

WRTG 3035-004: Technical Communication and Design

2018 Spring Semester
Mon/Wed/Fri, 10:00-10:50am
DUAN G1B27

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Course Overview and Objectives

As an introduction to technical writing, beyond teaching students general principles of research and writing that they can apply to academic writing in their majors, this class will focus on helping students develop their ability to recognize, critically analyze, and apply conventions of design, writing, and professional communication in the context of technical design activities. Students will learn that design is a collaborative and creative, user-oriented, and problem-based activity, and that technical communication is a rhetorically-informed and persuasive design art. Taught as a writing seminar that emphasizes critical thinking, revision, and oral presentation skills, this course is structured around semester-long design projects for actual Boulder-area or CU clients, which will challenge students to draw on their own disciplinary expertise to the design problems they will collaboratively work to address, to create and sustain an independent research agenda, to complete and to effectively communicate with multiple stakeholders with different and sometimes competing interests and objectives, and to co-author a cohesive, persuasive, and high-quality deliverable (or consulting report) that meets their clients' needs. Having students apply lessons of rhetorical analysis learned in the classroom to real-world complex problems is intended to motivate students to consider the broader social and ethical implications of their design projects, to underscore the practical relevance of their studies, and to motivate students to think beyond themselves and consider their obligations as writers and educated citizens, and to become active and conscientious members of their local and campus communities.

Writing Objectives

This writing course meets two sets of requirements here on the CU-Boulder campus.

The first set consists in the requirements established by the Colorado Commission on Higher Education for all third-level “Communication General Education ‘Guaranteed Transfer’” (CO-3) courses in the state. These CO-3 courses are designed to ensure that students understand “how to summarize, analyze, and synthesize the ideas of others” and “learn more sophisticated ways of communicating knowledge...in the context of a specific discipline” (par. 3). This is achieved by extending “rhetorical knowledge,” “writing processes [and] conventions,” and “comprehension of content knowledge at the advanced level” (par. 6).

The second set consists in the requirements established by the Program for Writing and Rhetoric (PWR), which is the home program for this course. These include your capacities to:

- *develop rhetorical knowledge*—analyzing and making informed choices about purposes, audiences, and context as you read and compose texts.
- *analyze texts in a variety of genres*—understanding how content, style, structure and format vary across a range of reading and writing situations.
- *refine and reflect on your writing process*—using multiple strategies to generate ideas, draft, revise, and edit your writing across a variety of genres.
- *develop information literacy*—locate and evaluate sources, critically analyze the merit of your sources and their relevance to your own writing, and successfully integrate your sources into your writing.
- *construct effective arguments*—using appropriate reasons, evidence, and logical analysis to support your positions while responding to multiple points of view.
- *understand and apply language conventions rhetorically*—including grammar, spelling, punctuation and format, (These several considerations are adapted from the PWR First Year Committee.)

In light of these requirements, our writing course this semester will ask you to:

1. develop rhetorical knowledge by reading and writing a range of arguments—which will attend to a variety of rhetorical considerations, including context, audience, purpose, rhetorical appeals, genre- and discipline-specific conventions of writing and research, and so forth—while using effective evidence and providing appropriate analysis;
2. develop an intimate understanding of writing processes and information literacy by drafting, revising, editing, and proofreading your own work; by reading and critiquing the work of others; and by engaging in a number of formative writing assignments using primary and secondary source materials;
3. develop a working understanding of the conventions and principles of academic research, analysis and writing in your discipline of study, and to implement these conventions and principles in your writing;
4. explore the broader implications of technical writing and our specific design projects, as well as our obligations to our communities as educated students and writers.

To accomplish these goals, you will spend extensive time this semester working alone and in groups. You are also encouraged to meet with me one-on-one to discuss your paper assignments.

Required Textbooks

There is only one required texts for this course:

- Tebeaux, Elizabeth and Sam Dragga. *The Essentials of Technical Communication*, 4th ed. (Oxford: Oxford University Press, 2018).

All other required readings will be made available on Canvas (<http://canvas.colorado.edu>).

University and Course Policies

Attendance: Since we will have several writing and peer-review workshops and other in-class activities, as detailed in the course requirements below, there is a formal attendance policy for this class. Students are permitted (3) unexcused absences without penalty, after which each subsequent unexcused absence will result in a 5% deduction in their attendance grade.

- Note that even when excused, more than (9) absences may result in an F for the course.

Canvas and Class Emails: You should regularly check your CU email account for class announcements and information, as well as regularly check our Canvas course webpage to access reading assignments, to view paper assignments, to view syllabus updates, and to keep track of your course grade.

Classroom Etiquette: Be respectful of and considerate toward your classmates. I am committed to establishing an atmosphere that fosters open, civil, and constructive lines of communication, and inappropriate or offensive conduct will not be tolerated. *If you feel uncomfortable at any time with any aspect of the class environment, I strongly encourage you to come discuss your concerns with me.*

Disability Accommodations: If you qualify for accommodations because of a disability, please submit a letter to me from Disability Support Services (DSS) in a timely manner so that your needs may be accommodated. DSS requires that disabilities be documented, and can be contacted at 303.492.8671 or at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with me.

Discrimination: No discrimination or harassment will be tolerated in this class. If you believe you have been discriminated against, you are strongly encouraged to speak with me and/or contact the Office of Discrimination and Harassment at 303.492.2127, or the Office of Student Conduct at 303.492.5550. Information about University policies and resources can be found at <http://hr.colorado.edu/dh/>.

Electronics: Students are expected to turn **OFF** all electronic devices when entering the classroom, with the exception of personal computers—which are to be used only for course-related purposes.

- You must bring either paper or electronic copies of each course reading with you to each class—you **will not be permitted to use cell phones to access course material.**

- Computer problems, broken printers, empty toner cartridges, or other technology problems will not excuse you from completing your assigned work on time or from bringing required materials to class.
- Students who must be reminded not to use personal electronics for non-course-related purposes will be prohibited from using electronics in class, and their participation grade will be penalized.

Honor Code: Students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations may include cheating, plagiarism, aiding others in academic dishonesty, deception, fabrication, and etc. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303.735.2273). Students found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including, but not limited to, university probation, suspension, or expulsion). Further details can be found at <http://colorado.edu/policies/honor.html>, and at <http://honorcode.colorado.edu>.

Plagiarism: If students have *any* doubt about what constitutes plagiarism, it is their responsibility to ask *before* submitting work as their own.

Plagiarism is the act of using others' words and/or ideas without proper attribution, either intentionally or unintentionally. The *MLA Style Manual and Guide to Scholarly Publishing* (Gibaldi 1999) requires that

[s]cholarly authors generously acknowledge their debts to predecessors by carefully giving credit to each source. Whenever you draw on another's work, you must specify what you borrowed—whether facts, opinions, or quotations—and where you borrowed it from. Using another person's ideas without acknowledging the source constitutes plagiarism (Gibaldi 151).

Intentional plagiarism will be strictly punished: a proven first offense will result in an automatic F for the final assignment grade, while a proven second offense will result in an automatic F for the course. Moreover, depending on the nature of the offense, engaging in plagiarism may result in further disciplinary action by the University. Consult the PWR or Campus Honor Code websites for more info.

Further resources are available at https://levszentkiralyi.com/teaching/student_resources/, including

- Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/section/2/9/>
- <http://ucblibraries.colorado.edu/how/citationstyle.htm>
- <http://honorcode.colorado.edu/student-information>
- <http://colorado.edu/policies/honor.html>

Punctuality: persistent tardiness is unacceptable. With students who consistently arrive to class late, I reserve the right to count two late arrivals to class as one absence.

Religious Observances: Campus policy requires that faculty make every effort to reasonably and fairly accommodate students who have scheduling conflicts because of religious observances. Students who need to reschedule exams or assignments should inform me as soon as possible.

Service-Learning Protocol: Although not formally designated as a “service-learning” course, the course design calls upon many principles of service learning as you interact with on-campus and off-campus clients. Service learning relates academic study to work in the community in ways that enhance both. We learn best and most deeply by constructing knowledge and rooting it in the immediacies of our personal experience. In terms of this course, you will be serving either campus clients or non-profit clients in the Boulder community by helping them with design projects. Your own learning will be served by having a real-life organizational context in which to apply your design and project management skills. For more information on service learning, visit <http://www.colorado.edu/servicelearning/index.html>.

As a significant portion of this course involves your interaction with a campus or community client, it is imperative that you keep the following in mind:

- **Professionalism and Confidentiality.** You are expected to act, dress, and communicate professionally with our clients and those involved in their organizations *at all times regardless of the context*. This semester you will not only be representing yourself, but also your classmates, your instructor and his department, and other faculty and staff involved in the design project. Take seriously the fact that there are many people with vested interests in the quality of your performance, and you should

conduct yourself accordingly. Also, be discreet as you use and communicate information about the client and your design project: respect any client requests concerning confidentiality.

- **Tact and Organizational Mission.** Understand that the client has deep knowledge of his or her organization and the stakeholders it serves—so be very cautious about criticizing or disparaging the client or organization, as you may not have full knowledge of the organizational context and the role or mission of the organization. Your role is to learn about that mission and to further the work of the organization through your design project.
- **Safety and Travel.** Always follow safety regulations and other rules or guidelines as communicated by your client and her organization. Students will have a number of meetings with their respective clients over the course of the semester, and if your client is not here at CU and you must travel off campus for a meeting with your client organization, then travel safely, using public transportation whenever possible. I have selected clients with their accessibility to RTD bus routes in mind.

Your safety and well-being are key expectations for me, and you should contact me immediately if you experience difficulties of any kind when interacting with your client and her organization.

Writing Center: Students should consider utilizing the Writing Center—a campus service offering free one-on-one feedback about academic writing—as a supplement to their learning in this course. (See <http://www.colorado.edu/pwr/writingcenter.html> for more information about the Center or to schedule an appointment.) Note that the Center books up quickly, so plan accordingly.

Written Work and Due Dates: Students must type all writing assignments using 12-point font, 1-inch margins, and a consistent citation style (MLA, APA, or Chicago), and they must upload all assignments to our Canvas course dropbox by the assigned dates and times.

- Late work will be penalized one full letter grade (10%) for each day that it is late.
- Computer problems, broken printers, empty toner cartridges, or other technology problems will not excuse you from completing your assigned work on time.
- Some of our deadlines this semester are set by our client organizations and are relatively inflexible on our end. However, with the other, more flexible, assignment deadlines—namely, the individual writing assignments (see below)—if you require an extension, you must contact me 48 hours before the deadline to request one and your request must explain why your circumstance warrants extra time to finish the assignment.
- A timely request for an extension does not guarantee that one will be provided: any decision to grant an extension will be made solely at my discretion.

Course Requirements

- **Individual Writing Assignments (45% of final course grade)**
 - Resume and cover letter assignment (5%). This assignment helps you reflect on your skills and how you present yourself to potential clients and employers.
 - Teaching a design concept (5%). A brief individual oral presentation (teaching opportunity) in which you discuss a concept related to functional, user-oriented design.
 - Design analysis assignment (15%). This assignment asks you to analyze design in light of how it does or does not meet the needs of users. You may focus on the design of a physical space, a tool or product, or a digital environment.
 - Ethical analysis (10%). A formal letter or memo that offers a recommendation on an ethical problem that can occur in an engineering or design or organizational context.
 - Writing reflection (10%). A brief closing writing assignment (2-4 pages) that invites self-reflection about design, writing, organizational communication, and service-learning.
- **Team Project for Client (45% of final course grade)**
 - A semester-long design project that addresses and speaks to the needs of a real client. Several client projects will be available, with 3-4 students forming an interdisciplinary team for each. Clients will identify a specific need or problem that would lend itself to a design task, one that would be appropriate in scope given your skill sets and the time frame of the course. Clients will be drawn from campus academic departments and administrative units, and on occasion from nonprofit and educational organizations in the Boulder community. The semester-long design project involves ongoing client communication (e.g. progress reports), producing a high-quality consulting report for the client, and presenting the findings of your report to the client.

The project will involve several phases and multiple oral presentations:

- Intermediate design review (10%—assigned as a group grade). This involves activity analysis, user interviews, needs assessment, design constraints and specifications, and a presentation to the class.
 - Final design review (10%—assigned as a group grade). This involves drafting a conceptual design proposal, and a presentation to the class *and your client*.
 - Deliverable (15%—assigned as a group grade). This involves the final delivery of a written design proposal as a professional consulting report.
 - Project management and contributions to team (10%—assigned individually). Students will evaluate the semester-long contribution of each team member, offering feedback as to their classmates' project participation grade.
- **Course Participation (10% of final course grade)**
 - This is a discussion-based course in which students are expected to be actively involved in class discussions, workshops, and in-class assignments.
 - Arriving to class late, arriving unprepared to discuss the readings, neglecting to contribute substantively to our class discussions, demonstrating a lack of engagement, and failing to complete in-class assignments will all result in deductions in your course participation grade.
 - **Examples of behavior that indicates to me your lack of engagement:** not taking notes; using cell phones during class; being generally disengaged (staring off into space, chatting with others, falling asleep, etc.); failing to make an effort to answer questions asked of you.
 - **Examples of behavior that indicates to me you are actively engaged:** taking detailed notes (not just writing down what's provided on the slides); being generally engaged (active listening, making eye contact, responding to comments other students may make, etc.); making an effort to answer questions directly asked of you.

Final class grades will be based on the following scale:

≥ 93% = A	87 – 89% = B+	77 – 79% = C+	67 – 69% = D+	< 60% = F
90 – 92% = A-	83 – 86% = B	73 – 76% = C	63 – 66% = D	
	80 – 82% = B-	70 – 72% = C-	60 – 62% = D-	

Reading and Assignment Schedule

Note that this schedule is subject to revision

Details about how course readings and assignments satisfy CCHE guidelines are provided throughout.
1: Rhetorical Knowledge, 2: Writing Processes, 3: Writing Conventions, 4: Content Knowledge

WEEK 1: DESIGN THINKING

Wednesday, 17 January: Course Introduction

- No reading assigned

Friday, 19 January: Human-Centered Design

- Norman, *The Design of Everyday Things*, Chapter 6: “Design Thinking” (2013)¹
- **Students receive directions for Job/Internship Application assignment²**

¹ Purpose: critically analyze readings; CCHE Goals: 1, 4

² Purpose: understand requirements of first individual writing assignment; CCHE Goal: 2

WEEK 2: TECHNICAL WRITING AND TYPES OF ARGUMENTS

Monday, 22 January: Technical v. Academic Writing ▪ Résumé Workshop

- *Essentials of Technical Communication*, Chapter 1¹
- **Résumé draft due—bring 1 hard copy to class and 1 hard copy of job/internship announcement**
- Class activity: peer-review workshop résumé draft²

¹ Purpose: critically analyze reading, review types of arguments and their purposes; CCHE Goals: 1, 2, 4

² Purpose: engage in peer-review; CCHE Goal: 2

Wednesday, 24 January: Technical v. Academic Writing ▪ Cover Letter Workshop

- *Essentials of Technical Communication*, Chapter 1¹
- **Cover letter draft due— bring 1 hard copy to class and 1 hard copy of job/internship announcement**
- Class activity: peer-review workshop cover letter draft²

¹ Purpose: critically analyze reading, juxtapose conventions of writing; CCHE Goals: 1, 2, 3, 4

² Purpose: engage in peer-review; CCHE Goal: 2

Friday, 26 January: Complicating Frameworks of Design Thinking

- Brown and Wyatt, “Design Thinking for Social Innovation” (2010)¹
- *Guardian*, “Design Innovation: New Ways of Thinking Can Change the World” (19 Jun 2014)¹
- Buchanan, “Wicked Problems in Design Thinking (1992)¹
- **Students receive directions for Teaching a Design Concept assignment²**

¹ Purpose: critically analyze reading; CCHE Goals: 1, 2, 4

² Purpose: understand requirements of second individual writing assignment; CCHE Goal: 2

WEEK 3: DESIGN PROJECTS, CLIENT COMMUNICATION, AND MARKETING HIGHER EDUCATION

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

(1) Meet as a design team, (2) draft and send introductory email to client (CC-ing me), with brief profiles of design team members, (3) arrange for initial client meeting.

Monday, 29 January: Clarifying and Assigning Design Projects

- Academic Futures and Open Educational Resources project descriptions¹
- **Résumé and cover letter final draft (with original job/internship announcement) must be uploaded to Canvas by start of class—no hard copy due²**
- Class activity: assign design concepts/topics for teaching activity

¹ Purpose: understand nature of each community-based writing project; CCHE Goal: 4

² Purpose: complete first individual writing assignment; CCHE Goals: 1, 2, 3, 4

WEEK 3 CONTINUED...

Wednesday, 31 January: Guidelines for Initial Client Contact

- *Essentials of Technical Communication*, Chapter 7—only pp. 137-44 and Cases 7-1, 7-3, 7-5, and 7-6¹
- Class activity: design teams workshop introductory client emails

¹ Purpose: critically analyze reading; CCHE Goals: 1, 2, 3, 4

Friday, 2 February: Collaborative Work ▪ Enrollment-Driven Marketing

- *Essentials of Technical Communication*, Chapter 8—only pp. 206-8¹
- Kirp, *Shakespeare, Einstein, and the Bottom Line*, Introduction and Chapter 1 (2003)—skim only²
- Class activity: design teams workshop introductory client emails

¹ Purpose: clarify expectations and challenges of group work; CCHE Goal: 2, 3

² Purpose: critically analyze reading, understand dynamics of higher education; CCHE Goal: 4

WEEK 4: READER-BASED WRITING AND RESEARCH UNIVERSITY DYNAMICS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

Independent research: begin gathering and recording information about your client organization and your specific project.

Monday, 5 February: Reader-Based Writing ▪ Challenges Unique to Research Institutions

- *Essentials of Technical Communication*, Chapter 2—only pp. 15-9 and 25-8¹
- Kirp, *Shakespeare, Einstein, and the Bottom Line*, Chapter 4 (2003)—only pp. 66-74 and 85-8—skim only²

¹ Purpose: critically analyze reading, review rhetorical situation and appeals; CCHE Goals: 1, 2, 3, 4

² Purpose: critically analyze reading, understand dynamics of higher education; CCHE Goal: 4

Wednesday, 7 February: Preparing for Initial Meeting with Clients

- Seidman, *Interviewing as Qualitative Research*, Chapters 1 and 6¹

¹ Purpose: critically analyze reading; CCHE Goals: 1, 3, 4

Friday, 9 February: Initial Meeting with Clients—Class Does Not Meet Today¹

- No readings assigned

¹ Purpose: clarify nature and expectations of design project; CCHE Goals: 1, 4

WEEK 5: TEACHING DESIGN CONCEPTS AND RESEARCH UNIVERSITY DYNAMICS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

Independent research: continue gathering and recording information about your client organization and your specific project.

Monday, 12 February: Presentations of Design Concepts¹

- No readings assigned

¹ Purpose: review principles and processes of design; CCHE Goals: 1, 4

Wednesday, 14 February: Presentations of Design Concepts¹

- No readings assigned

¹ Purpose: review principles and processes of design; CCHE Goals: 1, 4

Friday, 16 February: Presentations of Design Concepts¹ ▪ Revenue-Driven Policies

- Kirp, *Shakespeare, Einstein, and the Bottom Line*, Chapter 6 (2003)—skim only²

¹ Purpose: review principles and processes of design; CCHE Goals: 1, 4

² Purpose: critically analyze reading, understand dynamics of higher education; CCHE Goal: 4

WEEK 6: ENGAGING IN DESIGN ANALYSIS AND TECHNICAL REPORTS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

(1) Conduct client and user interviews/surveys to clarify the nature of the project and your group's responsibilities, (2) if necessary clarify scope and focus of project with client, (3) conduct an analysis of the activities associated with your project, (4) locate or request additional information as needed.

Monday, 19 February: Technical Reports ▪ Introduction to Design Analysis Assignment

- *Essentials of Technical Communication*, Chapter 8—only pp. 158-62, 183-6, 188-94 (chapter text only)¹
- **Students receive directions for Design Analysis assignment**²

¹ Purpose: critically analyze readings; CCHE Goals: 1, 4

² Purpose: understand requirements of second individual writing assignment; CCHE Goal: 2

Wednesday, 21 February: Design and Human Error ▪ Writing Workshop

- Norman, *The Design of Everyday Things*, Chapter 4: “Human Error? No, Bad Design” (2013)—skim only¹
- Class activity: writing workshop²

¹ Purpose: critically analyze readings; CCHE Goals: 1, 4

² Purpose: make progress on third individual writing assignment; CCHE Goals: 2, 3

Friday, 23 February: Design in Public Policy ▪ Project Work Day

- Alexander, “Design in the Decision-Making Process” (1982)—skim only¹
- Class activity: design teams work on respective consulting projects²

¹ Purpose: critically analyze readings; CCHE Goals: 1, 4

² Purpose: make progress on intermediate design review; CCHE Goal: 2, 3

WEEK 7: DESIGN ANALYSIS, DRAFTING REPORTS, AND THE PEER-REVIEW PROCESS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

Prepare for intermediate design review (which involves developing a progress report for your client organization and an oral presentation for the class).

Monday, 26 February: Progress Reports ▪ Project Work Day

- *Essentials of Technical Communication*, Chapter 9—only pp. 236-51¹
- Class activity: design teams work on respective consulting projects²

¹ Purpose: critically analyze readings; CCHE Goals: 1, 2, 3, 4

² Purpose: make progress on intermediate design review; CCHE Goal: 2, 3

Wednesday, 28 February: Designing Documents ▪ Writing Workshop

- *Essentials of Technical Communication*, Chapter 5—only pp. 77-83, 86-99 (chapter text only)¹
- Class activity: writing workshop²

¹ Purpose: critically analyze readings; CCHE Goals: 1, 2, 3, 4

² Purpose: make progress on third individual writing assignment; CCHE Goals: 2, 3

Friday, 2 March: Peer-Review Workshop

- No readings assigned
- **Design Analysis revised draft must be uploaded to Canvas before class and 1 hard copy due in class**
- Class activity: peer-review workshop of Design Analysis rough draft²

¹ Purpose: review how to provide helpful and constructive peer-review feedback; CCHE Goal: 4

² Purpose: engage in peer-review; CCHE Goal: 2

WEEK 8: MULTIMEDIA AND ORAL REPORTS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

Prepare for intermediate design review (which involves developing a progress report for your client organization and an oral presentation for the class).

Monday, 5 March: Peer-Review Workshop

- No readings assigned
- **Design Analysis revised draft must be uploaded to Canvas before class and 1 hard copy due in class**
- Class activity: peer-review workshop of Design Analysis rough draft²

¹ Purpose: review how to provide helpful and constructive peer-review feedback; CCHE Goal: 4

² Purpose: engage in peer-review; CCHE Goal: 2

Wednesday, 7 March: Designing Illustrations ▪ Project Work Day

- *Essentials of Technical Communication*, Chapter 6—only pp. 104-30 (chapter text only)¹
- Class activity: design teams work on respective consulting projects²

¹ Purpose: critically analyze readings; CCHE Goals: 1, 2, 3, 4

² Purpose: make progress on intermediate design review; CCHE Goal: 2, 3

Friday, 9 March: Oral Reports

- *Essentials of Technical Communication*, Chapter 11—only pp. 288-305 (chapter text only)¹
- **Design Analysis final draft must be uploaded to Canvas by Saturday the 10th—no hard copy due²**

¹ Purpose: critically analyze reading; CCHE Goal: 1, 2, 3, 4

² Purpose: complete third individual writing assignment; CCHE Goals: 1, 2, 3, 4

WEEK 9: RESEARCH UNIVERSITY DYNAMICS AND THE REVISION PROCESS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

(1) Send client your finalized progress report, (2) arrange for follow-up consultations with client.

Monday, 12 March: Distance-Learning Universities ▪ Project Work Day

- Kirp, *Shakespeare, Einstein, and the Bottom Line*, Chapter 13 and Conclusion (2003)—skim only¹
- Class activity: design teams work on respective consulting projects²

¹ Purpose: critically analyze reading, understand dynamics of higher education; CCHE Goal: 4

² Purpose: make progress on intermediate design review; CCHE Goal: 2, 3

Wednesday, 14 March: Major Challenges Facing CU ▪ Project Work Day

- Reading to be determined¹
- Class activity: design teams work on respective consulting projects²

¹ Purpose: critically analyze reading, understand dynamics of higher education; CCHE Goal: 4

² Purpose: make progress on intermediate design review; CCHE Goal: 2, 3

Friday, 16 March: Major Challenges Facing CU ▪ Project Work Day

- No readings assigned
- Class activity: reflection on major challenges facing CU¹
- Class activity: design teams work on respective consulting projects²

¹ Purpose: understand dynamics of higher education; CCHE Goal: 4

² Purpose: make progress on intermediate design review; CCHE Goal: 2, 3

WEEK 10: INTERMEDIATE DESIGN REVIEW PRESENTATIONS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

(1) Arrange follow-up consultations with client to identify problem-areas with working design proposal, (2) begin preparing for final design review (which involves developing your consulting report for your client organization and oral presentations for the class *and your client*).

Monday, 19 March: Intermediate Design Review Presentations¹

- No readings assigned

¹ Purpose: receive feedback and make progress on consulting report; CCHE Goals: 2, 3

Wednesday, 21 March: Intermediate Design Review Presentations¹

- No readings assigned

¹ Purpose: receive feedback and make progress on consulting report; CCHE Goals: 2, 3

Friday, 23 March: Intermediate Design Review Presentations¹

- No readings assigned

¹ Purpose: receive feedback and make progress on consulting report; CCHE Goals: 2, 3

WEEK 11: SPRING BREAK

Monday, 26 March - Friday, 30 March

WEEK 12: PROFESSIONAL CODES OF ETHICS AND THE REVISION PROCESS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

(1) Arrange follow-up consultations with client to identify problem-areas with working design proposal, (2) continue preparing for final design review (which involves developing your consulting report for your client organization and oral presentations for the class *and your client*).

Monday, 2 April: Ethical Problems in Decision-Making ▪ The Revision Process

- Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers" (1980)¹
- **Students receive directions for Ethical Analysis assignment²**
- Class activity: writing workshop³

¹ Purpose: understand that writing is a cyclical process of substantive revisions; CCHE Goals: 2, 3

² Purpose: understand requirements of third individual writing assignment; CCHE Goal: 2

³ Purpose: make progress on fourth individual writing assignment; CCHE Goals: 2, 3

Wednesday, 4 April: Research Ethics ▪ Writing Workshop

- Shrader-Frechette, "The Importance of Research Ethics" (1994)¹
- Class activity: writing workshop²

¹ Purpose: critically analyze reading; CCHE Goals: 1, 4

² Purpose: make progress on fourth individual writing assignment; CCHE Goals: 2, 3

Friday, 6 April: Writing Ethically

- *Essentials of Technical Communication*, Chapter 3—only pp. 31-41, 46-7¹

¹ Purpose: critically analyze reading; CCHE Goals: 1, 2, 3, 4

WEEK 13: FINALIZING DRAFT CONSULTING REPORT

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

(1) Incorporate client feedback, (2) complete final design review (which involves developing your consulting report for your client organization and oral presentations for the class *and your client*).

Monday, 9 April: Sentence-Level Revisions

- *Essentials of Technical Communication*, Chapter 4—only pp. 50-66¹

¹ Purpose: critically analyze reading; CCHE Goals: 1, 2, 3, 4

Wednesday, 11 April: Grammar Review

- No readings assigned
- Class activity: grammar and style workshop¹
- **Ethical Analysis final draft must be uploaded to Canvas by start of class—no hard copy due²**

¹ Purpose: rhetorical grammar, review punctuation and sentence components; CCHE Goal: 3

² Purpose: complete fourth individual writing assignment; CCHE Goals: 1, 2, 3, 4

Friday, 13 April: Project Work Day

- No readings assigned
- **Students receive directions for Writing Reflection assignment¹**
- Class activity: design teams work on respective consulting projects²

¹ Purpose: understand requirements of fifth individual writing assignment; CCHE Goal: 2

² Purpose: make progress on final consulting report; CCHE Goal: 2, 3

WEEK 14: CLIENT DESIGN REVIEW PRESENTATIONS

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

Revise consulting report—incorporating client feedback from oral presentation.

Monday, 16 April: Design Review Presentations for Client¹

- No readings assigned

¹ Purpose: receive feedback and make progress on final consulting report; CCHE Goals: 2, 3

Wednesday, 18 April: Design Review Presentations for Client¹

- No readings assigned

¹ Purpose: receive feedback and make progress on final consulting report; CCHE Goals: 2, 3

Friday, 20 April: Design Review Presentations for Client¹

- No readings assigned

¹ Purpose: receive feedback and make progress on final consulting report; CCHE Goals: 2, 3

WEEK 15: BROADER IMPLICATIONS AND REVISING CONSULTING REPORT

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

Revise consulting report—incorporating client feedback from oral presentation.

Monday, 23 April: Knowledge, Power, Accountability—Duties of the Educated Citizens

- President Kennedy, "[Responsibilities of Education Citizens](#)" (18 May 1963)¹
- Plato, *The Republic*, Book VII excerpt on the "Allegory of the Cave" (1987 [380 BCE])¹
- Class activity: explore broader social implications of design project²

¹ Purpose: critically analyze reading; CCHE Goals: 1, 4

² Purpose: consider broader implications of our writing and responsibilities as writers; CCHE Goals: 1, 4

WEEK 15 CONTINUED...

Wednesday, 25 April: Knowledge, Power, Accountability—Duties of Scientists

- Haerlin and Parr, “How To Restore Public Trust in Science” (1999)¹
- Bird, “Socially Responsible Science Is More than ‘Good Science’” (2014)¹
- Pain, “The Social Responsibilities of Scientists” (16 Feb 2013)¹

¹ Purpose: critically analyze reading; CCHE Goals: 1, 4

Friday, 27 April: Knowledge, Power, Accountability—CSR ▪ Writing Workshop

- Carrol, “The Pyramid of Corporate Social Responsibility” (1991)¹
- Class activity: writing workshop²

¹ Purpose: critically analyze reading; CCHE Goals: 1, 4

² Purpose: make progress on fifth individual writing assignment; CCHE Goals: 2, 3

WEEK 16: FINALIZING THE CONSULTING REPORT

OUT-OF-CLASS DESIGN PROJECT ACTIVITIES FOR THIS WEEK

Revise consulting report—incorporating client feedback from oral presentation.

Monday, 30 April: Project Work Day

- No readings assigned
- Class activity: design teams work on respective consulting projects¹

¹ Purpose: finalize consulting report; CCHE Goal: 2, 3

Wednesday, 2 May: Project Work Day

- No readings assigned
- Class activity: design teams work on respective consulting projects¹

¹ Purpose: finalize consulting report; CCHE Goal: 2, 3

Friday, 4 May: Project Work Day

- No readings assigned
- **Writing Reflection final draft must be uploaded to Canvas by start of class—no hard copy due¹**
- Class activity: design teams work on respective consulting projects²

¹ Purpose: complete fifth individual writing assignment; CCHE Goals: 1, 2, 3, 4

² Purpose: finalize consulting report; CCHE Goal: 2, 3

FINALS WEEK

No final exam is scheduled—our class does not meet during finals week

Consulting Report final draft due by noon on **Monday, May 7th—electronic copy must be uploaded to shared Google Drive folder and two professionally-bound hard copies must be delivered to my office¹**

¹ Purpose: complete overarching design project; CCHE Goals: 1, 2, 3, 4