ENGL 2338:
Introduction to Technical Writing

Contents

General Information

Instructor:	Dr. Christian Worlow	**Office**:	CARH 604
Email:	worlow@uta.edu	**Office Hours**:	TR 12-1:30 pm

Email Information

- Include ENGL 2338.n (where *n* is the section number) and a detailed topic in the subject line of all emails; **I will not open emails that do not include a correct subject line**.
- Sign your first and last name at the bottom of each email, so I know who you are.
- I check email daily, except on the weekends. I try to respond to emails within 24 hours.
- If you email me after noon on Friday or over the weekend, you will likely not hear back from me until Monday.

Office Hour Information

- If no one schedules an appointment with me for my office hours, I may choose to use the time another way, so make sure to send an email setting up an appointment to let me know you are coming. You may do walk-in meetings, but I cannot promise to be available or there if I am unaware that you are coming.
- I am only on campus on Tuesdays and Thursdays (TR).
- Sometimes, the department schedules meetings during my office hours, and if that happens, I will not be in my office. Always let me know in advance that you are coming, so I can let you know if I have a conflict.

Course Description

ENGL 2338 Introduction to Technical Writing

Sophomore-level course focused on a process-oriented introduction to writing, especially for nursing, science, pre-engineering, and business students. This course includes understanding the writing situation and provides students the opportunity to practice writing in response to professional and technical situations. Students will learn improved writing style and be introduced to design concepts, business writing, and instruction writing. This course includes both individual and collaborative projects. Prerequisite: ENGL 1301, ENGL 1302.

Essential Competencies

Essential competencies for this course include the ability to

- Read and analyze technical documents.
- Write clear, concise, and visually appropriate technical prose for the intended readers in response to various types of assignments.
- Discuss, in class and in small groups, technical documents.
- Use a personal computer with various word processing, e-mail, and graphics software applications.

Required Course Materials

Required Book (1)

Sims, Brenda R. *Technical Communication*, Second Edition ISBN: 978-1-4652-0242-0
Publisher: Kendall Hunt Publishing

- Only this edition of the textbook is acceptable for the course.
- You will need the book to pass this course.
- You must have the book by the first full week of class—no extensions for failing to purchase the book.

I also *recommend* a good writing handbook (or website) that you can refer to for grammar, spelling, punctuation, and style.

Required Materials

- Paperclips
- USB Drive
- Headphones to plug into computer for video instructions
- Standard School Supplies: Pens, Pencils, Paper, etc.
- UTA Email address that you check daily (you can set up this address to forward to your primary email address)
- Reliable Internet access (use UTA library if you cannot access the Internet from home)

Course Objectives

- To learn to write clearly, concisely, and correctly
- To learn the value of good writing skills in business and industry
- To learn and practice writing various technical documents common in business and industry
- To learn to use word processing to create effective technical documents
- To learn to write and work as a member of a team
- To learn word processing programs that foster writing
- To learn editing, tracking, and commenting skills
- To learn advanced computer graphic and design programs for the business world

Course Policies

- You must attend class regularly. You cannot perform well in this course unless you attend class. If you miss class for any reason, you are responsible for all material covered and all assignments made.
- If you are unable to attend class for some reason, please e-mail me.
- Submit all assignments on time. I do not accept late papers. If you are having trouble completing an assignment, talk with me **at least two days before the assignment is due**. If you use Blackboard or e-mail an assignment to me because you have to miss class, then you must bring a physical copy with you to the next class.

- Any assignment not prepared specifically according to instructions in format, organization, or style may receive a grade of F. Refer to the rubrics associated with the different assignments.
- If you miss a quiz because you did not arrive to class on time or missed class, you cannot make up the quiz and will receive a grade of zero.

Extra Credit

Extra Credit opportunities may pop up in class, and I will offer them when they do. If you miss the opportunity, you will not be able to take the option later.

Late Work

I will **not** accept late assignments for any reason. If your assignment is late, then it will earn a zero. In case of an emergency, make sure you have a friend or relative deliver the assignment to me by the due date at the beginning of class.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit: (1) go right down the hall; (2) go down the stairs to the first floor; (3) take the exit to the right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will arrange to assist handicapped individuals.

Plagiarism Information

According to the university catalog, term cheating includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations.
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
- The acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; or
- Any other act designed to give a student an unfair advantage.

The term plagiarism includes, but is not limited to:

- The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full or clear acknowledgment; and
- The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person or agency engaged in the selling of term papers or other academic materials. (Student Catalog 92)

In my class, plagiarism includes:

- Turning in any material (even one sentence) that is not your own without acknowledging the source.
- Turning in material that is identical to a classmate's material.
- Using material from a previous course.

- Any student caught plagiarizing may be given an F in the course, and his or her actions will be reported to the Office of Student Rights and Responsibilities—no exceptions.

Attendance Information

At The University of Texas at Arlington, taking attendance is not required. Rather, faculty members are free to develop their own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance every class period. Your participation grade will suffer for every class you miss (-5 percent per class until Participation reaches a grade of zero).

Missed Class

If you miss a class, do **not** come to me to ask what you missed. I recommend you exchange emails with your classmates, so that you can find out what we did in class when you were absent.

Excused Absences

The only excused absences recognized by the University of Texas at Arlington are those wherein a student is representing the university in an official capacity or are those religious holidays you notify the instructor of at the beginning of the semester in writing. *These absences will **not** be excused without appropriate documentation.* Athletes and other students who will miss class for an official university activity **must advise me in writing at least 48 hours in advance of the absence**. Notice only lets the instructor know that a student will be missing class; this notice does not extend due dates for assignments or allow the student to make up missed quizzes. Students must make arrangements with the instructor at least 48 hours prior to the absence for turning in the work. No guaranteed extensions.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UTA. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

Headphones and Music

I do allow students to listen to their own music on headphones during *workshop portions* of the class as long as the volume is low enough that students can hear me if I need to bring something to their attention.

Cell/Mobile Phones

- To avoid distractions during lectures, I expect students to mute their phones and keep them out of sight.
- Students may listen to music on headphones during workshop time, but students should avoid texting, checking email, or surfing the Internet.
- If a student is expecting an important call that he or she needs to take during class, the student should:
- Inform the instructor before class begins.
- Arrange for notes from another student before class if leaving is necessary.

- Go out into the hall to answer the phone and have the conversation.

Restroom Breaks

- Students may leave the class and return without asking permission for restroom breaks.
- Try to time exit or entrance when the instructor is changing slides or switching activities, so the exit or entrance causes the least amount of disruption.
- Be polite and quiet.

Leaving Early

- If a student must leave early, let the instructor know before class.
- Ask another student to give you notes on anything you miss by leaving early.
- Having to work is never an accepted reason for leaving class early.

Computer Etiquette

While we will be using the computers in the classroom to complete both homework assignments and papers, you must use good computer etiquette during class time. Hacking, surfing the net, sending/reading personal emails, or completing work for other courses during class time is strictly forbidden. Failure to adhere to these rules will result in dismissal from the classroom and will count as a zero on any daily work for that class day.

Students may bring their own laptops or tablets to class, but the student is then responsible for having all the software needed for the course and for using the software.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate because of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. You can find information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Course Evaluation (Grades)

Assignments	Percentage	Due Dates
Quizzes, Homework, & Participation	15%	Daily
Style Exam	10%	Feb. 12
Design Case Study/Brochure	15%	March 19
Resume/Letter	15%	March 26
Formal Project	15%	May 7
Team Instruction Project	15%	April 14
Team Feasibility Study	15%	May 5

Students should demonstrate a mastery of grammar, spelling, and punctuation (GSP) as well as the writing skills developed in Composition & Rhetoric I and II. In the professional world, these kinds of errors make you seem unprofessional. All GSP errors found on assignments will result in a -1 point penalty per error: for example, ten grammar, spelling, or punctuation errors on a document will result in a -10 penalty to the grade (an 87% becomes 77%).

Assignment Descriptions

Quizzes, Homework, and Participation (15%)—This part of the grade is a combination of daily quizzes over assigned readings, completed homework that is separate from the major projects, and how each student behaves toward the professor, other classmates, and with respect to class times.

> **Quizzes**—Daily reading quizzes to prove students have read the required material before class. These quizzes are due on Blackboard before the beginning of class. Be sure whatever computer you are using for the quiz can properly and fully run Blackboard. Students will not be able to make up quizzes. Most quizzes will be announced in the schedule, but your instructor will occasionally include pop quizzes during class.

> **Homework**—Usually completion grades to show the instructor that you did prepare for class by completing work outside of the class. Sometimes, this grade will include drafts of parts of major assignments.

> **Participation**—This grade is based on student behavior such as arriving on-time for class, arriving prepared for class, staying for the entire class period, handing in work on time in the appropriate format, speaking respectfully to classmates and instructor, avoiding playing games, avoiding texting or emailing during class, respecting the time of the instructor and other classmates, and communicating responsibly with the instructor about problems, absences, or other needs. For each class you miss, you lose 5 points from this grade, to a minimum of zero.

Style Exam (10%)—This exam takes place four weeks into the semester and covers chapters 7 and 8 in the Sims' book. Students will have 80 minutes (one class period) to complete the exam. The exam includes three sections:

- Part I is worth 76 points, and includes eight sentences. Students choose six of the eight sentences to answer. Each answer includes
  - Identifying all of the problems with the sentence with the correct style terms.
  - Including the word or phrase that makes up the style problem in parenthesis next to the style term for the error.
  - A rewrite of the sentence that corrects all the errors from the original sentence without creating new errors.
- Part II is worth 20 points, and includes two paragraphs. Students choose one of the two paragraphs to rewrite and correct all style errors. Students do not have to identify errors in this portion of the test; they only rewrite the paragraph.
- Part III is worth 4 points. The grading is all or nothing for this section. Students must correctly name all eight "to be" verbs for this part.
- In addition to the new information from the lectures for Chapters 7 and 8, the instructor will also grade on grammar, spelling, and punctuation.
- **NB**: The Style Exam requires you to learn how to spot and how to avoid and how to revise texts for the style errors in Chapters 7 and 8. *The Style Exam will likely be your worst overall grade for the course, and if you do not study or prepare adequately, you will not do well.* This exam has no "curve."

Design Case Study (15%)—Students will design or redesign a brochure chosen by the instructor. The final grade will be based on the written text and on design. Students will receive an assignment sheet and a detailed rubric.

Resume/Letter of Application (15%)—Students will write a resume and a letter of application (also known as a cover letter) to apply for a job in their field. Students will receive an assignment sheet and a detailed rubric.

Formal Project (FP) (15%)—Students will receive an assigned research topic from a real world client and must create a document with good style and design that covers the research performed. Students will begin this project early in the semester and work to complete it outside of class during most of the semester.

Team Instruction Project (TIP) (15%)—Students will work in teams of 3-4 to collaborate on a set of instructions. Teams will create team contracts for handling students who fail to do their work as well for setting team expectations. If a team member fails to complete their part of the work on time, the rest of the team must complete the work or risk a lower grade, but the team can vote (if written into the contract) to remove the team member from the team. The removed team member will then be responsible for doing an entire project individually, and it will be due on the same day as the team project.

Students will keep minutes of their team meetings, and they will turn in a final product to the instructor on the due date. If the final product does not meet the assignment requirements, all team members will fail the assignment, thus team members must work proactively to complete the work on schedule even if someone fails to do their part. The reason for these strict rules is to teach the students to respect deadlines and complete projects on time with a team (and sometimes in spite of the team). You will also have an assignment sheet and detailed rubric.

Team Feasibility Study (TFS) (15%)—Students will work in teams of 3-4 to collaborate on a 10-12 page feasibility study. The teams will remain the same from the Team Instruction Project, and students will use the same team contract. If a team member fails to complete their part of the work on time, the rest of the team must complete the work or risk a lower grade, but the team can vote (if written into the contract) to remove the team member from the team. The removed team member will them be responsible for doing an entire project individually, and it will be due on the same day as the team project.

Students will keep minutes of their team meetings, and they will turn in a final product to the instructor on the due date. If the final product does not meet the assignment requirements, all team members will fail the assignment, thus team members must work proactively to complete the work on schedule even if someone fails to do their part. The reason for these strict rules is to teach the students to respect deadlines and complete projects on time with a team (and sometimes in spite of the team). You will also have an assignment sheet and detailed rubric.

Frequently Asked Questions (FAQ)

Q. Can I turn in late work?
A. No. If your work is late, you get a zero.

Q. What if it's a couple of minutes late?
A. Tough. Don't wait until the last minute.

Q. Can I revise for a better grade?
A. No. Turn it in right the first time. Besides, in my experience, students don't "revise" so much as fix a comma or two and call that a "revision." So no, you can't revise.

Q. What if my assignment is too short/doesn't meet the minimum length required?
A. Then it earns a zero.

Q. What if my assignment is longer than the listed maximum length?
A. If you're a little over the maximum, then don't worry about it. If you're well over the maximum (for example, 10 pages rather than 5), then I'm only reading and grading until page 5.

Q. Can I have an Incomplete?
A. No.

Q. Can I do anything to get a better grade?
A. Do the work in the first place the first time around. If we are approaching the end of the term and you're worried about passing, then you probably should have done more/done a better job/gotten help sooner. If extra credit has already been offered, then do that, but don't expect to magically change a failing grade into a passing one.

Q. But I need this class for my nursing degree/engineering degree/teaching certificate!
A. If you're having problems, maybe that program isn't right for you. You might consider speaking with an advisor for other options with your academic career.

Q. But I need [some particular grade] for financial aid/to graduate!
A. Maybe you should've done better before this point.

Q. How many absences can I have?
A. I used to have a maximum number of absences policy, but UTA has no official attendance policy. I take roll each class, but you have no "maximum" number of absences. Of course, if you miss several classes and several daily/in-class grades, then you'll fail under your own power.

Q. Can I go to the restroom?
A. Yes. Stop asking me. Just go. Be discrete and don't disrupt class, but you aren't in high school anymore.

Q. Can you look at my draft for me and give me feedback?
A. Sure. Bring it by my office as a hard copy. Don't bring your laptop. I will send you on your way if you slide your MacBook towards me. *Print out your draft.* Be aware: My job is not to edit/copyedit/revise your work. I will point to issues or give you guidance on how to improve your draft, but I do not give out a formula to students for specific grades. That is, I do not say, *If you do this and this and this with your draft, you will earn an A.*

Q. But you said my draft looked fine! Why did I get [grade I do not want]?
A. Because your work earned that grade. Do not mistake "You're on the right track" or "This looks okay" for "This gets an A." A *D* is passing. A *C* reflects *average* work.

Q. But I worked so hard on this!
A. Effort does not equal competency or success.

Q. But I submitted my assignment to Blackboard/I had a Blackboard issue!
A. If it's before the deadline, try using a different browser. If that doesn't work, email it to me before the deadline as an attachment. If it's after the deadline, start thinking about how to avoid having this problem on the next assignment. If a quiz has an issue, then contact me before class.

Q. Do you drop any grades?
A. I typically drop a lowest daily grade at the end of the term. If you have perfect attendance, I will drop *another* lowest daily grade.

Q. I was late to class! What should I do?
A. Come to me at the end of class to let me know you were present but late. Do not *assume* I marked you down. If you came in *very* late, then I will likely mark you absent nonetheless.

Q. What does it take to earn an *A* on an assignment?
A. For papers, projects, essays, etc., the assignment must satisfy all requirements. It must have few if any errors, and it should be engaging to read, demonstrating a mastery of the material and concepts the project addresses. It should demonstrate *excellence,* not merely *goodness* or *seems good* or *well, it's doing most of what I asked you to do.* It should demonstrate any and all of the following: good writing style; mastery of grammar, spelling, and punctuation; effective organization; engaging content and rhetoric appropriate to the intended audience and purpose; concision and clarity; and mastery of the subject matter at hand.

For argumentative essays/projects, it should demonstrate an effective argumentative organization: an introduction and strong, clear thesis; claim-driven topic sentences for unified, coherent paragraphs; a clear, strong conclusion; convey complex ideas in simple, clear, concise prose.

For technical writing projects, it should demonstrate excellent writing style (including few if any passive constructions or other style issues) and excellent document/graphic design based upon the principles taught in class.

Q. Can I have a letter of recommendation?
A. Two things: Firstly, you cannot have a recommendation until after the class is over. I want to see if you are the kind of student I feel confident and comfortable in recommending for something. Also, I might have something to *talk about* by that point. I've used students' work and projects in my classes as specific examples to *justify* why I recommend students for scholarships, academic programs, etc. Secondly, I only write letters of recommendation for students who earned *A*'s in the course overall.

Q. When should I start working on the Formal Project?
A. As soon as possible. *Establish a plan and keep to it.* Spread your work out, but keep working. Recognize that researching your terms will take you some time and effort. If you wait until the last minute to work on your research, I will have no patience or sympathy.

Q. I can't find any sources for my Formal Project! What should I do?
A. Have you tried the following?
- Used the library's website to search for articles, books, etc.?
- Talked to a library liaison or reference librarian for help?
- Tried using Google Scholar?
- Tried using Google Books?
- Tried varying your search terms? *Sign* can also be *reflex. Cudderman's Syndrome* might also appear as *syndrome of Cudderman* or *Cuddermans syndrome* and so forth.
- Tried looking at Wikipedia or other sources you can find to see what sources *they* point to? If you're unsure what a term even means, looking at Wikipedia may give you some background to work with, and Wikipedia may point you towards other, reputable sources.
- Remember: there are other libraries in the area. The various medical libraries at medical schools in the area may have more resources than our university does for the more arcane terms you'll be searching for.
- Did you go beyond the first few pages of search results? For Google-related searches, you may wish to consider Google's own [Master Lessons](#) and specifically [this presentation](#) on using Google more effectively.

Q. Can I use Wikipedia, Ask Jeeves, About.com, Ask.com, Metafilter, Reddit, or some other general internet resource as a source in my paper/project?
A. No. If you're in a Literature course, then you should use the MLA International Bibliography or maybe Academic Search Complete via our library. Otherwise, for literature or composition or technical writing, you should be searching for reputable sources—and have a good understanding of what reputable sources *are* and which are appropriate to the project or discipline you are working within.

Q. What citation style should I use for my projects/assignments?
A. My answer varies depending on the kind of course you are taking:

- For *composition and literature courses*, use MLA Style parenthetical citation with Works Cited pages.
- For *Shakespeare*, use MLA Style or Chicago Manual of Style (CMS), but do not mix the two. Offer parenthetical citations for primary text passages or references. If you use MLA, be sure to have a Works Cited page. If you use CMS, use end notes or footnotes.
- For Technical Writing, choose a citation style and stick to it on particular projects. Note that choice on the Style Sheet. NB: The Formal Project requires you to use APA style citation. You will have a Works Cited, References, or Bibliography section as appropriate to the style you choose.

Please note that the library can direct you to more information about those specific styles. I recommend you *avoid* using Citation Machine and similar web services to generate your Works Cited entries unless you are working with printed, hardcopy sources like books and journal articles.

Tentative Schedule

All dates are subject to change by instructor. Important deadlines are in blue.

Week 1
Jan 20   Introduction
                    Email Etiquette
                    Exchange email addresses with at least two people in class
                    Syllabus Quiz (in-class or before next class)
                    Grammar Quiz (in-class or before next class)

Jan 22   Audience Analysis
                    Chapter 2
                    Chapter 2 Quiz (due before class)

Week 2
Jan 27   Memos, Letters, & Emails
                    Chapter 12
                    Chapter 12 Quiz (before class)
                    Practice Emails (in-class)

Jan 29   Style
                    Chapter 7
                    Chapter 7 Quiz (before class)
                    HW: Exercises 1-6 at end of Chapter 7 (on Blackboard before class)
                    NB: Budget at least three hours to complete this homework

Week 3

Feb 3   Style
           Chapter 8
           HW: Exercises 1-11 at end of Chapter 8 (on Blackboard before class)
           Chapter 8 Quiz (before class)
           NB: Budget at least three hours to complete this homework

Feb 5   Long Style Quiz (before class)
           Review and Style Workshop (in-class)

Week 4

Feb 10   HW: Practice Exam (before class on Blackboard; give yourself 80 minutes to
           practice)
           Review and Style Workshop (in-class)

Feb 12   Style Exam (in-class & hard-copy)

Week 5

Feb 17   MS Word and Graphics Orientation

Feb 19   Formal Project Assignment
           Research Methods
           Formal Project Bookkeeping

Week 6

Feb 24   Organizing Information and Headings
           Chapter 6
           Chapter 6 Quiz (before class)
           Assign Design Case Study/Brochure

Feb 26   Creating Visual Information
           Chapter 11
           Chapter 11 Quiz (before class)
           HW: Header & Organization Text Rewrite (upload before class in Blackboard;
           bring e-copy to class with you of revised text and visual representations)

Week 7

Mar 3   Introduction to Graphic Design
           Chapter 10
           Chapter 10 Quiz (before class)
           HW: Visual Representation (upload before class in Blackboard; bring e-copy to
           class with you of revised text and visual representations)

Mar 5   Brochure Workshop
           In Class: Project Log, Style Sheet, & Thumbnail Sketch (show me the sketch, and
           upload the style sheet and project log to Blackboard at the end of class)

Mar 9-13   Spring Break

Week 8
Mar 17   Brochure Workshop
HW: Draft of Brochure (upload before class in Blackboard and give B&W physical copy to instructor at beginning of class)

Mar 19   Resumes & Letters of Application
Assign Resume & Cover Letter Project
Chapter 13
Chapter 13 Quiz (before class)
Review Chapter 12 (especially emails and letters)
Final draft of Brochure (due at beginning of class and on Blackboard)

Week 9
Mar 24   Resume & Letter Workshop
HW: Drafts of Resume and Letter (upload to Blackboard by beginning of class; bring physical and e-copies to class with you)

Mar 26   Progress Reports
HW: Bring your research for your Formal Project to class
Final Draft of Resume & Letter (upload before class in Blackboard and bring physical copies to instructor by beginning of class)

Week 10
Mar 31   Instructions
Chapter 18
Chapter 18 Quiz (before class)
Assign Team Instruction Project (TIP)
Team Contract (in-class; upload and signed physical copy)
Instructor approved topic by end of class on sign-up sheet

Apr 2   Instruction Manual Workshop
HW: Style Sheet and First Text Only Draft of Instructions (upload before class in Blackboard and bring physical copy by beginning of class, bring e-copy to class)
HW: Thumbnail Sketch of Instructions (make sure all team member names are on page.)
NB: To receive credit, every member of the team must upload all of these parts to Blackboard

Week 11

Apr 7   Instruction Manual Workshop
Be ready to work on the design of your instructions in class.
HW: Revised written and Tested Instructions (upload before class in Blackboard and bring physical copy by beginning of class, bring e-copy to class)
NB: To receive credit, every member of the team must upload this draft to Blackboard.

Apr 9   Instruction Manual Workshop | Peer Review Day
Be ready to put final touches on your Instructions in class—need e-copies.
HW: Upload latest draft to Blackboard (upload before class in Blackboard and bring physical copy by beginning of class, bring e-copy to class)
NB: To receive credit, every member of the team must upload the draft to Blackboard.

Week 12

Apr 14 Feasibility Studies & Formal Reports
Chapter 15
Chapter 15 Quiz (before class)
Assign Team Feasibility Study (TFS)
Final Draft of TIP due (upload before class in Blackboard and bring physical copy by beginning of class

Apr 16 TFS Workshop
Instructor Approved Topic for Feasibility Study (signup sheet in class)
First Draft of Methods Section (upload at the end of class)

Week 13

Apr 21 TFS Workshop
HW: Complete draft of Methods (including any survey questions) section and Style Sheet, (upload before class in Blackboard and bring physical copy by beginning of class, bring e-copy to class)
NB: Instructor must approve your methods section before you begin testing.

Apr 23 TFS Workshop
HW: Draft of summary (minus results and recommendation), introduction, layout with charts of results section (no data yet), and basic design elements—(upload before class in Blackboard and bring physical copy by beginning of class, bring e-copy to class)

Week 14

Apr 28   TFS Workshop | In-Class Surveys and "Taste Tests"
Teams planning surveys must be ready at the beginning of the class.
NB: You must attend this class period, or you will lose 20 points from your individual project grade.

Apr 30   TFS Workshop
All results from testing should be complete.
HW: Draft of summary, results, introduction, discussion/analysis/conclusion, and recommendation text with design elements (upload before class in Blackboard and bring physical copy by beginning of class, bring e-copy to class)

Week 15

May 5   Formal Project Workshop
Final Draft of TFS due by beginning of class—physical copy and Blackboard upload
HW: First draft of Formal Project (upload to Blackboard before class)

May 7   Formal Project Workshop
HW: Second Draft of Formal Project (upload to Blackboard before class)
Final Draft of Formal Project Due at End of Class

Week 16

Class does not meet. This course does not have a final exam.