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# Chapter 1

## Unit 1

### 1.1 Lecture 1

Leadership

Talking about job search process (Mock Job Application)

#### 1.1.1 Communication Skills essential in the workplace

- Communicating clearly and concisely, Listen actively, using appropriate language and tone
- Collaborating effectively, contributing fair share of the work and meet deadlines
- Solving problems or resolving conflicts, negotiations strategies. Win-win scenario: find positive outcome for both sides
- Learning how to give, receive and implement constructive feedback. (Side note: Used to giving feedback but difficult to receive feedback. Thanking for feedback instead of being defensive)

Homework: bogard reading, indeed video

#### 1.1.2 Leadership Style (Video):

- **Coach:**
  - **Defn:** Focused on guiding, nurturing and supporting their teams, maximizing their team's potential. Very involved with their team. (e.g. Children, Elementary School)
  - Quickly recognizes strengths, weaknesses and motivations of others to help them improve.
  - Provide regular feedback with challenging projects to promote growth
  - Skilled in setting clear expectations and creating positive motivating environments
  - Advantageous for employers, employees they lead, most underutilized style as it is more time intensive than other types of leadership
  - Coaching leadership might be natural style if
    - \* Are supportive
    - \* Offer Guidance instead of giving commands
    - \* value learning as a way of growing
    - \* Ask guided questions
    - \* Balance relaying knowledge and helping others find it themselves.
  - Promotes development of new skills, free thinking, empowerment. Revisits company objectives, fosters confident company culture.
  - It is more time consuming, requires more one on one time with employees, difficult to obtain in fast paced environment when you have time-sensitive problems.

- e.g. mentor someone who is interested: assess what they know and their gaps of knowledge, recommends readings, videos and setup meetings to discuss what they have learnt

- **Visionary Leader**

- **Defn:** Focussed on envisioning a future goal and guiding the team towards that goal.
- Strong ability to drive progress and change.
- Inspire employees and earn trust for new ideas, also able to establish strong organizational bond and strive to foster confidence among direct reports and colleagues alike.
- helpful in small, fast-growing organizations
- but can also be helpful in larger organizations experiencing transformations or corporate restructuring.
- You may be a visionary leader
  - \* Persistent and bold
  - \* Strategic
  - \* Risk-taking
  - \* Inspirational
  - \* Optimistic
  - \* Innovative
- Drives progress/change through inspiration and confidence. Helps establish organizational identity but can overlook details.

- **Servant**

- **Defn:** Known as the "helper", find ways to make their team feel personally happy and professional fulfilled (promotions, awards etc.)
- Prioritizes employee satisfaction/fulfillment. Builds morale but leaders can experience burnout.
- You may be a servant leader if you
  - \* Motivate your team
  - \* Have excellent communication skills
  - \* Personally care about your team
  - \* Encourage collaboration and engagement
  - \* Commit to growing your team professionally

- **Autocratic**

- **Defn:** Results oriented, focussed on increasing their team's efficiency and productivity. (e.g. Retail manager)
- Makes decisions alone/with small group. Promotes efficiency but stifles creativity/engagement.
- You may be an autocratic leader if you:
  - \* Have self confidence
  - \* Are self-motivated
  - \* Communicate clearly and consistently
  - \* Follow the rules
  - \* Are dependable
  - \* Value highly structured environments
  - \* Believe in supervised work environments

- **Laissez-faire (hands-off)**

- **Defn:** Do not micromanage their team, rather give them freedom the team desires to work on their tasks alone. Usually good for experienced teams.

- Provides autonomy and little supervision. Increases accountability but lacks structure/guidance.
- You may be a laissez-faire leader if you
  - \* Effectively delegate
  - \* Believe in freedom of choice
  - \* Provide sufficient resources and tools
  - \* Will take control if needed
  - \* Offer constructive criticism
  - \* Foster Leadership qualities in your team

- **Democratic**

- **Defn:** Concerned in making sure everyone on their team has their voices heard and have their contributions recognized. (e.g. Round Table meeting)
- Seeks input from team before decisions. Fosters engagement but can be inefficient.
- You may be a democratic leader if you
  - \* Value group discussions
  - \* Like input from others when making decisions
  - \* Promote shared ideas
  - \* Are flexible
  - \* Are a good mediator

- **Pacesetter**

- **Defn:** Give high standards for team to follow, give demonstration for team to follow.
- Sets high standards/focuses on performance. Drives fast results but employees may feel stressed.
- You may be a pacesetter if you:
  - \* Set a high bar
  - \* Focus on goals
  - \* Are slow to praise
  - \* Will jump in to hit goals if needed
  - \* Are highly competent
  - \* Value performance over soft skills

- **Bureaucratic**

- **Defn:** Extremely focussed on rules and procedures for safety reasons. (e.g. Lab)
- Strict hierarchy/procedures. Effective in regulated industries but lacks flexibility/creativity.
- You might be a bureaucratic leader if you
  - \* Are detail oriented and task-focussed
  - \* Value rules and structure
  - \* Have great work ethic
  - \* Are strong-willed
  - \* Have commitment to your organization
  - \* Are self disciplined

Decide from:

- Would I rather make decision on my own, or collectively?
- Do I focus on short or long-term goals?
- Does motivation come from empowerment or direction?

### 1.1.3 Boogaard Reading (STAR Method)

#### What is the STAR Method?

- Situation: Set the scene and give the necessary details of your example
- Task: Describe what your responsibility was in that situation
- Action: Explain exactly what steps you took to address it
- Result: Share what outcomes your action achieved

#### What questions is the STAR method used for?

- Tell me about a time when you...
- What do you do when...
- Have you ever...
- Give me an example of...
- Describe a situation...

Fitting example of your response, share details in a compelling and easy to understand way without endless rambling. It provides a meaningful framework for helping a candidate tell a meaningful story about a previous work experience.

#### How do you use the STAR method?

1. Set the scene for your interviewer
2. Paint a clear picture of the situation you were in, keep things concise and relevant to the story
3. Highlight the task, show the interviewer where you fit in the story before you dive into what you actually did
4. Share how you took action, explain what you did. What steps I took to reach the goal or solve this problem? Showcase your contributions!
5. Discuss the results. Explain how you made a difference, share the results of the action you took. Show why it mattered, quantify them with numbers

#### How do you prepare to use STAR method ahead of your interview?

- Look Over job description: think about what skills are most important to the role and choose stories to emphasize them
- Choose a few strong versatile example stories: Prepare a few stories about different types of experiences that you can tweak and adapt for various questions.
- Write down key detail: Can go in with a cheat sheet, jot down some important points
- Practice storytelling: Talk through responses so that it feels natural and comfortable
- Don't rush: Its OK to take a few seconds to gather your thoughts

## 1.2 Lecture 2

### 1.2.1 First Assignment

Find job posting with the following requirements:

- Match your current qualifications and skills level
- Align with ultimate career goal

### 1.2.2 Active Listening

Listening to understand

- Giving your full attention to the speaker
- Suspending Judgement
- Demonstrating Empathy, treating with sensitivity and care

Hones this particular skills, it helps: hone instruction, receive feedback, grasp different ideas, perspective

### 1.2.3 Collaboration / Teamwork / Time Management

Boosting the overall moral and bolstering productivity.

- e.g. Open to learning new platforms and technologies
- Communicating concisely and in a timely fashion (esp towards a deadline)
- Keep the team formed right, the team can help you.
- Fostering inclusivity (building positive relationships)

### 1.2.4 Networking

Connecting and maintaining professional relationships.

- Occasionally check in with them, don't let the one encounter be the only time you talk to them
- Do it in a way that genuine

### 1.2.5 Emotional Intelligence

Understand the emotions of your colleagues/clients and manage your own emotions to maintain professionalism during discussions.

### 1.2.6 STAR Method Practice

**Can you tell me how you overcame a stressful work situation?**

In my previous position at Bonumcare, I was given a very short deadline to build the backend of the "Conversation Buddy" project I was assigned. It was a small company so I was responsible for the full-stack development. I was given half a week to build the APIs necessary to facilitate receiving and sending out messages and the MongoDB database that was used to store the user's information. Given the short time frame, it was extremely difficult but I laid out a 3-day plan of steps to achieve the goal. I ran my goals by my supervisor which she promptly approved and followed the goals strictly.

## 1.3 Lecture 3

### 1.3.1 Tell Professional Story

Experience

- Think about work, and volunteer experience as a story line, and quantify those achievements. Use number, percentages etc..
- Framing as a story, draws in the interviewer, feeling more confident

Knowledge

- Ways to stand out from other applications from written documents, and interview by demonstrating you are a **life long learner**

- e.g. List some courses I am taking, projects I am taking linking to that skill, showing that initiative
- Sharing a personal story

#### Certification

- Optional requirements
- List of Skills: Hard and Soft skills, communication, teamwork etc.
- **Using exact language as job description to pass ATS**

#### Value

- Unique skills that I have and am interested in
- Company core values → use for assignment
- Find skills, and experience related to those core values

#### Confidence

- Seek passion and purpose

### 1.3.2 Resume

- Contact information
- Professional Summary [2 - 3 lines] (For this assignment write a professional summary)
- Experience
- Education
- Optional sections that are relevant to the role
- Read UofT Guide

## 1.4 Lecture 4

### 1.4.1 Transition

Between graduation and work. Other considerations of the job search process:

- Develop your ethos (character, credibility, trust, reputation, overall professionalism)
- Personal branding (deliberately shaping how others perceive you, help yourself stand out)
  - Self Reflection (reflecting on strengths, core values, long-term career goals)
  - Target Audience (who that message reaches)
  - Maintaining uniformity between personal branding
  - Authenticity (making sure when you are building a connection, genuine e.g. story)
  - Engagement (help you convey personal brand)
  - Professional Appearance (making sure the clothes you wear are appropriate)
  - Value Proposition (what you are bringing to the table, expertise in x programming language)
- Networking (maintaining professional relationships)
  - Building relationships (reach out to people)
  - Attending Events (attending training, workshops, conferences, any industry related gatherings, to meet people and expand professional network)



- Online Networking (e.g. reaching out to hiring manager)
- Reciprocity (the practice of exchanging things with others for mutual benefit)
- Following up (next 1 - 3 days to establish a rooting connection, create solid foundation)
- Networking groups (joining clubs, groups etc.)
- Informational Interviews (coffee chat)

## 1.5 Lecture 5

### 1.5.1 Job Seeker Email

Aimed to build a strong connection between the job seeker and the potential employer.

- Part of the email, sending another application component.
- Using their name to address them
- Express passion for the role, express interest in having an interview
- Letting them know you are open and eager to have an interview
- Within 24 hours, send an interview follow-up email, asking what the next steps are
  - Within that email, thanking the interviewer
  - In the middle of the email, mention some part of the interview (positive moment)
  - Reiterate interest in the job
  - Keep the conversation going
- Salary Negotiation Email
  - Need to maintain a polite tone
  - Writing style is persuasive by touching on market research
  - Recommend the counter as a range, give them flexibility and negotiation.

### 1.5.2 Business Memos

A memo is a brief report to inform the organization, or team of something. For the assignment, the memo is not the same length as an email, around the length of a letter. Bulletpoint about

- Design choices
- Style
- **Key lessons that you have learnt from completing this assignment**, skills that you strengthened in this unit

### 1.5.3 Interview Skills

- Handshake, smile, Open Posture
- Maintain eye contact, use enthusiasm, passion
- Goal is not to be as fast as possible, expect you to structure it a certain way. The answer should be 30 seconds to a minute, structured according to STAR.
- Knowledge test, or skill demonstration (getting a sense of your adaptability, attitude)
- Ask them at least one question for the interview, get them to talk about something to get them to smile. Leave a positive note.
- Conclusion, thank them for the interview and reaffirm their interest.

- If does not get a job, ask for an interview for feedback.

Stuff you should do

- Clear your online presence, maintain professionalism
- Let the references know before you list them as a reference, send them your resume
- Transcript

## 1.6 Lecture 6

### 1.6.1 Quiz

- 5% of Final Grade
- 30 Questions
- Informational interviews/coffee chat

### 1.6.2 Revision

- A - Add : Looking for spots within your rough draft where you can add it more information, quantify your achievements more. What can I add in to this piece of writing.
- R - Remove : Looking for spots within your rough draft where you can delete information. Where this piece of writing can I remove?
- M - Move : Can I move a word / sentence paragraph to a difference place to improve the flow
- S - Substitute : Word choice, replacing a boring and uninteresting word

Make multiple drafts! Make writing more direct, persuasive, powerful.

1. **Ease Readability:** Use bulletpoints so the reader can read it easily.
2. **Consistency:** Heading of design of cover letter and resume should match.
3. Strengthen any weak sentences, viewing your own work with a fresh pair of eyes.
4. Seeking feedback, giving and implementing constructive feedback.

## Chapter 2

# Unit 2: Verbal and Non Verbal Communication Skill

### 2.1 Lecture 7

#### 2.1.1 Public audiences and Research

Ability to convey a complex concept in a simplified way, especially to an audience who does not have the knowledge within the field. Some key elements of communication:

- S : Sender You (Researcher) delivering the message
- M : Message (Your Research) Hypothesis, results, discussions
- C : Channel (Medium of communication), research presentation, poster etc.
- R : Receiver, types of audiences:
  - Experts : Same or higher level of knowledge within the same field
  - Informed: Experts in a different field than yours (e.g. English Professor attending a science talk), do not understand the same level of technical jargon
  - Lay : Does not have professional knowledge just yet
- F : Feedback, questions responses that your audience have
- C : Context, Setting of communication, where it occurs.

The 3 audience types are called **levels of technicality**

#### 2.1.2 7 Critical Skills for STEM Communications

- Verbal Communication
  - Vocal pacing
  - Tone
  - Volume
  - Simplifying complex topics : make complex topics more accessible
- Nonverbal communication. To supplement verbal communication
  - Eye Contact
  - Facial Expressions
  - Hand Gestures
  - Posture / Movements

- **Audience Analysis (Adaptation):** Not only understanding the audience's familiarity with your field. It means matching your content to suit that particular audience. (Another word for this is tailoring)
- Well Structured Speech, clear intro, body, conclusion. Have a logical flow when you are delivering that speech. With a hook (give an anecdote), that draws the audience in.
- Visual aids, graphs, slides, and posters to complement what we are saying verbally. Using a graph or chart to simplify complex concepts.
- Practice, regular practice or rehearsal
- Managing public speaking anxiety. Use techniques like 'deep breathing' and 'positive visualization'

### 2.1.3 Wahlin reading

- Translation: how the audience interprets your message based on content and delivery
  - Give an example!
  - Analogy
- Purpose and Audience
- Level of Technicality

## 2.2 Lecture 8

### 2.2.1 Communication Styles

- Reflective style – You are very empathetic, excelling in active listening and valuing others' perspectives. Your communication is characterized by patience and a focus on building strong relationships.
- Assertive style – Confident and direct, you are comfortable expressing your thoughts openly, and often take the lead in conversations. Your assertiveness makes your communications persuasive and influential.
- Reserved style – Preferring small group interactions, you are highly observant, valuing personal relationships and harmony. You communicate with great care and thought, seeking to avoid conflict

### 2.2.2 Writing a public talk

- Main message: Need to define your purpose and your audience. We need to figure out what your main message is.
- Target audience: Figure out who the target audience is
- Purpose or goal: Figure out the style of communication (purpose). To inform? persuade? entertain? inspire? For the assignment, it is more informative but also persuading.
- Research and gather information: Feel comfortable talking about it for 3 to 5 minutes, and find reliable or reputable sources.
- Writing your speech: Typically has 3 sections, introduction, body, and conclusion.
- Crafting a strong opening, and closing: A strong opening is used to grab the audience's attention by posing a question or an anecdotes
  - Establishing an ethos for yourself for the audience

- Provide background or any contextual information related to the topic. Think about who the audience is
  - Tell them about the main message or key point
- Body paragraph, helps audience follow along, 3 key points.
  - State what the key points are
  - dive into supporting evidence
  - Your own voice (First half in-text citation, second half analysis)
  - Future research direction (e.g. one question that is emerging from our discussion is...)
  - Clincher (hook) e.g. Answer the question you posed
- Strong closing
- Engage the audience: e.g. come up with Q and A
- Practice Delivery Skills
- Manage nervousness (positive visualization)
- Seek feedback and reevaluation your performance (after the speech)

## 2.3 Lecutre 9

### 2.3.1 How to Deliver an Effective Presentation

- Having confident body language
- Make eye contact with your audience instead of reading notes the whole time.
- Avoid distracting behaviors like chewing gum or nervous gestures.
- Take your time (pace)
- Projecting your voice
- Speaking clearly
- Engaging your audience
- Enough practice and rehearsal time
- Dress appropriately for your profession.
- Slow your speaking pace and include pauses. Speak slowly to avoid filler words.
- Pay attention to your volume and project your voice so all can hear. Speak clearly.
- Engage your audience beyond just lecturing. Use visuals, ask questions, or do activities.
- Practice your presentation well in advance so you are comfortable delivering it.
- If using visuals, know them well so you don't have your back to the audience.
- **don't shuffle**

### 2.3.2 Verbal Communication

- Enthusiasm (energy, passion, confidence) means showing genuine interest in the topic to captivate the audience's attention
- Tone (Known as: **vocal modulations**)
  - Pacing
  - Volume
  - Inflexion (pitch of voice)
  - Clarity
  - Audience Adaptation (Learning to tailor)
  - Slight increases in volume
- Language, simplicity understanding the information
- Anecdote Sharing a short personal story with your audience

### 2.3.3 Non Verbal Communication

Using non-body language to complement your verbal communication

- Facial expressions (facial queues) give them a smile to put them at ease for example
- Hand gestures, movements and postures (e.g. counting with hands, sweeping), moving sides in the room, having an open posture
- Eye Contact, **maintain eye contact with the camera**

## 2.4 Lecture 10

/

## 2.5 Lecture 11

- Revising: making big changes to the content. This could mean a change in argument, structure, evidence
- Editing: making small or minor changes to your language
- Proofreading: quick check for any grammatical or mechanical errors

# Chapter 3

## Unit 3: Written Communication

### 3.1 Lecture 12

#### 3.1.1 Finding

Clearly define your research needs (e.g. purpose, key topics, types of information, etc); use UW Library resources, including catalogues, databases, and librarian assistance (e.g. access academic databases relevant to your field, like the ACM Digital Library, IEEE Xplore, SpringerLink, etc); and evaluate sources carefully when using popular search engines (e.g. Google Scholar)

- What is the purpose of my research?
- What are the key topics or questions that I have to address?
- What type of information do I need? (Algorithms? Industry trends? Tech specs?)

#### 3.1.2 Evaluating Information

Evaluate the credibility and relevance of your sources using the RADAR framework, ensuring that sources align with your research needs and are up-to-date (in a rapidly an evolving field like Computer Science) and use filters for peer-reviewed material when searching library databases.

- Relevance (directness or depth of information)
- Authority (author's credibility, ethos)
- Date (publication date is up to date)
- Appearance and Accuracy (
- Rationale or Reason

Strategically use databases or keywords. (Search strategies and techniques)

- Keyword selection (start with broad general key terms, narrow it down to something more specific)
- Use boolean operators (AND, OR, NOT) to separate keywords
- Exact Phrase (key term, theory etc.)

Choose subject- relevant articles, databases, etc, using advanced search filter.

Organize information with citation management tools (e.g. EndNote, Mendeley, Zotero, etc) and take detailed notes

Take detailed notes to prevent plagiarism

for collaborative research, focus on clear and consistent communication, task allocation, and regular check-ins.

## 3.2 Lecture 13

Your report must have all of the following sections

- Title (Concise and Descriptive)
- Abstract (Very brief, shorter than intro e.g. This report investigates ...)
- Introduction (Setting the stage for the report)
- Literature Review (Identify any gaps in the current knowledge that the reports need to fill e.g. Previous research has shown ...)
- Methodology (How did you reproduce the experiment, what was your methodology for getting info)
- Results (Represent key findings, key takeaway, deliver results **without** interpretations)
- Discussion
- Conclusion (e.g. in conclusion, this report highlights)
- References (reference sources that you consulted not only cited)
- Appendices

Grammar: Write clearly and concisely (i.e. free of grammatical or other mechanical errors; e.g. awkward phrasing, incomplete or run-on sentences, punctuation or spelling mistakes, unnecessary wordiness, etc).

Style: Follow a specific formatting and citation style (e.g. APA, MLA, etc) for a professional look. (Common mistakes: issues with sentence instructions, awkward phrasing, grammar)

- Content (Use formal language and an academic tone. Provide brief explanations/examples for complex ideas.)
- Argumentation (Support claims with strong evidence from scholarly sources, using accurate paraphrasing and quoting.)
- Originality (Present ideas in an interesting, thought-provoking way, ensuring academic integrity.)

## 3.3 Lecture 14

Scholarly Sources (Peer review journal articles, scholarly books, textbooks, editorial board, conference papers)

### 3.3.1 Summarizing

- Recap the key ideas from a text in both a clear and concise way.
- his written communication skills is essential for communicating complex ideas effectively.

### 3.3.2 Paraphrasing

Rephrasing the text in your own words. Keep the original meaning

### 3.3.3 Quoting

Directly incorporating passages in a text within your own sentences. This written communication skill is essential for supporting your arguments with strong evidence.



### 3.3.4 Citing

Citation (Author's last name, page number etc.). Reference page. Acknowledge the outside sources used in your research. - This often involves stating the author, year, article title, journal name, volume, issue, page numbers, and hyperlink.

In Text Citation (Last Name, Year) or (Last Name, Year, P. #)

Full reference Entry

Last name, First initial (Year.) Article Title *Journal name* Volume (Issue), Page Range, DOI [means URL]

### 3.3.5 Synthesizing

Combine the key ideas from two or more texts to produce new insights or understanding. e.g. The similarity between all 3.

### 3.3.6 Analyzing

Examine the key information in a text to evaluate its components and implications.

Introduce Cite Explain

## 3.4 Lecture 15

### 3.4.1 Brainstorming

- Mindmapping
- Free writing (Write continuously without stopping to later fix grammar)
- Collaboration

### 3.4.2 Writing the essay

One tip for making collaborative writing flow well is to assign a lead editor within your team whose role is to 'harmonize' the formatting and style of the research report, such as by streamlining the document's appearance, language, tone, etc.

Lit Review: Talking about AI, give a history of the topic

Methodology: How did your team decide to choose that piece of information?

Spend a lot of focus on results and discussion sections (where the bulk of the arguments will be)

**Visualize that information in some way**

### 3.4.3 Strategies for collaborative writing

- Setting clear roles (Doing it within the team)
- Outline (Mindmapping, free writing)
- Collaborative tools (google docs)
- Team meetings
- Feedback (Peer Review)
- Version control
- Communication (Conflict resolution, regular check-in)
- Have some final review (Revision editing)

## 3.5 Lecture 16

Report Tone:

- Informative
- Persuasive

Understanding your audience (Expert): Tailor visuals to your audience and report's message.  
Incorporating visuals strategically

- Charts / Graphs - Data
- Diagram / Flowcharts - Process/relationships/hierarchies
- Maps
- Photo/images
- Table - Columns and Rows

Design Principles

- Colour theory: Use meaningful, accessible colours.
- Typography: Choose readable fonts, create hierarchy. (Bolding etc.)
- Hierarchy: Guide attention with font sizes and placement.
- Contrast: Highlight information with contrasting elements.
- Alignment: Create proper alignment for a polished look. (Start new section on a new page)

Examples of other visuals:

- Icons: Simple images that represent complex concepts.
- Symbols: Abstract images that convey ideas or emotions

Ethical considerations: - Be accurate, transparent, and properly cite any visuals.