appropriate university authority, which may result in the student's removal from the course.

### **Cell Phone Policy**

Cell phones, iPods, etc. must be on silent—not vibrate—during class. Texting stops as soon as you enter the classroom and class begins. You will put your phone on your desk and keep it there for class. If you text, you will be marked absent. No exceptions.

If you have an emergency and need to access your phone during class, talk to me before class begins. If texting in class occurs frequently, I will require all students to drop their phones off at the podium upon entering class.

### **Computer Lab Behavior**

You are expected to use the computers appropriately. I will ask you to turn off the screens when we are not using them. When we use the computers, do not check Facebook, Twitter, Instagram, YouTube, news sites, email, etc. during class. You should only be on the sites and programs that we are using that class.

### Academic Integrity

You will be held to the traditional standards for academic honesty, which are codified for Towson University students in the Student Academic Integrity Policy (<http://wwwnew.towson.edu/provost/resources/studentacademic.asp>). Violating this policy is likely to have grave consequences for your grade in the course and could even lead, in severe cases, to dismissal from the university.

Students caught cheating will immediately earn a grade of F on the assignment and may earn a grade of F in the course, depending on the severity of the situation. I will report the incident to the Office of Judicial Affairs. For definitions of cheating, see Appendix F of the Undergraduate Catalog, particularly the sections on plagiarism and cheating, sections V.A. and V.C.

To ensure you do not plagiarize, you must follow APA, MLA, or CMS citation style. You can find all these rules online: the Purdue OWL (<http://owl.english.purdue.edu/>), APA Style Blog (<http://blog.apastyle.org/>), or buy the manuals at the bookstore.

### Students Needing Accommodation for a Disability

Students needing accommodation due to a disability should see me during office hours. Please bring with you a statement from Disability Support Services authorizing your accommodation. You may contact Towson's Disability Support Services (<http://wwwnew.towson.edu/dss/welcome.html>) at 410-704-2638.

### Additional Writing Assistance

If you would like to improve your writing skills, make an appointment at Towson's writing centers. Contact the Writing Center (Liberal Arts Building 5330, 410-704-3426) or the CBE Writing Proficiency Program (Stephens Hall 117, 410-704-4379).

You also can visit Towson's OWS (<http://www.towson.edu/ows/>) and the Purdue OWL (<http://owl.english.purdue.edu/>) for writing resources.

### Counseling Center

If you are experiencing academic, interpersonal, or behavioral challenges, please contact the Counseling Center (<http://towson.edu/counseling>) at 410-704-2512. You may also contact me to seek assistance.

## Course Schedule<sup>2</sup>

I will post a more detailed weekly schedule on Blackboard every Monday by 9am. Check Blackboard weekly to ensure you are up-to-date.

<b>Week Topic</b>	<b>Readings (read before class)</b>	<b>Major Deadlines** (print, staple before class)</b>	<b>Tests/Quizzes</b>
<i>Week 1 Intro to the Course</i>			
T 1/27			
R 1/29	Syllabus, JS Ch. 1 pp. 2-9		Syllabus quiz
<i>Week 2 Rhetoric, Audience</i>			
T 2/3	JS Ch. 1 pp. 9-16 Purdue OWL vidcast: Rhetoric <a href="http://tinyurl.com/n7s8ozq">http://tinyurl.com/n7s8ozq</a>	Intro memo: Post on Bb	
R 2/5	Purdue OWL vidcasts: Ethos: <a href="http://tinyurl.com/ox7m6ud">http://tinyurl.com/ox7m6ud</a> Logos: <a href="http://tinyurl.com/ndbkx5u">http://tinyurl.com/ndbkx5u</a> Pathos: <a href="http://tinyurl.com/p7yzw5e">http://tinyurl.com/p7yzw5e</a>		Grammar pre-test
<i>Week 3 Reader Profiles, Ethics</i>			
T 2/10	JS Ch. 2	Career Report	
R 2/12	JS Ch. 4		
<i>Week 4 Tech. Description, Organization</i>	<i>Begin TD Project</i>		
T 2/17	TD Project Description, JS Ch. 6 pp. 120-146		
R 2/19	JS Ch. 17 <a href="http://computer.howstuffworks.com/mouse.htm">http://computer.howstuffworks.com/mouse.htm</a>		Reading Q #1
<i>Week 5 Formatting</i>			
T 2/24	JS Ch. 18 pp. 487-494 Creative Commons <a href="https://creativecommons.org/licenses">https://creativecommons.org/licenses</a> , <a href="http://tinyurl.com/nb5dcnj">http://tinyurl.com/nb5dcnj</a>	TD project plan memo	
R 2/26	Class visit: Carolyn Klinger from STC		
<i>Week 6 Editing, Peer Review</i>			
T 3/3	JS Ch. 16 (back up day for Carolyn)		

<sup>2</sup> Schedule is subject to change. I will notify you of changes in person and via email and Blackboard.

R 3/5		Draft of TD	
<i>Week 7 Analytical Reports</i>	<i>Begin DRAR</i>		
T 3/10	DRAR Project Description	TD, RA	
R 3/12	JS Ch. 10 pp. 254-289		
<i>Week 8</i>	<i>Spring Break</i>		
T 3/17	Spring Break		
R 3/19	Spring Break		
<i>Week 9 Design</i>			
T 3/24	JS Ch. 17	DRAR project plan memo	
R 3/26	Color in Motion, Typography		
<i>Week 10 Persuading, Peer Review</i>			
T 3/31	JS Ch. 13		Reading Q #2
R 4/2	JS Ch. 19, pp. 499-512	Draft of DRAR	
<i>Week 11 Instructables, Collaboration</i>	<i>Begin IDUT</i>		
T 4/7	IDUT Project Description	DR, RA	
R 4/9	JS Ch. 3		
<i>Week 12 Instructions</i>			
T 4/14	JS Ch. 7	IDUT proposal	
R 4/16	JS Ch. 7		4/10 last day to withdraw, p/f
<i>Week 13 Usability</i>			
T 4/21	JS Ch. 19 512-515, How to plan a usability test <a href="http://www.usability.gov/how-to-and-tools/methods/planning-usability-testing.html">http://www.usability.gov/how-to-and-tools/methods/planning-usability-testing.html</a>	Usability testing plan	
R 4/23	How to run a usability test <a href="http://www.usability.gov/how-to-and-tools/methods/running-usability-tests.html">http://www.usability.gov/how-to-and-tools/methods/running-usability-tests.html</a>		
<i>Week 14 Usability Reports, HTML</i>			
T 4/28	JS Ch. 18 pp. 477-486 How to report usability results <a href="http://www.usability.gov/how-to-and-tools/methods/reporting-usability-test-results.html">http://www.usability.gov/how-to-and-tools/methods/reporting-usability-test-results.html</a>	Usability testing plan	
R 4/30	HTML sites		

<i>Week 15</i> <i>Developing Presentations</i>			
T 5/5	JS Ch. 20 pp. 521-540 <a href="http://blog.ted.com/2014/07/15/10-tips-for-better-slide-decks/">http://blog.ted.com/2014/07/15/10-tips-for-better-slide-decks/</a>		Reading Q #3
R 5/7	JS Ch. 20 540-554		
<i>Week 16</i>			
T 5/12	TBD		Grammar post-test
<i>Finals Week</i>			
Wednesday, 5/13	Section 003 12:30-2:30pm Section 003	IDUT, presentation, RA letter	
Friday, 5/15	Section 002 10:15am-12:15pm	IDUT, presentation, RA letter	