Southern New Hampshire University | **School of Engineering, Technology, and Aeronautics**

it.226 Communication in STEM Professions
Location: on-ground, SETA, 204a, Wednesday and Friday at 11:00 – 12:15, Course Prerequisites: n.a
Instructor: brian.hogan, b.hogan@snhu.edu, https://github.com/bbe2/professor/tree/it.226.spring.2023

"Good writing is good thinking" Professor John V. Lesko (retired), Harvard University & Bentley College

Overview

Presenting your ideas, thoughts, analysis, and conclusions to another is essential to relate, form relationships, and endeavor success. It's wise never to underestimate the influence of your peers based on their vocabulary power, pointed pithiness, whip cracking, and quip shooting. Said another way, effective and quick use of the tongue can result in a blessing or a blasting.

I knew a rainmaker at Pfizer named "Moor" who could convince a pickle it needed therapy. Heightened communication skills like Mr. Moor's are not rare but somewhat uncommon. Usually, upper-level executives, esteemed professors, and lofty politicians possess this talent leading to a fruitful career of slathering wordsmithery. Ask yourselves this, do you wanna have the skill to slather fat on your email sandwiches? Congrats, you're in the right place! Achieving quality writing involves good vocabulary; fortunately, "everyone" can grow theirs with practice and persistence.

Consider Dr. Calloway's 2019 dissertation findings [1],

Item	Observations, findings, other research
A	College students' listening comprehension and vocabulary knowledge directly affected [their] reading comprehension and decoding ability [p.iv].
B	Reading experience indirectly affected reading [their] comprehension via vocabulary knowledge.
C	Beyond needing adequate vocabulary knowledge for text comprehension, readers must also accurately use comprehension strategies such as re-reading, summarizing, outlining, and using context to learn new words.
D	Reader-based standards of coherence's relationship to reading experience suggests that readers who report using reading comprehension strategies tend to have more reading experiences (relating) to higher vocabulary knowledge.
E	The National Reading Panel (2000) recommends teachers facilitate comprehension processes via comprehension strategies, such as teaching story structure, summarization, question generation, comprehension monitoring, and activating relevant background knowledge [p120].
F	Evidence suggests adult readers can learn new words from context (Bolger, 2008); however, more reading experience alone may not result in vocabulary gains (National Reading Pan, 20k).
G	Readers should be motivated to learn from what they read (and) setting high standards of coherence that allow(s) for deep, close reading during reading experiences.

To summarize, it helps adult learners if they have an intrinsic motivation to read and a desire to learn words. It's also beneficial to work on your listening skills to help deeply understand (decode) what you're training in, discussing at work, etc. My hope is the coursework will stimulate both.

Fortunately for everyone, I've never had powerpoint slides during my schooling, and neither shall you. Plan to use lecture time to listen, absorb, and take notes. ==**Active listening means no electronics are allowed in class**==. Lectures are recorded and posted to github immediately.

Finally, assignments are fluid and designed to help spark the quiescent Lord Byron in each of you.

Note: use the class google sheets "wordsmithery" for unfamiliar syllabus word definitions.

Course Description
This course builds the fundamentals of communication. Materials are augmented to include essential word vocabulary training. Some students will love it, and others may prefer sliced bread. It's training because once you learn word-learning strategies, you can practice them anytime throughout your life. I couldn't find specific scientific research indicating a drop in vocabulary, but a 2019 article from the Psych New Daily suggests adult vocabulary stagnation since the 1970s [2]. That isn't very comforting! But it's an opportunity to learn to outspeak and ultimately outswagger your foes.

Scientific research indicates a drop in vocabulary training. Per the Johnson O'Connor Human Engineering Laboratory, "Today's frontier is knowledge." Consider learning the methods and then razzle-dazzle your peers with your tantalizing wordsmithery.

Today's frontier is knowledge. Brain has taken precedence over brawn; our physical struggle for existence has been replaced by intellectual struggle, and a knowledge of words has become a most valuable tool. The more vocabulary we possess, the more efficient are these tools of thought. With a good vocabulary, which indicates scope of knowledge, we can grasp the thoughts of others and be able to communicate our own thoughts to them [3].

Evidence of your new skills is via
1. Weekly reflects on biblical, literature, theory, and philosophical passages.
2. Performing textbook reading and answering end-of-chapter lesson questions.
3. Completing a wordbook word learning with vocabulary scores ranging from 0 to 8785.
4. Drafting four professional essays on varying course topics.
5. Reviewing 2-3 peers' essays, commenting, and grading for convincingness.

The coursework is challenging, accessible, and professionally beneficial. The expectation is your work will progress naturally in an ongoing fashion driven by self-interest and motivation. If you feel a topic, lecture, or assignment isn't striking a nerve, please connect with the instructor. These conversations help ensure quality and meaningful learning experiences.

Textbook and Materials
In any endeavor, resources are critical to success. Information is assembled from online sources to minimize cost and stored in the class's GitHub, identified by week. The class's git is the PRIMARY SOURCE. All work labeled "hw" is work you perform in addition to listed readings on the assign/submit worksheet.

Everyone will need the textbook Business Communication (13e) by Locker, Mackiewicz, Aune, Kienzler. When applicable, consider acquiring materials from SNHU Bookstore.
1. <hardbound> ISBN 9781266854118 [hardbound] McGraw Hill eBook Access Card (180-day access).
2. <rental> ISBN 9781264067510 [RENTAL ONLY] Business Communication (13e) by Locker/Mackiewicz/Aune/Kienzler.
3. <loose-leaf> ISBN 9781266077425 Loose-leaf version of Business Communication (13e) by Locker/Mackiewicz/Aune/Kienzler.

Course competencies
IT-20358: Make ethically informed decisions based on awareness of legal and organization parameters

Instructor availability
Primary interaction is before, during, and after class. Reach out for ad-hoc office hours.

Tools, tech, and software

My preference for information sharing is crisp, clean, plain text.

Some exercises, such as weekly passage analysis, allow for highlighting, but you may also substitute with underlines (>=3 syllables) and bold text (unknown words). I've added this to the assignment instructions.

1. ==index cards== and pencils. <a great way to take notes in a pinch> <provided>.
2. MS-word, Notepad, or Notepad++ are the only text tools needed.
    - If you are using something different, chat with me about it.
    - My preference is for crisp, clean, and plain text.
3. Team discussion and swarm huddles are on class slack_{https://app.slack.com/client/T04GLCS6PTP/C04GGP3NP2S}
4. All files are in class github.
    - The 16 weeks of activities are labeled wk_0 to wk_16.
    - On Sunday, review ALL tasks and materials in git + assign/submit wkst.
    - Our week starts on a Monday <anytime>.
    - Our week ends on Sunday <anytime>.

		12/28/2022		wk.0	Due for Class		3/1/2023	d.3=	wk.9	wk.8 due here
		1/4/2023		wk.1	wk.0 due here		3/8/2023	wed	wk.10	wk.9 due here
		1/11/2023		wk.2	wk.1 due here		3/15/2023	follow wk	wk.11	wk.10 due here
1st Monday date	d1=wed d2=Fri	1/18/2023		wk.3	wk.2 due here		3/22/2023		wk.12	wk.11 due here
		1/25/2023		wk.4	wk.3 due here		3/29/2023		wk.13	wk.12 due here
		2/1/2023	d.1= wed	wk.5	wk.4 due here		4/5/2023		wk.14	wk.13 due here
		2/8/2023		wk.6	wk.5 due here		4/12/2023		wk.15	wk.14 due here
	wk# Due for Class	2/15/2023	d.2= fri	wk.7	wk.6 due here		4/19/2023		wk.16	wk.15 due here
		2/22/2023		wk.8	wk.7 due here					

Use care with google sheet it.226.spring.2023,
                              ==EVERYTHING you do is assigned and submitted in this workbook.==

Google Sheet Penalty for Wild or Inappropriate Behavior

A: it.226 ~is~ a professional environment.
B: It is very akin to what I've used at google et al.
   to manage workloads that don't necessitate a
   transaction data store.

> Good news - most accessible for all.
>> Bad news - user errors could occur.
>>> Outcome - please pay attention!

Google spreadsheet logs are good, but I "will" 100%
dock your end grade if I'm required to sort out any
mischief, askew-ity, or ruminations.

Please keep a duplicate spreadsheet of your submitted
items in case of a catastrophe! ~b.hogan@snhu.edu

   <anyone is welcome to move this box around>

it.226 is a professional environment. Please treat the master worksheet with care. Clone the workbook, and do work in your copy. When done, please copy and paste it as plain text back into your updated cell. It shouldn't be any more complicated than this. If you're suffering from viral contagion, WAIT to load your stuff. I don't dock for being late, but a corrupted master sheet disrupts us all and could cost you a letter grade. Google sheets track all entries, so take your time, and we'll all be fine. Your in computer science so I know you can handle it.

Additionally, there should be no reason for "links" in the spreadsheet. If you want me to check something out, insert the address as plain text, and I'll check it out.

All the work is SNHU's, no one elses!
Our safety is important so please DON'T share any links with anyone outside of class or school. This is your work and SNHU's intellectual property. It belongs to no one else   .

How you turn in your assignments

	A	B	C	D	E	F
1	**Field**	**Description**				it.226.spring.2023
2	hiveID	each student's anonymous ID				b.hogan@snhu.edu
3	wkID	week work assigned				bbe2/professor at it.226
4	taskID			activity	category	
5	date	assigned or submitted		read	book	
6	type	use drop menu		answer	book	
7	text	your quality answer		words	words	
8	helpY	"Y" signals instructor		write	essay	
9	h-Detail	elucidate your confusion		write	passage	
10	h-Answer	a receipe to remedy your ailment				
11			READ, 0=wk=12/28/22			
12	<writer.ID>		wk.activity.category.day.<desc>			
13	hive ID	wk ID	task ID instructor creates	date	type	text
14	Queeny ▾	0 ▾	0.read.book.d1<chap 1>	12/28/22	hw_read ▾	n/a
15	Queeny ▾	0 ▾	0.write.passage.d1<link>	12/29/22	hw_write ▾	pdf link <view assignment> download .docx to perform
16	Queeny ▾	0 ▾	0.words.words.d3<link>	12/29/22	hw_words ▾	<word fails loaded to wordsmi
17	1 ▾	0 ▾			submit_swa... ▾	<paste answer here>
18	1 ▾	0 ▾	0.write.passage.d1<link>		submit_reg ▾	<paste answer here>

- The instructor assigns activities in lines 14-17 (explained in cell c13's comments).
  - d1 = due Wed, d2 = due Fri, d3 = due following wed
- Lines 17+, the instructor adds a submission for you to submit.
- Example:f17 <paste answer here>. Pasting done in the text field to the right of Fx above col.A
- right-click in the text field about the A-F column header, "paste as plain text."
  - adjust spacing as needed; left justified is fine
- **type** – regular = your on time per d1/2/3
- **type** – swarm = you're late. I changed all in the group to submit swarm.
- submit_Swarm – you and your peers are late, so now responsible for huddling on slack and finishing.
  - <= 3 people is double the number of words = 3 to 5 sentences with 3 or more paragraphs
  - > 3 people is triple the number of words = 3 to 5 sentences with 4 or more paragraphs

Questions; need help?
➢ update the help fields and instructor will get back to you.

What is swarming? <no pip left behind>

Perform and submit weekly passage analysis every week. It is a reflective essay, but it is not overly formal. The goal is for you to rapidly express yourself, ideas, and insights that I assess and give quality comments back to you to mull and ponder. If you're late, the "type" status changes to submit_swarm, so more words are needed to finish.

What does "more words mean?" Instead of 2-3 sentences, you now need to write 2-3 paragraphs with 3-5 sentences describing what you learned from the passage, word usage and meaning, and any other elucidating constructive commentary. If you write schlock, it will be necessary to start again from scratch.

A brief guide to effective analysis

This course is lecture based and taking notes is critical to both scholastic and business success.
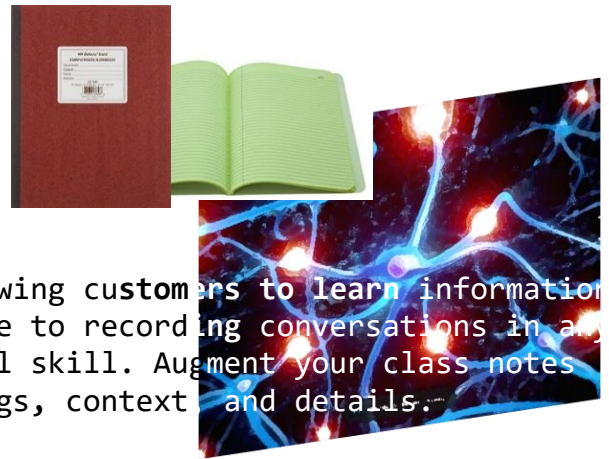
In systems analysis and design, your interviewing customers to learn information and process details. Many people remain averse to recording conversations in any medium, so <mark>conversation recall</mark> is an essential skill. Augment your class notes shortly after a lecture to flesh out learnings, context, and details.

ii. Augment your class notes shortly after a lecture to flesh out learnings context, and details. When something is not well-understood reach out to your instructor promptly to help your analysis skills advance organically. Consider keeping an <mark>experience journals</mark> as they are helpful to reflect upon if you seek employment in this field.

iii. **Blackout typing.** Consider typing your notes and ideas with the computer screen blocked or blacked out. Doing so stimulates your abstraction engine flow.

iv. Word spelling/grammar matters. But, for now, focus on **IDEA** generation and design. The Victorians have 1000s of well-written texts nobody reads, and Herman Melville, a Victorian, wrote about a **process --** whale hunting.

v. Maintain a top 5 model list to facilitate and focus assignment work.

vi. Ask questions – right away. This course focuses on engineering *courses of action*. Think ahead to clarify your thinking.

<p style="text-align:center">Good writing is good thinking</p>

Effective analysis items to do first:

1. Write down any ideas about assignment and models that come into your head when they arrive. Carry index cards, text yourself, keep a moleskin notebook and pencil. Don't put off recording something interesting for even for five minutes else "whooosh-vapor."
   - laboratory bench scientists are required to this day to perform daily journal of their work. It is a skill worth considering.

2. Carefully read every word of the assignment 2x to make sure you consider what lectures, readings, and models your asked to consider. Carefully cogitate an approach. Every assignment link is curated to deepen knowledge, focus thinking, **AND** eliminate internet research.
   - Consider reviewing weekly assignment section and re-reading curated course content when your logic is amiss.
   - Between 4-8 will review strategies for librarian type research.

3. If you assignment wants you to use class lectures, then study your lecture notes. Hopefully you have augmented your lecture notes shortly after the lectures to add context.
   - Add to your class notes in another color pen to increase neuroplasticity.

Research Websites
The internet is full of information *and* advertisements. Use your time wisely working with the research sites below. This following should be longer but snhu Shapiro library, ResearchGate, and Routledge cover vast ground.

If you like what you find, I suggest setting up an account. Each provides unscheduled ad-hoc resource emails of quality information based on items you have queried.

Once acquainted with quality information sources, it is challenging to remember the data.Trash you likely wade through.

> **WARNING:** when you appreciate quality information you may never listen to commercials again and regard the internet differently.

Below are a few quality research website.

- [Shapiro Library - Research Guides at Southern New Hampshire University (snhu.edu)](snhu.edu)
- [Home Feed | ResearchGate](https://www.researchgate.net/), https://www.researchgate.net/
- [Routledge - Publisher of Professional & Academic Books](https://www.routledge.com/), https://www.routledge.com/
- [Syracuse University Libraries – Research guides by subject](https://researchguides.library.syr.edu/)
  - https://researchguides.library.syr.edu/
  - Syracuse also has outstanding librarians like MS. Brenna Helmstutler
    - https://researchguides.library.syr.edu/prf.php?account_id=152875

Use of Wikipedia for course referencing and information sharing:
- Wikipedia helps to broadly engage a topic's context, associated information sources to help with veins of inquiry, and widen the tree of class lectures.
- Wikipedia **is not** an academic reference nor a substitute for quality academic media. Some academics argue Wikipedia's veracity p.e.r.i.o.d. and can find its use off-putting and unsophisticated.
- ==If you use Wikipedia as an essay reference== you must also include two other resources from a journal, topic specific book, or other peer-reviewed item.
- **At any time a student may request academic approved learning media to substantiate any reviewed topic.**

FYI - Customized python training

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`>_7.py.pillars`

You're in a computer science program seeking work in an unforgiving, lightening-paced world.
~ The work I experienced at google blew my mind. ~
~ It's time to get fierce or whitewashed. ~
To combat this trend, my students can engage in a python essentials course developed while working at google known as `>_7.py.pillars`. Much of the material is self-paced, so huddle up if you're interested in pumping your coding irons. The work would be outside of this course ideally after our regular class. This communication's course remains precious like Madonna's express yourself. Find your love and find it now. For those in the know, "iron's up."
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Diversity, Equity, and Inclusion
SNHU's core value indicates that the university is committed to "embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life."

In higher education, thinking critically exhibits a growth mindset. This mindset includes the practice of diversity, equity, and inclusion (DEI) to provide transformative experiences for yourself, peers, faculty, and staff.
Collectively we are an organized learning mechanism. We embrace respect through our community, compassion, and collaborative interactions.

SNHU Handbook and University General Guidelines
- https://snhu.sharepoint.com/sites/CAMPUSACADEMICS
- Use your internal resources to access the student handbook detailing attendance features, academic honesty, et cetera.
- Perform original work.
  - SNHU requires all students to adhere to high integrity standards, including avoiding plagiarism and cheating.
- SNHU adheres to copyright provisions of the Copyright Act.

Consult the handbook when considering withdrawal or need anything else.

ADA/504 Compliance Statement
SNHU actively provides equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

- SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, and the ADAAA.
- For any questions about support services, documentation guidelines, general disability issues, or pregnancy accommodations please email wellness@snhu.edu. See my.snhu.edu and select the wellness tab. And the campus accessibility center at cac@snhu.edu.
- For anything regarding discrimination please contact school professionals right away at the emails above and.or see the Disability and Accessibility Services at https:\\my.snhu.edu

Student Support Resources including Tutoring and Instructional Support
It is amazing to have a careteam@snhu.edu resource to assistance students.
- Consider this service if feeling pressured or overwhelmed.
- For instructional support email instructionalsupport@snhu.edu.
- For in class tech support call 603.645.9615

Other Key Resources
- https://snhu.sharepoint.com/sites/thesource
- https://snhu.sharepoint.com/sites/CAMPUSACADEMICS

Grading Guides
- Weekly activities and assignments are posted <u>assign submit</u> by Saturday.
- Specific category instructions, grading rubrics, directions, and hand-it-in requirements are detailed per assignment.
- Grades and feedback are within seven days.
- Non-graded activities assist in your mastering of learning objectives.

Grade distribution

Category	# items	Points	Total points
Weekly passages	16	10.9375	175
Bi-weekly wordbooks	8	15.625	125
Locker textbook items	8 exercises includes 16 chapter readings as evidenced by class participation	18.75	150
Essay-A Essay-B Essay-C Essay-D			100 125 150 175
		Total	1000

University grading system

Grade	Numerical Equivalent	Points
A	93-100	4
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2
C-	a	1.67
D+	67-69	1.33
D	60-66	1
F	0-59	0
I	Incomplete	
IF	Incomplete/Failure	
IP	In progress	
W	Withdrawn	

Due Dates
see rules in assign_submit sheet.