

SPRING 2018

TECM 4180: Advanced Technical Communication

Instructor Information

Instructor: Laurel Beason, Lecturer

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Office Hours

- 3:30 to 5 p.m. Thursdays
- 10:30 to Noon Fridays (and other days by appointment)

I am here to help you succeed in this class and to help you achieve your goals as a writer.

- One way that I help you is to provide one-to-one guidance and feedback. Do not hesitate to visit me during office hours or to schedule a 15-minute writing conference in person or by Skype. Do not hesitate to send questions through email. I am committed to responding to all emails within 48 hours.
- Another way that I help you is to provide this detailed syllabus, which will help you to plan your semester.
- Another way that I help you is to hold you accountable to high standards. Please read the policies in this syllabus to understand the requirements and expectations.

Course Description and Objectives

Professionals at all levels are increasingly called upon to evaluate processes, improve outcomes, and lead change. To make sound conclusions and to influence others, you need the skills to collect and analyze data and to communicate your findings clearly and succinctly.

You'll engage in these activities:

- Investigate workplace problems
- Identify researchable questions
- Apply appropriate research methods
- Analyze and present data
- Communicate in person and in writing

These activities help you to develop the skills that employers want, including:

1. Work in a team.
2. Make decisions and solve problems.
3. Plan, organize and prioritize work.
4. Communicate verbally.
5. Obtain and process information.
6. Analyze quantitative data.
7. Understand technology related to the job.
8. Use software proficiently.
9. Create and/or edit reports.

10. Sell and influence others.

Source: Adams, Susan. "The 10 Skills Employers Most Want In 20-Something Employees." *Forbes*, 11 Oct. 2013, <https://www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees/#545cb7e86330>. Accessed 21 Aug. 2017.

Active Learning

The instructor pledges to strictly limit lecture time in order to maximize your opportunities for active and interactive learning. Class time will include interactive lectures, plus these types of learning activities:

- Writing exercises
- Small-group discussions
- Problem solving exercises
- Document analysis
- Writing workshops

To develop the skills that employers want, you'll need to demonstrate a commitment to these good habits:

- Attend regularly.
- Be punctual.
- Be prepared for class.
- Engage your full attention in all activities.
- Avoid distractions such as off-task use of technology.

Required Books

- *Workplace Research* by Zina O'Leary and Jennifer S. Hunt (SAGE Publications, 2016)

This book covers essential research methods and techniques. You can use a printed version, a used copy, or an electronic copy of the 2016 edition of this book. The ebook is available from Google Books for about \$19.

<https://books.google.com/books?id=a2LzCwAAQBAJ&>

- *The Little Red Writing Book Deluxe Edition: Two Winning Books in One, Writing plus Grammar* (Maven Publishing, 2013)

This handbook offers concise advice about various factors that contribute to high quality writing. It also includes a section on grammar. You can use a printed version, a used copy, or an electronic copy of the Deluxe Edition of this book. The ebook is available from Google Books for about \$4.

<https://play.google.com/store/books/details?id=2KaQ0hbCmYUC&rdid=book-2KaQ0hbCmYUC&rdot=1>

Reading Assignments

For active learning environments, reading assignments give you the proper foundation to engage in class activities. In a writing course, reading assignments also expose you to a variety of communication situations and writing styles.

- Reading assignments are listed in the

- Course Schedule.
 - The instructor will assign readings from the textbooks, online resources, and other files.
 - Most reading assignments are listed in the Tentative Schedule in this Syllabus. From time to time, additional reading assignments will be announced in class.
 - You'll also do significant reading while conducting research for the assignments.

Assignments (Overview)

This table provides an overview of the assignments and the tentative due dates. *Detailed instructions and grading criteria will be presented in class when an assignment is introduced.* Dates are tentative. As in the workplace, schedules can change. Any changes in deadlines will be announced well in advance.

Important Dates	Assignment	Points Possible
Start: Jan. 16 Due: <ul style="list-style-type: none"> • Feb. 23: Instructor completes Assessment #1 • April 20: Instructor completes Assessment #2 	<p>Formative Writing Assessment #1 and #2</p> <p>To increase your engagement in reading assignments and class discussions, there will be a number of formative writing assignments, such as reading recaps, think pieces, and case study responses. These assignments will be announced in class and typically will be completed during the same class period. You'll submit these assignments in Blackboard as instructed during class.</p> <p>On the indicated date, the instructor will assess the completion of the assignments for the assessment period. For full points, meet the minimum requirements for every assignment.</p> <p>There are 10 points possible in each assessment period, for a total of 20 points possible in the semester.</p>	20
Start/End: Jan. 16 Due: March 5: Submit optional revision.	<p>Diagnostic Writing Assignment</p> <p>This assignment will be announced on the first day of class and is due on the second day of class. Through this assignment, you'll demonstrate your current writing skills. The instructor will provide feedback about how your writing compares to the quality criteria that will be used in this course. Optionally, you can revise this assignment for a higher grade (revision due before Spring Break).</p> <p>500 to 750 words</p>	5
Start: Jan. 23 Due: <ul style="list-style-type: none"> • Jan 29: #1 • Feb. 5: #2 • Feb. 12: #3 • Feb. 19: #4 	<p>Annotated Citations for Proposal Project (4 citations)</p> <p>As you work on the Proposal Project, you'll regularly submit annotated citations to demonstrate your progress and to share information with other researchers. You'll submit 4 annotated citations, worth 2.5 points each</p> <p>100-200 words each</p>	10

Important Dates	Assignment	Points Possible
Start: Jan. 23 Due: <ul style="list-style-type: none"> • Feb 19: Preliminary Draft • Feb. 26: Final Draft 	Research Proposal Based on the scenario for this project, you'll conduct secondary research to learn more about the selected issue. You'll write a proposal that poses a research question, uses information from sources to provide context and explain the significance, and discusses the research methods that you would use to investigate. 700-1,000 words <ul style="list-style-type: none"> • Preliminary Draft (5) • Final Draft (40) 	45
Start: Feb. 27 Due: <ul style="list-style-type: none"> • March 8: Preliminary Draft and Spreadsheet • March 26: Final Draft 	Data Analysis & Recommendations Report You'll analyze a large set of data in an Excel spreadsheet. You'll format the spreadsheet and will write a recommendations report that includes 2 graphs and 1 table. 300 to 500 words with 2 graphs, 1 table, and a properly structured spreadsheet <ul style="list-style-type: none"> • Spreadsheet tasks (5) • Preliminary Draft (5) • Final Draft (20) 	30
Start: March 20 Due: <ul style="list-style-type: none"> • April 2: Preliminary Draft • April 5: Final Draft 	Survey and Invitation This assignment is the first part of the multi-assignment Survey Project. For this assignment, you'll work on a small team to create an online survey and a short, attention-getting survey invitation. 50- to 100-word invitation and 20-question survey <ul style="list-style-type: none"> • Draft of Survey and Invitation (5) • Invitation (5) • Survey (15) 	25
Start: March 20 Due: <ul style="list-style-type: none"> • April 23 • April 30 	Post Project Evaluation Report After your team conducts the survey and receives the responses, you'll work individually to write a memo that describes the project, the achievements, the team's effectiveness, and the lessons learned for future projects. You'll support your recommendations with information from 2 sources about teamwork, project management, survey research, data analysis, or other relevant topics. 700 to 1,000 words <ul style="list-style-type: none"> • Preliminary Draft (5) • Final Draft (40) 	45

Important Dates	Assignment	Points Possible
Start: April 10 Due: <ul style="list-style-type: none"> • April 30: Preliminary Draft • May 10: Final Draft 	Survey Infographic or Presentation Slides You'll work independently to create visually rich display of your survey findings. Infographic or slides including at least 4 graphs and other visual elements <ul style="list-style-type: none"> • Preliminary Draft (5) • Final Draft (30) 	35
	Total Points (approximate, depending on the number of formative assignments)	215

Grading

Each assignment will be graded according to the requirements and the quality criteria for the assignment. These requirements and criteria will be presented in class. For sample rubrics, see [Appendix A](#).

You can choose

Your final course grade will be based on the total points earned, minus any penalties for non-attendance (see [Attendance](#)).

- A: You earned 90-100% of the possible points.
- B: You earned 80-89.9% of the possible points OR your course grade was lowered to a B due to the Attendance Policy.
- C: 70-79.9% of the possible points OR your course grade was lowered to a C due to the Attendance Policy.
- D: You earned 60-69.9% of the possible points OR your course grade was lowered to a D due to the Attendance Policy.
- F: You earned less than 60% of the possible points OR your course grade was lowered to an F due to the Attendance Policy.

Policies

ADA

In accordance with the Americans with Disabilities Act and Section 504, Rehabilitation Act, I will work with the Office of Disability Accommodation to help reasonably qualified students with disabilities. If you have such a disability, please advise me in writing of your needs no later than the second week of class.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty

member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Academic Honesty and Integrity

As a student enrolled in a senior-level university course, you are expected to take responsibility for your own learning and to uphold the highest academic standards at all times.

- Do your own work.
- Do new work for every assignment—do not reuse work that you created for other purposes.
- Do your best on every assignment—do not settle for doing less than your best.
- Follow the UNT Policy for Student Academic Integrity.

(https://policy.unt.edu/sites/default/files/06.003_StudentStandardsOfAcademicIntegrity_8_2017.pdf)

This policy defines the following forms of academic dishonesty:

Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

Plagiarism: the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating: academic dishonesty intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of "F," and appropriate judicial action will be filed. This action includes a report of academic misconduct to your college Dean and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism. As this is a senior-level course it is expected that plagiarism and the correct use (citation) of other's ideas (including print, digital, images, and other media) are fully understood. Contact me if you're ever confused about what constitutes academic dishonesty. Misunderstandings, miscommunication, oversights, or lack of comprehension as to what constitutes academic dishonesty is not accepted in this course.

Attendance

The attendance policy is designed to help you develop the skills and habits that employers want. The self-discipline of regular and prompt attendance is an important aspect of professionalism. Responsible students understand and appreciate this policy, which helps you to follow through on your educational goals.

Due to the complexities of student life, **this policy generously allows 3 absences without penalty.** You can use those absences for days when you are ill, accidentally sleep late, have car trouble, have a job interview, attend a conference, or experience other issues that prevent attendance.

Be clear about the requirements and penalties:

- **Each absence past 3** will lower your final grade by one letter.

Please note: In a semester with 30 class meetings, the allotment of 3 penalty-free absences is quite lenient. Few managers would tolerate an employee who misses more than 10% of work days.

- If you arrive more than 10 minutes late or leave before class is dismissed, I will record a half-day of absence.

- Excused absences will be granted **only** for Religious Holy Days, Military Service, Official University Functions, and documented medical issues of more than 1 week's duration, as described in the UNT Attendance Policy.
(http://policy.unt.edu/sites/default/files/06.039_StudentAttendance_2016.pdf)
 - The UNT Attendance Policy **does not** require an instructor to excuse absences for illness and other circumstances. The only excused absences in this class are those **required** by the UNT Attendance Policy.
 - **DO NOT** ask for an excused absence due to illness, a doctor's appointment, car trouble, a job interview, a conference, or other circumstances that are not required to be excused under the UNT Attendance Policy. With or without documentation, these circumstances are **not** excused. These types of situations are why you get 3 penalty-free absences.
 - **DO NOT** ask how you can "make up" for missed days. To be fair to everyone, everyone gets 3 penalty-free absences and everyone is penalized for each absence past 3.

Assignment Submission

The assignment submission policy is designed to help you develop the skills and habits that employers want. The self-discipline of meeting deadlines is an important aspect of professionalism. Responsible students understand and appreciate this policy, which helps you to follow through on your educational goals.

- Take responsibility to submit every assignment on time. **On time means before the deadline.**
- The deadline for an assignment will be indicated in Blackboard, published on the syllabus, and mentioned in class.
- For **each 24-hour period that an assignment is late**, you will lose 10% of the total points possible for the assignment. After four 24-hour periods have passed, the paper receives an automatic "F." For example, if an assignment is due at 8 a.m. on Monday, and you submit it at 8:05 a.m. on Monday, you will lose 10% of the total points possible for the assignment.
- To avoid any negative impact from possible technical issues, you should develop the good habit of submitting your work at least 12 hours before the deadline.
- **DO NOT** ask for "leeway." As in the workplace, the deadline is the deadline, and there are consequences when a deadline is missed.
- As a student enrolled in a senior-level university course, you are expected to take responsibility to learn how to submit assignments in Blackboard, to manage your time, and to meet deadlines.
- Before submitting an assignment for grading, ensure that it meets the assignment requirements as listed on the assignment sheet. Also double-check your work against the quality criteria that were presented for the assignment.
- When an assignment is due for grading, **submit it through Blackboard.**
- **If you are asked to bring a printed document for an in-class activity**, such as Peer Review, print the document before class begins and remember to bring the printed document to class. Do not ask to leave class to print the document. Do not bring your laptop or other device and expect other students to read your document on that device. If you do not bring a printed document when one is required, you will not be able to participate in the activity.
- **Turnitin Submissions:** Many written assignments will be submitted as Turnitin assignments. Turnitin is a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your name and other personal information from the document.
- **Missed Classes and Formative Assignments:** If you miss class, take responsibility to go through the slides in Blackboard. If a formative assignment is given during class, the instructions will be listed on a slide. You should make it a priority to keep up with these important assignments.

Classroom Conduct

The classroom conduct policy is designed to help you develop the skills and habits that employers want. The self-discipline of respectful, responsible, and productive behavior is an important aspect of professionalism. Responsible students understand and appreciate this policy, which helps you to follow through on your educational goals.

As a student in a senior-level course, you are expected to take responsibility for following the UNT Student Code of Conduct (https://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf).

Computer Lab Rules

This course takes place in a computer lab. Students must follow the lab rules.

- Make appropriate use of technology.
- Do not make disruptive, distracting, or off-task use of any technology during class.
- Do not use technology unless it is required for a classroom activity. For example, if there is a lecture or a class discussion, you should not be using your phone.
- If you fail to comply with instructions concerning the use of computers, phones, tablets, or other technology, you may be asked to leave the classroom, and in that event, you will be counted as absent for the day.

Religious Holidays

In accordance with State law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. Travel time required for religious observances shall also be excused. Please see the UNT Student Handbook for information on which holidays or holy days are covered by this policy. State law also requires that students notify their teachers at the beginning of the semester if they expect to miss class on a religious holyday during the semester but want to make up the work missed. Students will be allowed to make up the work **provided they have informed their teachers in writing within the first 15 days of the semester.**

University-Authorized Activities

University policy requires that students provide their teachers with **an official notification card issued by the university** if they want to make up any in-class work they missed while they were involved in a university authorized activity.

Workshopping

As in many writing classes, this class includes a workshop component, in which student writing samples are evaluated or discussed. For example, we will have peer review workshops, in which students evaluate one another's documents and provide written feedback. We also will have workshops in which the whole class looks at a selected document and discusses possible improvements. If your document is chosen for this purpose, it will be an opportunity for you to get additional feedback and guidance. Be sure to talk with the instructor if you have any questions about how to evaluate and apply the suggestions from these workshops.

Course Schedule

This schedule is provided to help you plan your semester. As in the workplace, it is possible that the schedule will change. For example, the instructor might change a reading assignment or rearrange activities.

Week	Date	Topics/Activities	Reading & Other Preparations to do before class <i>Come to class prepared to apply the information from the readings.</i>
1	16-Jan	Course overview Syllabus overview Diagnostic writing	
1	18-Jan	Workplace Research examples and purposes	Read before class: <ul style="list-style-type: none">• Workplace Research (textbook) p. 5-7 and p. 38-45 <i>If using the ebook:</i><ol style="list-style-type: none">1. Ch. 1: Start with the heading “Organizations need data” and continue to the end of the section titled “A shift towards evidence”2. Ch. 3: Start with the heading “Organizational problems and opportunities” and continue to the end of the section titled “Where can you contribute?”• http://bit.ly/2CBaVM2 (“What is Research and How Can Research Benefit Your Organization?” by Shao-Chee Sim)
2	23-Jan	Reading recap Start Proposal Project—assignment requirements Secondary research—finding credible sources APA Citation Style Annotated Citations	Read before class: <ul style="list-style-type: none">• Virtual Teams Survey Report. In Blackboard, find the Proposal Project Readings and Resources folder, and read the file titled “Virtual Teams Survey Report.” Skim through these reference materials: <ul style="list-style-type: none">• https://writingcenter.unt.edu/sites/writinglab.unt.edu/files/users/lgi00_01/Research%20Basics.pdf• https://writingcenter.unt.edu/sites/writinglab.unt.edu/files/writinglab/APA%20Format.pdf• Ch. 5 (p. 39-50) of <i>The Concise APA Handbook</i> at https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=4807_065• https://owl.english.purdue.edu/owl/owlprint/614/
2	25-Jan	Researchable Questions Research methods Tips for finding sources	Read before class: <ul style="list-style-type: none">• Workplace Research: p. 45-55 <i>If using the ebook:</i> Start at “Deciding on Appropriate Evidence-Based Questions” and continue to the end of the section titled “ Does the question get the tick of approval.” Include Box. 3.6.• Workplace Research (textbook): p. 81-85 <i>If using the ebook:</i> In Ch. 4, start with the heading “Developing a Research Plan,” and read to the end of the section titled “Assessing the practicality of methods.” Include Table 4.4 “Evaluative Methods.” Skim through these reference materials: <ul style="list-style-type: none">• Ch. 3 (p. 13-26) of <i>The Concise APA Handbook</i> at https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=4807_065• http://www.stevendkrause.com/tprw/chapter1.html (Ch. 1 from <i>The Process of Research Writing</i>, Steven D. Krause, ebook from library.unt.edu)

Week	Date	Topics/Activities	Reading & Other Preparations to do before class <i>Come to class prepared to apply the information from the readings.</i>
3	30-Jan	Parts of a proposal Examples of research in the workplace	Read before class: <ul style="list-style-type: none"> • Workplace Research (textbook): p. 90-96 <i>If using the ebook: In Ch. 4, start with the heading “Anatomy of a research proposal,” and read to the end of the section titled “Writing the Proposal.” Include Box 4.7 “Proposal Example.”</i> • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1496926/ (“Making Use of Qualitative Research Techniques” from the <i>Journal of General Internal Medicine</i>)
3	1-Feb	Note-taking techniques Synthesis Matrix More examples of research in the workplace	Read before class: <ul style="list-style-type: none"> • http://faculty.washington.edu/farkas/HCDE%20407-2013/RosenbaumStalking%20the%20User.pdf (“Stalking the User: Practical Field Research”) • https://www.cisco.com/web/about/ciscoitatwork/telepresence/telepresence_benefits_web.html • http://www.popcenter.org/about/?p=elements • http://www.popcenter.org/about/?p=sara
4	6-Feb	Influence & Audience Supporting an argument	Read before class: <ul style="list-style-type: none"> • https://writingcenter.unt.edu/sites/writinglab.unt.edu/files/users/lgi001/Formulating%20an%20Arguable%20Thesis.pdf • https://owl.english.purdue.edu/owl/resource/588/03/
4	8-Feb	Writing Workshop: Supporting what you say	Read before class: <ul style="list-style-type: none"> • Little Red Writing Book (textbook): “Principle 6 Support What You Say” • Little Red Writing Book (textbook): “Principle 7 Personalize Examples”
5	13-Feb	Using sources responsibly Paraphrasing vs. quoting	Read before class: <ul style="list-style-type: none"> • Workplace Research (textbook): p.75-77 <i>If using the book: In Ch. 4, start with the heading “Avoiding plagiarism,” and continue to the end of the section titled “Sample annotation.”</i> Skim through these reference materials: <ul style="list-style-type: none"> • Ch. 4 (p. 27-37) of <i>The Concise APA Handbook</i> at https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=4807065
5	15-Feb	Review requirements for Assessment of Formative Writing Assignments #1 Writing simply and concisely Data collection methods	Read before class: <ul style="list-style-type: none"> • Little Red Book: Principle #8, 9, and 10 • Read only the Methods/Methodology sections from these 2 articles: <ol style="list-style-type: none"> 1. http://www.ics.uci.edu/~gmark/Home_page/Research_files/CHI%202016%20Email%20Duration.pdf 2. http://www.ics.uci.edu/~gmark/Home_page/Research_files/Focus%20_1.pdf
6	20-Feb	Peer Review of Proposal	Bring hard copy to class: Preliminary Draft of Proposal
6	22-Feb	Writing Workshop on Proposals Writing Exercise: Transitions and Tone Activity for Data Project	Read before class: <ul style="list-style-type: none"> • Little Red Book: Principle #3 and #15 • http://www.storytellingwithdata.com/blog/2012/10/my-pendant-for-horizontal-bar-graphs (“My penchant for horizontal bar graphs” from storytelling with data.com) • http://www.storytellingwithdata.com/blog/2014/07/lead-with-story?rq=simple (“Lead with story” from storytellingwithdata.com)

Week	Date	Topics/Activities	Reading & Other Preparations to do before class <i>Come to class prepared to apply the information from the readings.</i>
7	27-Feb	Start Data Analysis & Recommendations Project Presenting Quantitative Data Excel Spreadsheets & Charts	<p>Read before class:</p> <p>Workplace Research: p. 211-219 <i>If using the book:</i> In Ch. 7, start at “Presenting Quantitative Data,” and continue to the end of the chapter.</p> <p>Do this video training before class:</p> <p>Lynda.com: “Excel 2016: Charts in Depth”— Sections 1&2 (or “Excel for Mac Charts in Depth”) You can access Lynda.com for free via library.unt.edu. On the Home page of library.unt.edu, click Databases, and then search for Lynda.com. Click the link to go to the site. In Lynda.com, search for the training listed above. Schedule about 1 hour to watch the training and do the exercises.</p>
7	1-Mar	The Impact of Numbers Story telling with Data Project Work	<p>Read before class:</p> <p>Supplemental Reading, which you can find in Blackboard in the “Data Project Readings and Resources” folder. This file is listed as ““Reading Assignment Small Business Research.” (PDF of an article from the STC journal <i>Intercom</i>.)</p>
8	6-Mar	More Work in Excel Project Work	<p>Read before class:</p> <p>http://www.storytellingwithdata.com/blog/2011/11/how-to-do-it-in-excel?rq=Excel (“How to do it in Excel” from storytellingwithdata.com)</p> <p>Do this video training before class:</p> <p>Lynda.com: “Excel 2016: Charts in Depth”— Section 3 (or “Excel for Mac Charts in Depth”) You can access Lynda.com for free via library.unt.edu. On the Home page of library.unt.edu, click Databases, and then search for Lynda.com. Click the link to go to the site. In Lynda.com, search for the training listed above. Schedule about 1 hour to watch the video and do the exercises.</p>
8	8-Mar	More work in Excel Project Work	
	13-Mar	<i>NO CLASS—SPRING BREAK</i>	
	15-Mar	<i>NO CLASS—SPRING BREAK</i>	
9	20-Mar	Start Survey Project—overview of tasks and assignments Taking a sample survey—Version A Teamwork and Professionalism Group discussion: team ground rules	<p>Read before class:</p> <ul style="list-style-type: none"> • https://www.ycp.edu/media/york-website/cpe/York-College-Professionalism-in-the-Workplace-Study-2013.pdf • https://www.ycp.edu/media/york-website/cpe/yc2016-cpe-new-site/Rise-Above-the-Competition-eBook.pdf
9	22-Mar	SMART goals for survey Taking a sample survey—Version B Best Practices for small-scale surveys Group discussion—survey goals & questions	<p>Watch this video before class:</p> <p>https://www.youtube.com/watch?v=FkX-tOPgzzs</p> <p>Read before class:</p> <ul style="list-style-type: none"> • Workplace Research: p. 156-170 <i>If using the ebook:</i> In Ch. 6, start with “Collecting Survey Data,” and continue to the end of the section titled “Conducting the survey.” • http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/

Week	Date	Topics/Activities	Reading & Other Preparations to do before class <i>Come to class prepared to apply the information from the readings.</i>
10	27-Mar	Survey Design—Reviewing the A/B Sample Survey Qualtrics Intro & Survey design options Group discussion—survey goals & question	Read before class: <ul style="list-style-type: none"> • https://www.qualtrics.com/support/research-resources/survey-building-overview/ • https://www.qualtrics.com/blog/good-survey-questions/ • https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/
10	29-Mar	Advanced features in Qualtrics—share, branching questions, randomization, prevent ballot box stuffing Group work—set up/refine survey in Qualtrics	Skim through these resources before class: Qualtrics support topics starting with “Projects tab” and continuing to the end of the topics under “Distributions tab” at https://www.qualtrics.com/support/survey-platform/my-projects/my-projects-overview/
11	3-Apr	Peer Review/testing of survey questions Group work <ul style="list-style-type: none"> • Finalize survey questions & Qualtrics work • If ready, send survey 	Read before class: <ul style="list-style-type: none"> • https://blog.zef.fi/en/response-bias-its-cramping-your-survey-style • https://blog.zef.fi/en/5-tips-for-avoiding-response-bias
11	5-Apr	Writing workshop—Precise and Concise Wording Overview of PPE memo components—get started on Project Description Group work: <ul style="list-style-type: none"> • Finalize and send survey • Discuss Project Description for PPE 	Read before class: <ul style="list-style-type: none"> • Little Red Writing Book: Principle #11 and #12 • https://www.mindtools.com/pages/article/newPPM_74.htm
12	10-Apr	Start Infographic/Slides Assignment Infographics overview & examples Infographics Tools: Venngage	Read before class: <ul style="list-style-type: none"> • https://workplacepsychology.net/2011/01/14/less-talk-more-action-the-par-technique/ (“Less Talk More Action—The PAR Technique.” This blog follows a very similar structure to the Survey Memo that you will write.) Do before class: <ul style="list-style-type: none"> • Sign up for a free Venngage account at venngage.com • Try out the techniques in these Venngage support articles: <ul style="list-style-type: none"> ◦ http://support.venngage.com/article/155-onboarding ◦ https://venngage.com/blog/how-to-make-an-infographic-in-5-steps/
12	12-Apr	Review requirements for Assessment of Formative Writing #2 Venngage exercise Group work: Assess survey progress	Read before class: <ul style="list-style-type: none"> • https://www.thebalance.com/what-is-the-star-interview-response-technique-2061629 • https://blog.kissmetrics.com/12-infographic-tips/ • https://journals.library.ualberta.ca/jchla/index.php/jchla/article/view/23477/17702 • https://venngage.com/blog/survey-results/

Week	Date	Topics/Activities	Reading & Other Preparations to do before class <i>Come to class prepared to apply the information from the readings.</i>
13	17-Apr	Introduction to cross-tab analysis Group work: Analyze survey responses	Read before class: <ul style="list-style-type: none"> • https://www.qualtrics.com/support/survey-platform/data-and-analysis-module/cross-tabulation/cross-tabulation-options/ • https://www.qualtrics.com/wp-content/uploads/2013/05/Cross-Tabulation-Theory.pdf Skim through these resources before class: <ul style="list-style-type: none"> • https://www.qualtrics.com/support/survey-platform/data-and-analysis-module/data-and-analysis-overview/ • https://www.qualtrics.com/support/survey-platform/reports-module/results-vs-reports/
13	19-Apr	Post Project Evaluations in the workplace Review requirements for PPE memo Group Work: <ul style="list-style-type: none"> • Analyze survey responses • PPE discussion 	Read before class: <ul style="list-style-type: none"> • http://www.dummies.com/careers/project-management/how-to-run-a-post-project-evaluation-meeting/ • https://www.pmi.org/learning/library/assessment-post-project-reviews-5308
14	24-Apr	Writing workshop: Sample document Review the requirements for the remaining deliverables Project Work	
14	26-Apr	Writing workshop: Sample document Project Work	Read before class: Little Red Writing Book: Review the principles.
15	1-May	Peer review—Infographic/Slides	Bring hard copy or soft copy to class: Preliminary Draft of Infographic/Slides
15	3-May	Writing Workshop: Infographic/Slides Final Thoughts: Information and Influence	
FINAL EXAM WEEK		Infographic/Slide Assignment is due before 3:30 p.m. on our scheduled Final Exam date, Thursday, May 10	NOTE: The instructor will be available during the Final Exam period for final questions or assistance. Final Exam Schedule is posted at http://registrar.unt.edu/exams/final-exam-schedule/spring

Appendix A: Grading Criteria

This section helps you to understand the criteria that are used for grading. Not all criteria apply to all assignments. *Assignment-specific requirements and grading criteria will be presented in class.*

Typical Criteria for Formative Assignments

Formative assignments allow you to work through new information or process your thoughts by “thinking on paper.” The stakes are low and the point values are intended simply to provide accountability for engagement and productivity.

	Fails to Meet Minimum Requirements	Meets Minimum Requirements
Content	Present an incomplete, inconsistent, or extremely under-developed response to the assignment.	Addresses the required points accurately and with a reasonable level of detail, given the timeframe for the assignment.
Clarity	Often has such significant issues with structure or language that it is difficult for the reader to make out the meaning.	Generally presents information in a clear and organized manner, although there might be some issues with structure or language, as expected in formative writing.

Typical Criteria and Point Values for Summative Assignments

Summative Assignments involve a process of prewriting, writing, feedback, and revision. The final draft will be judged against professional standards, taking into consideration the audience, the scenario for the assignment, and other aspects of the rhetorical situation. Not all criteria below apply to all assignments.

Assignment-specific details will be discussed in class to ensure that the requirements are clear.

	Does Not Meet or Partially Meets Minimum Requirements	Meets Minimum Requirements	Good Quality	Outstanding Quality
Purpose/Audience	Purpose/audience is ineffectively communicated or is not consistent with this assignment.	<p>Generally effective, but the overall quality is diminished due to issues such as:</p> <ul style="list-style-type: none"> • The purpose/audience is too broad or too narrow for this assignment. • The purpose/audience is not completely sustained throughout the document. • The introduction needs revision to present a stronger or more focused appeal to a specific audience. • The conclusion needs revision to present a stronger or more focused appeal to a specific audience. 	<p>Responds to the rhetorical situation by establishing a significant purpose and addressing a specific audience. Usually sustains a clear focus and a strong purpose.</p> <p>The thesis is clearly stated at the beginning, and the introduction and conclusion present a focused appeal to a specific audience.</p> <p>There might be a need for revisions in a place or two, such as cutting a non-essential sentence from the intro or conclusion, or rewording a topic sentence to more clearly connect to the thesis and audience.</p>	<p>Presents a strong and substantial response to the rhetorical situation by establishing a clear purpose that is timely and relevant to the needs of a specific audience. Consistently focuses on this goal and the audience's needs.</p> <p>The introduction clearly states the thesis and is crafted to gain the audience's attention while establishing the context, relevance, and purpose.</p> <p>The conclusion wraps up the discussion without needless repetition and makes a final, purposeful appeal to the audience.</p> <p>Could be used as an exemplar for this Quality Indicator.</p>
Development and Support	<p>Overall, development or support is ineffective, is not consistent with this assignment, or is diminished due to issues such as these:</p> <ul style="list-style-type: none"> • Does not meet the requirements for the number or types of sources. • Misses the minimum word count/ presentation length by 10% or more. • Incorrect use of sources, such as unattributed text or missing quote marks around text. 	<p>Generally effective, but the overall quality is diminished by issues such as:</p> <ul style="list-style-type: none"> • Gaps in support. • Redundant or extraneous information. • A source that the audience is unlikely to find credible. • Over-reliance on a single source. • Over-reliance on quotes from sources. 	<p>Usually presents sufficient detail to fulfill the rhetorical purpose and to enable the audience to take action.</p> <p>There might be a need for revisions in a place or two, such as clarifying an explanation, providing an additional detail, or cutting a redundant or off-topic sentence.</p>	<p>Presents sufficient and varied types of information to meet the demands of the rhetorical situation.</p> <p>The intended audience is likely to consider the information useful, credible, and actionable.</p> <p>Could be used as an exemplar for this Quality Indicator.</p>

	Does Not Meet or Partially Meets Minimum Requirements	Meets Minimum Requirements	Good Quality	Outstanding Quality
Structure and Design	Overall, the structure of the document or the design of the visual elements is ineffective or is not consistent with the assignment.	<p>Generally effective, but the overall quality is diminished by issues such as:</p> <ul style="list-style-type: none"> • Ineffective topic sentences. • Information that would be more effective in different positions. • Overly long blocks of text. • A visual element that is unreadable or unappealing due to font size, color, position, size, or clarity. • A visual element that is not consistent with other elements. 	<p>Usually presents the content in a logical and effective arrangement. Most visual elements (if required by the assignment) are effective.</p> <p>There might be a need for revisions in a place or two, such as rewording a topic sentence, moving a sentence or a paragraph to a more effective position, or enhancing the readability of a visual element.</p>	<p>Presents the content in a logical and effective arrangement, guiding the audience through the information and ideas. The structure makes it easy for the reader to understand, use, and refer to the information.</p> <p>All visual elements (if required by the assignment) are readable and useful. Considered together, these elements are professional, consistent in style, and well suited to the purpose/audience.</p> <p>Could be used as an exemplar for this Quality Indicator.</p>
Professional Ethos	Overall, the Professional Ethos is ineffective or is not consistent with the assignment.	<p>Generally effective, but the overall quality is diminished by issues such as imprecise wording, inconsistency in tone, abrupt changes of topic, wordy phrases, overly complex sentences, overly formal language, or passive voice.</p> <p>Most paragraphs are free of errors; however, there might be several errors that impact readability or clarity, such as fragments, run-ons, and misused words.</p>	<p>Usually is clear, concise, and appropriate in tone for the audience and purpose.</p> <p>There might be a need for revisions in a place or two, due to issues such as imprecise wording, inconsistency in tone, an abrupt change of topic, a wordy phrase, an overly complex sentence, overly formal language, or passive voice.</p> <p>Most paragraphs are free of errors. There might be occasional low-impact errors, but few errors that impact readability or clarity.</p>	<p>Consistently uses clear, concise, impactful language and a tone that is well-crafted to achieve the purpose and influence the audience.</p> <p>Makes effective use of transitional words and phrases to create a smooth flow of ideas and information.</p> <p>Is virtually free of errors, as expected in published writing.</p> <p>The department could use this document as an exemplar for this Quality Indicator.</p>