# Course Description

Designed as a process that is adaptable to all professions or crafts, the technical writing course reviews and reinforces the tools of writing.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Write effective technical documents for the modern business environment.
* **CLO2:** Apply technical elements of formal written English.
* **CLO3:** Create a professional presentation to complement a technical document.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Reep, D. C. (2011). [*Technical writing: Principles, strategies, and readings*](http://www.pearsonhighered.com/educator/product/Technical-Writing-Principles-Strategies-and-Readings-8E/9780205721504.page) (8th ed.). Boston, MA: Pearson. ISBN: 9780205721504

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion Question 1: Communicating With Different Age Groups | 20 | <insert due date> |
|  | Discussion Question 2: The Modern Résumé | 20 |  |
|  | Writing Exercise 1 | 50 |  |
|  | Job Application Packet | 10 |  |
| **Week 2** | |  |  |
|  | Discussion Question 1: User-Friendliness | 25 |  |
|  | Discussion Question 2: Ethical Use of Statistics | 25 |  |
|  | Writing Exercise 2 | 50 |  |
|  | Brochure | 100 |  |
|  | Brochure Peer Review | 50 |  |
| **Week 3** | |  |  |
|  | Discussion Question 1: What Would You Do? | 25 |  |
|  | Discussion Question 2: Importance of Report Format | 25 |  |
|  | Writing Exercise 3 | 50 |  |
|  | Incident Report | 100 |  |
|  | Incident Report Peer Review | 50 |  |
| **Week 4** | |  |  |
|  | Discussion Question 1: Getting The CEO’s Attention | 25 |  |
|  | Discussion Question 2: Presenting Online or In-Person | 25 |  |
|  | Long Report, Draft 1 | 50 |  |
| **Week 5** | |  |  |
|  | Discussion Question 1: Intercultural Communication | 25 |  |
|  | Discussion Question 2: Online Versus Face-to-Face Communication | 25 |  |
|  | Final Presentation | 100 |  |
|  | Final Presentation Peer Review | 50 |  |
|  | Long Report, Final Draft | 100 |  |
| **Total Points** | | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Writing for Various Audiences; Workplace Correspondence | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate a written message for various audiences. | | CLO1, CLO2 | |
| * 1. Apply technical writing techniques and strategies to workplace correspondence. | | CLO1, CLO2 | |
| * 1. Analyze a rough draft for grammar, vocabulary, format, and content. | | CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 2 (pp. 27–32), 3, 4, 14, & 15 of *Technical Writing.* | | 1.1, 1.2, 1.3 | Lecture Activity = .5hr |
| **Workplace Writing Resources**  **Visit** the [Purdue Online Writing Lab (OWL)](https://owl.english.purdue.edu/owl/).  **Review** the resources in the following sections:   * [Subject-Specific Resources](https://owl.english.purdue.edu/owl/section/4/) (Click **Professional, Technical Writing**.) * [Job Search Writing](https://owl.english.purdue.edu/owl/section/6/) | | 1.2 | Lecture Activity = .5hr |
| **Learning Team Peer Review (Preparation)**    This course includes three learning team activities in which team members review each other’s work and use a simple checklist to provide feedback. These peer reviews are intended to help you refine your own writing and develop your close reading skills. Peer reviews are graded for effort and completion, not the quality of your feedback.  See the Announcement forum for team assignments. Take this week to share your contact information and availability, get to know your team members, and review the due dates and instructions for the upcoming activities.  *Note*. For the following weeks, the first draft of your assignments are due by Friday, and the Peer Reviews are due by Sunday.  **Week 2: Brochure**  Design a brochure by Friday, and review your team members’ brochures by Sunday.  **Week 3: Incident Report**  Write draft 1 of an incident report by Friday, and review your team members’ report drafts by Sunday. You will integrate their feedback to create a final draft of your Incident Report by Sunday.  **Week 5**  Create a PowerPoint presentation by Friday, and review your team members’ presentations by Sunday. | | 1.3 | Group = 1hr |
| **Total** |  |  | **2hr** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **AdobeConnect Live Class Session: Course Introduction**  **Prepare** to review the topics, readings, and homework for this week in a 1-hour live class session via AdobeConnect, to be scheduled by the instructor. If you are unable to attend the live session, you are encouraged to submit any questions to your instructor at least 2 hours before the live session begins. The instructor will upload a recording of the discussion at the conclusion of the session. | | All Course Objectives | Lecture Activity = 1hr |
| **Total** |  |  | **1hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: Communicating With Different Age Groups**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.    **Review** the brochure on pp. 67–70 in *Technical Writing*. Think about how you would explain arthritis to a fourth-grade child, a twelfth-grade biology class, and a 45-year-old patient receiving an arthritis diagnosis.   * How would you differentiate your message for each group? What are your main considerations? * What kind of print materials would be most appropriate for each age group? How would you modify the language, images, and design?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion Board = 1hr |
| **Discussion Question 2: The Modern Résumé**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.     * Do you have a resume or LinkedIn profile? What are the pros and cons of each? What are your personal opinions of each? * Imagine your resume is one of 20 for consideration for a position. Knowing that the HR manager has only half an hour to review all the resumes and narrow the selection down to five, what would you do to make yours stand out? * Imagine you are the HR manager in this scenario. How would you approach this task? What are your main considerations or strategies?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Discussion Board = 1hr |
| **Writing Exercise 1**  **Complete** the following exercises in *Technical Writing:*   * #1 on p. 71 * #1 on p. 96   **Submit** your answers through Blackboard. | | 1.1 | Problems = 1.5hr |
| **Job Application Packet**  **Find** a posting for a job that you could realistically apply for. (*Note*. You are not required to actually apply for the position as part of this assignment.)  **Prepare** the following items:   * Introduction email to the employer * Cover letter * Resume and/or LinkedIn profile * Three questions you would ask at the job interview   **Compile** all writing into a single document, and include a link to the job posting.  **Submit** your Job Application Packet through Blackboard. | | 1.2 | Paper = 1.5hr |
| **Total** |  |  | **8hr** |

# Faculty Notes

**Learning Team Peer Review (Preparation):**

* The number of students in your course will determine how many learning teams are appropriate. It is recommended that each learning team include two to three students. Assign students into small groups using the Groups feature in Blackboard, and post a message in the Announcement forum communicating group assignments.
* If any students state that they cannot meet the Friday due dates for the Peer Reviews, instructors may allow them to submit the assignment by Sunday, and conduct the Peer Review the following week. Note that the final Peer Review is in Week 5, so students will have to plan ahead to meet the Friday and Sunday due dates for the Final Presentation.

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| Week Two: Technical Documents; Visual Elements | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Write technical definitions, descriptions, and instructions for a functional item. | | CLO1, CLO2 | |
| * 1. Integrate visual elements into a technical document. | | CLO1 | |
| * 1. Describe ethical issues in the use of statistics and visual elements in technical documents. | | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5 (pp. 98–103) 6, 8–10, & pp. 453–458 of *Technical Writing.* | | 2.1, 2.2 | Lecture Activity = .5hr |
| **Ethical Issues in the Use of Statistics and Visual Elements**   * ["Misleading Graphs: Real Life Examples"](http://www.statisticshowto.com/misleading-graphs/) article and video (5:25) * ["Misleading Statistics Examples in Advertising and the News"](http://www.statisticshowto.com/misleading-statistics-examples/) article and video (2:49) | | 2.3 | Lecture Activity = .5hr |
| **Providing Peer Feedback**   * “[Tips for Critiquing Other Writers’ Work](http://www.writingforward.com/writing-tips/tips-for-critiquing-other-writers-work)” * “[Peer Review: How to Get it Right – 10 Tips](http://www.theguardian.com/higher-education-network/blog/2013/sep/27/peer-review-10-tips-research-paper)” | | 1.3 | Lecture Activity = .5hr |
| **Learning Team Peer Review (Reminder)**  Your first learning team peer review occurs this week. Note that your brochure is due by Friday so that all team members have time to review and provide feedback for each other by Sunday. | | NA | Group = 1hr |
| **Total** |  |  | **2.5hr** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adding Charts to Microsoft Word 2013**   * “[How to Add Charts to a Microsoft Office Word 2013 Document?](http://www.computerforall.ca/microsoft-office/86-office-2013/word-2013/228-how-to-add-charts-to-a-microsoft-office-word-2013-document)” * ”[How to Make a Pie Chart in Microsoft Word 2013](https://www.youtube.com/watch?v=a1YnuqwfeV0)” (1:47) * “[How to Make a Line Graph in Microsoft Word 2013](https://www.youtube.com/watch?v=OCWF-g5POj4)” (1:26) * “[How to Create a Flow Chart in Microsoft Word 2013](https://www.youtube.com/watch?v=6qPxqBGL_h0)” (1:08) | | 2.2 | Lecture Activity = .5hr |
| **How to Create a Brochure**   * “[How to Create an Effective Brochure](http://extensionpubs.unl.edu/publication/9000016367425/how-to-create-an-effective-brochure/)” * “[How to Create a Brochure Using MS Word 2013](https://www.youtube.com/watch?v=posOVuZgXE8)” (10:12) | | 2.2 | Lecture Activity = .5hr |
| **Total** |  |  | **1hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: User-Friendliness**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What kinds of features can make a document more or less user-friendly? * How can the audience influence your approach to technical document design?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 2.1, 2.2 | Discussion Board = 1hr |
| **Discussion Question 2: Ethical Use of Statistics**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.  **Review** pp. 453–458 in *Technical Writing*.     * What are some legal issues that could arise from a misleading presentation of statistics in a technical document? * Was anything in the reading surprising or confusing? What was your opinion of this scenario?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.3 | Discussion Board = 1hr |
| **Writing Exercise 2**  **Complete** the following exercises in *Technical Writing:*   * #1 or #2 on p. 156 * #1 or #2 on p. 191 (Review “Writing Informal Definitions” on pp. 177–180.)   **Submit** your answers through Blackboard. | | 2.1, 2.2 | Problems = 1.5hr |
| **Brochure**  **Create** a two sided, tri-fold brochure for a functional item (such as a stapler) that includes the following elements:   * Technical description and definition * Instructions for use * Visuals that represent facts about the item and procedure or usage * Appropriate design elements (color, font, and format)   You can save your brochure as a Word document, PDF file, or another format.  **Submit** your brochure to the Learning Team forum for review by Friday. You may choose to revise your brochure based on the peer review feedback. If you revise your brochure, name this version *draft 2*, and submit it in addition to your first draft by Sunday. Your instructor will grade whichever draft is most current in Blackboard. | | 2.1, 2.2 | Brochure = 1.5hr |
| **Learning Team: Brochure Peer Review**  **Submit** your brochure to the Learning Team forum by Friday.  **Review** the brochure for at least one of your learning team members using the Peer Review Brochure Checklist as a guide.  **Submit** your completed checklist to the Learning Team forum by Sunday.  **Review** the checklists completed for your brochure, and direct any comments or questions to your peer, team members, or instructor, as appropriate. | | 1.3 | Peer Review = 2hr |
| **Total** |  |  | **10.5hr** |

# Faculty Notes

**Brochure and Peer Review:** Instructors should grade the brochures for content, format, and integration of visual elements. Grade the Peer Review Checklist for effort and completion only, not the quality of the student feedback. Provide follow-up feedback on the completed checklists, as needed.

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| Week Three: Short Reports | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the characteristics and format of short reports. | | CLO1, CLO2 | |
| * 1. Apply technical writing techniques and strategies to short reports. | | CLO1, CLO2 | |
| * 1. Integrate peer feedback to create a final draft. | | CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5 (pp. 103–113), 13, and pp. 467–470 of *Technical Writing.* | | 3.1, 3.2, 3.3 | Lecture Activity = .5hr |
| **Business Writing**   * “[How to Improve Your Business Writing](https://hbr.org/2014/11/how-to-improve-your-business-writing)” * “[Steps for Revising Your Paper](https://owl.english.purdue.edu/owl/resource/561/05/)” | | 3.1, 3.2, 3.3 | Lecture Activity = .5hr |
| **Learning Team Peer Review (Reminder)**  Your second learning team peer review occurs this week. Note that draft 1 of your incident report is due by Friday so that all team members have time to review and provide feedback for each other by Sunday. A final draft is due by Sunday for grading. | | NA | Group = 1hr |
| **Total** |  |  | **2hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: What Would You Do?**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.  Review the following scenario: While on your way into your office building, you observe that the sidewalks are in need of repair. You believe these may present a safety issue.   * What do you believe are the main safety concerns? * What would you advise? What features could make your proposal more or less accepted? * If you were building management, what would you do?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2 | Discussion Board = 1hr |
| **Discussion Question 2: Importance of Report Format**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What do you think the purpose of the incident format is? * What are some advantages and disadvantages of adhering to a specific format? * What are some effects of unclear or overly lengthy writing?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1 | Discussion Board = 1hr |
| **Writing Exercise 3**  **Complete** the following exercises in *Technical Writing:*   * #1 on p. 119 * #3a or #3b on p. 120 * #11 on p. 366   **Submit** your answers through Blackboard. | | 3.1, 3.2 | Problems = 1hr |
| **Incident Report**  **Review** Model 13-2 on pp. 344 & 345 of *Technical Writing*.  **Choose** #2 or #3 on p. 364 for this assignment.  **Write** a 1-page incident report for the scenario you chose, and title it *draft 1*.  **Submit** draft 1 of your incident report to the Learning Team forum by Friday.  After the peer reviews are complete, create a final draft of your incident report and submit it for grading by Sunday. Both drafts must be submitted by Sunday for grading. | | 3.1, 3.2 | Paper = 1.5hr |
| **Incident Report Peer Review**  **Submit** draft 1 of your incident report to the Learning Team forum by Friday.  **Review** the incident report for at least one of your learning team members using the Peer Review Incident Report Checklist as a guide.  **Submit** your completed checklist to the Learning Team forum by Sunday.  **Review** the checklists completed for your incident report, and direct any comments or questions to your peer, team members, or instructor as appropriate.  **Revise** your incident report as needed to create your final draft. | | 1.3, 3.3 | Peer Review = 2hr |
| **Total** |  |  | **8.5hr** |

# Faculty Notes

**Incident Report and Peer Review:** Instructors should grade the incident reports for content, format, and integration of visual elements. Grade the Peer Review Checklist for effort and completion only, not the quality of the student feedback. Provide follow-up feedback on the completed checklists as needed.

Remind students that two drafts of the incident report are due.

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| Week Four: Long Reports | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the characteristics and format of long reports. | | CLO1, CLO2 | |
| * 1. Apply technical writing techniques and strategies to a long report. | | CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 11 & 12 and pp. 473–477 of *Technical Writing.* | | 4.1, 4.2 | Lecture Activity = .5hr |
| **Persuasive Writing**   * “[Online Technical Writing: Persuasion](https://www.prismnet.com/~hcexres/textbook/pers.html)” * “[Improving Business Processes](https://www.mindtools.com/pages/article/improving-business-processes.htm)” | | 4.1, 4.2 | Lecture Activity = .5hr |
| **Total** |  |  | **1hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: Getting The CEO’s Attention**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * How could format affect the CEO’s reaction to a report? * How can you make it easier for the CEO to read?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1 | Discussion Board = 1hr |
| **Discussion Question 2: Presenting Online or In Person**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What are the most significant differences in delivering a presentation in person versus online? * What are the most significant differences in watching a presentation in person versus online? * How does the desired effect on the audience influence your choices in vocabulary, imagery, format, or other features?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2, 5.3 | Discussion Board = 1hr |
| **Long Report, Draft 1**  In Weeks 4 and 5, you will develop a long report and complementary PowerPoint presentation appropriate for the HR director, executive committee, or CEO at your workplace. (*Note*. You are not required to actually present your suggestion at work as part of this assignment.) This week, you write a first draft of the long report and submit it for instructor feedback. In Week 5, you integrate your instructor’s feedback to develop a final draft and create a presentation.  **Review** pp. 286–298 and Model 12-4 on pp. 304–306 of *Technical Writing*.  **Identify** an improvement you would like to suggest at your current or former workplace. Topics should be work related, such as increasing efficiency, addressing a safety issue, reducing customer complaints, or improving response time.  **Conduct** research into your topic. Compile some evidence that the problem you have identified is real and that your suggestion would be effective. Resources should be current and from a reputable source. Consider conducting an informal interview or survey as part of your research.  **Write** draft 1 of a long report using the same basic format as Model 12-4. Include the following in your report:   * Identify the job title of the most appropriate recipients. * Identify the problem. * Summarize your research findings. * Propose your suggestion, and explain why it should work.   **Submit** draft 1 of your long report through Blackboard. | | 4.1, 4.2 | Paper = 2hrs |
| **Total** |  |  | **5hr** |

# Faculty Notes

**Long Report, Draft 1:** Provide sufficient and timely feedback so that students can create an expanded final draft and complementary PowerPoint presentation in Week 5.

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| Week Five: Professional Presentations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the characteristics of effective presentations. | | CLO1, CLO3 | |
| * 1. Create a persuasive presentation to support a long report. | | CLO1, CLO3 | |
| * 1. Compare online delivery of a message to traditional communication. | | CLO1, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 16 and pp. 459, 460, 478, 479, & 480–485 of *Technical Writing*. | | 5.1, 5.2, 5.3 | Lecture Activity = .5hr |
| **Presentation Skills**   * “[Killer Presentation Skills](https://www.youtube.com/watch?v=whTwjG4ZIJg)” (7:18) * “[The Secret Structure of Great Talks](http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks)” (18:09) * “[How to Give a Killer Presentation](https://hbr.org/2013/06/how-to-give-a-killer-presentation/)” * “[9 Public-Speaking Lessons from the World’s Greatest TED Talks](http://www.forbes.com/sites/carminegallo/2014/03/04/9-public-speaking-lessons-from-the-worlds-greatest-ted-talks/)” * “[How to Bypass the 5 Worst Mistakes in Online Presentations](http://www.forbes.com/sites/kathycaprino/2013/05/28/how-to-bypass-the-5-worst-mistakes-in-online-presentations/)” | | 5.1, 5.2, 5.3 | Lecture Activity = 1hr |
| **Learning Team Peer Review (Reminder)**  Your final learning team peer review occurs this week. Note that your presentation is due by Friday so that all team members have time to review and provide feedback for each other by Sunday.  The final draft of your long report is due by Sunday for grading. | | NA | Group = 1hr |
| **Total** |  |  | **2.5hr** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **AdobeConnect Live Class Session: Course Closing**  **Prepare** to review the topics, readings, and homework for this week in a 1-hour live class session via AdobeConnect, to be scheduled by the instructor. If you are unable to attend the live session, you are encouraged to submit any questions to your instructor at least 2 hours before the live session begins. The instructor will upload a recording of the discussion at the conclusion of the session. | | All course objectives | Lecture Activity = 1hr |
| **Total** |  |  | **1hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: Intercultural Communication**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.  **Review** pp. 480–485 in *Technical Writing.*   * Imagine you are teaching freshmen orientation for a group of international university students from Korea, Brazil, and Poland. How would you explain tailgating at an American football game? What kinds of images or videos would you show?   *Note*. Do not simply provide a description of tailgating—frame your response around the cultural aspects of tailgating and football in American university culture and how to select appropriate information for this type of presentation.  *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2 | Discussion Board = 1hr |
| **Discussion Question 2: Online Versus Face-to-Face Communication**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What are the most significant differences in collaborating in-person versus online through a synchronous modality (such as Skype) and an asynchronous modality (such as email)? * Which method would you prefer for things like negotiation, training, problem solving, or developing a project? Why?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Discussion Board = 1hr |
| **Final Presentation**  **Develop** a 5-minute PowerPoint presentation appropriate for the HR director, executive committee, or CEO of your workplace in which you summarize the main points from your long report.  **Format** your presentation in an attractive, concise format. Use bulleted words and phrases in the slides. Use complete sentences in the speaker notes to explain and expand on the content of the slides. Supplement your presentation with images, videos, links, or other resources appropriate for your audience.  **Submit** your presentation to the Learning Team forum for review by Friday. You may choose to revise your presentation based on the peer review feedback. If you revise your presentation, name this version *draft 2*, and submit it in addition to your first draft by Sunday. Your instructor will grade whichever draft is most current in Blackboard. | | 5.1, 5.2 | Presentation = 1.5hr |
| **Learning Team: Final Presentation Peer Review**  **Upload** your PowerPoint presentation to the Learning Team forum by Friday.  **Review** the PowerPoint presentation for at least one of your learning team members using the Peer Review Presentation Checklist as a guide.  **Submit** your completed checklist to the Learning Team forum by Sunday.  **Review** the checklists completed for your presentation, and direct any comments or questions to your peer, team members, or instructor, as appropriate. | | 1.3, 3.3 | Peer Review = 2hr |
| **Long Report, Final Draft**  **Review** your instructor’s feedback on draft 1 of your long report. Contact your instructor with any questions.  **Revise** your long report as needed to create an expanded final draft.  **Submit** your final draft through Blackboard by Sunday. | | 4.2 | Paper = 1hr |
| **Total** |  |  | **10hr** |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 7 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 9.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 5 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 9 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 39 |
| **Total Supplemental Hours** |  | 3 |
| **Total Hours** |  | 42 |