Diane F. Halpern, author of *Thought and Knowledge: An Introduction to Critical Thinking*, defines critical thinking as “the use of those cognitive skills and abilities that increase the probability of a desirable outcome.” Whenever we communicate, the more aware we are of our own thinking processes, the more we can increase the probability of the desirable outcome of understanding, in ourselves and in others.

**COURSE DESCRIPTION**

“So What Is Technical Writing?”

Technical Writing is not a subject, but a practice: “Technical communication encompasses a set of activities that people do to discover, shape, and transmit information” (Markel 3).

Consequently, this course requires your active involvement with the goal of developing and refining your writing skills through frequent practice.

Throughout the semester, you will be presented with a variety of compositional challenges designed to improve your ability to make effective choices when writing both independently and collaboratively.

“What is a CT² Seminar?”

As a Clemson Thinks² (CT²) seminar, our attention to language for the purpose of becoming better writers will gain another dimension—enhancing our writing by enhancing our thinking.

CT² is a university-wide initiative to promote critical thinking (CT) through the explicit and intentional incorporation of CT skills into various courses.

Diane F. Halpern, author of *Thought and Knowledge: An Introduction to Critical Thinking*, defines critical thinking as “the use of those cognitive skills and abilities that increase the probability of a desirable outcome.” Whenever we communicate, the more aware we are of our own thinking processes, the more we can increase the probability of the desirable outcome of understanding, in ourselves and in others.

**COURSE CONTENT: Required Texts**

- *Practical Strategies for Technical Communication* by Nina Morkel
- *Everything and More* by David Foster Wallace
- *Longitude* by Dava Sobel
- *Leonardo’s Notebooks* by Paul and Joan Davies
According to Markel, people in the working world engage in technical writing primarily “to help others learn about a subject, carry out a task, or to make a decision” and “to reinforce or change attitudes and motivate readers to take action” (3).

It is one thing to teach or motivate a narrowly defined audience with similar beliefs; it is quite another to communicate to a broad audience, whose interests, background knowledge, and values are much more difficult to define.

The texts chosen for this course are ambitious examples of technical writing in this regard:

- Dava Sobel writes a scientific history as a bestselling novel;
- Anna Suh attempts to arrange the private thoughts and illustrations of a genius in a form for public consumption;
- and David Foster Wallace tries to make advanced mathematics humorous and entertaining for the not-so-mathematically-inclined reader.

As author Neal Stephenson writes in his introduction to Everything and More, attempting to communicate complex ideas in clear language comes:

“out of a conviction that the world must be amenable to human understanding and that if you can understand something, you can explain it in words: fancy words if that helps, plain words if possible. But in any case you can reach out to other minds through the medium of words and make a connection” (xxx-xxx).

Ultimately, an adept technical writer excels at making connections—among disciplines, among concepts, among minds.

The texts chosen for this course are ambitious examples of technical writing in this regard:

COURSE LEARNING OUTCOMES

- Identify the purposes and goals of technical communication.
- Define, apply, and evaluate the conventions of several technical and professional texts.
- Analyze and predict the rhetorical effects of composition choices.
- Create well-organized and helpful texts for a variety of audiences.
- Locate and use primary and secondary sources to conduct research.
- Create well-organized and helpful texts in a variety of media.
- Create effective collaborative projects.
- Give colleagues constructive feedback.
- Reflect on and revise projects.
- Communicate complex ideas effectively.

MAJOR ASSIGNMENTS

NOTE: ALL assignments must be submitted electronically via Canvas and email unless otherwise specified.

More detailed instructions for each major assignment will be provided on the date the projects are assigned.

Clemson Thinks Seminar Critical Thinking Exams and Exercises (10% of your final grade)

As a part of the CT² initiative, this course will require you to take an online critical thinking test at the beginning and again at the end of the semester to gauge your progress. While your scores on these exams are NOT used to calculate your final grade, you will lose points if you do not take the exams or fail to participate in any of our critical thinking activities to the best of your ability. In addition to the tests, there will be exercises, readings, and discussion focused explicitly on identifying and developing critical thinking skills.

Resume and Cover Letter Exercise (10% of your final grade)

You will write and tailor your resume and cover letter to fit four of the five different job postings chosen by the class. Then, you and a small group will anonymously evaluate the class’s resumes and cover letters for one of the job postings, choose three as the top candidates, and write up a short recommendation report explaining why these three candidates were the best for the job.

“Create well-organized and helpful texts for a variety of audiences.”

MAJOR ASSIGNMENTS continued

Info-Graphic Poster Presentation (10% of your final grade)
In Dava Sobel’s Longitude, we read about the marine chronometer, an invention that changed the world in the eighteenth century but that most of us take for granted today. Research another important eighteenth-century invention. Create an info-graphic poster that explains both verbally and visually how the invention worked and prepare a brief presentation in which you also describe the following: how the invention was created, who the inventor was, and why his/her discovery was so significant (consider its social, economic, cultural, historical, and scientific impact). We will have two in-class poster presentation days in which we will set up display stations and educate each other about these innovative and possibly forgotten inventions. Your project should include a bibliography of at least three sources.

How-To-Be-a-Renaissance-Man (or Woman) Instructions Project (10% of your final grade)
Leonardo da Vinci’s notebooks are full of instructions for everything from how to draw the human form, to how to make a crossbow, to how to lead the “good life.” Choose one of these inventions or processes and write out detailed instructions in your own words, making the instructions appropriate for a contemporary audience. Since da Vinci’s instructions vary in length and complexity, both additional research and creative license will be required for this assignment. Your project should include illustrations from his notebooks and a bibliography of at least five sources.

“Pop Tech Writing” Paper (20% of your final grade)
In his introduction, Neal Stephenson describes David Foster Wallace’s Everything and More as a piece of “pop technical writing.” Wallace explains an infinitely complex idea (pun intended—sorry) to a broad audience. In doing so, he manages to entertain his audience without “dumbing-down” the material he presents. I would like you to attempt to do the same on a smaller scale: write a paper in which you explain a complicated or obscure idea or process to a general audience. This concept may be something inside or outside of your field; the challenge is to find a creative, clear, and accurate way to teach the public about a complex theory or process that is not common knowledge. Your paper should be about 1,500-2,000 words and include a bibliography of at least ten sources.

Small Group Multimedia Presentation (10% of your final grade)
In a small group, prepare an interactive multimedia presentation based on one group member’s “Pop Tech Writing” paper. Your presentation should take about 10-15 minutes. The goal is to educate the class about your concept or process (almost like a TED Talk). Make sure to involve the class in your presentation and to use a variety of media to keep the content engaging, accessible, accurate, and memorable.
MAJOR ASSIGNMENTS continued

**Final Course Reflection (10% of your final grade)**
Reflect on your development as a writer throughout the course. Cite specific examples from the course readings, discussions, and projects. 500-1,000 words.

**Homework, Quizzes, and In-class Writing and Discussion (20% of your final grade)**
This course will involve several smaller writing assignments, activities, presentations, and quizzes designed to develop your technical communication and critical thinking skills as well as to prepare you for the major assignments in this course.

**Reading Discussion Presentation:**
You and a partner will be asked to lead a class discussion on an assigned reading. Your discussion must explicitly use the critical thinking strategies discussed in class. For this project, you will be graded not only on your discussion facilitation, but also on your participation in the discussions led by other groups.

This class cannot succeed without your presence and active participation. While attendance is important (see course policies and procedures), just attending class is not enough to receive full credit for participation. If you are late to class or are otherwise disruptive, sleeping, obviously distracted, or unhelpful during group work, your grade in this category will suffer.

**Pop Quizzes**
I may elect to give quizzes on the readings and class discussions/lectures if I feel that all students are not completing the assigned work satisfactorily. The best way to avoid quizzes is to complete the assignments and participate in the class discussions.

**CT² Artifacts:** Since this class is a CT² Seminar, any one of the projects described above may be submitted as artifacts representative of the critical thinking skills developed over the span of the course. Your scores on the critical thinking pre- and post-tests will also be used as artifacts.

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**Grade Breakdown**

- **CT2 10%**
- **Resume 10%**
- **Info-graphic 10%**
- **Instructions 10%**
- **Pop Tech Paper 20%**
- **Multimedia Presentation 10%**
- **Reflection 10%**
- **HW and Participation 20%**
COURSE POLICIES AND GRADING PROCEDURES

Attendance

Students are allowed up to FOUR (4) absences (excused or unexcused) without penalty.

If students reach the limit of absences by the drop date, the instructor may drop them from the class for excessive absences. The instructor also reserves the right to drop any student who has missed half or more of the total number of classes before the last day to drop a class or withdraw from the University without final grades.

The instructor will determine what to do in case of extended illness or personal crisis on a case-by-case basis.

Excessive absences are an adequate reason for being failed, even if students have turned in all the required projects on time. If a student uses all excused absences, she will not receive unexcused absences above and beyond those excused absences. For example, if a student misses ONE (1) class for athletics, she will have three additional absences to use at her discretion. Also note that an excused absence only earns students the right to make up missed course work. An excused absence does not grant additional absences.

Arriving late to class or leaving early is unprofessional and will be factored into the attendance policy. Each recorded instance will count as ONE (1) tardy. Three tardies equal one absence. Any student will be marked absent if you arrive more than 10 minutes after the start of class.

Note: After four absences, your overall grade for the course will be lowered by one letter grade for each additional absence. These penalties cannot be made up in any way.

Note: If I see your cell phone or the use of any electronic device for non-classroom related purposes (e.g. Facebook), I reserve the right to mark you as absent without direct notification regardless of how much time is left in the class period.

Class Cancellation due to Inclement Weather and Instructor Lateness

Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor.

Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

Instructor Lateness

If I am ever late for class, please wait fifteen minutes before leaving and check your email.
Accessibility Statement

"Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campus-services/sds/.

Plagiarism and Academic Dishonesty

The following is Clemson’s official statement on “Academic Integrity”:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

A simple definition of plagiarism is when someone presents another person’s words, visuals, or ideas as his/her own. The instructor will deal with plagiarism on a case-by-case basis.

The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the university. Students may not submit work from previous courses for credit in this course. Work previously submitted to other courses will result in a failing grade for the assignment.

See the Clemson site below for information about Academic Integrity and procedures regarding the violation of Clemson policies on scholastic dishonesty:

http://www.clemson.edu/academics/academic-integrity/

“Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Source: Clemson.edu

Thomas Green Clemson
Source: https://www.pinterest.com/pin/285837907571208546/
**Title IX (Sexual Harassment) Statement**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid.

This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.

This policy is located at [http://www.clemson.edu/campuslife/campus-services/access/title-ix/](http://www.clemson.edu/campuslife/campus-services/access/title-ix/).

Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

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**Office Hours**

**Monday, Wednesday, and Friday**

9-10 AM and by appointment

517 Strode

mmdugan@clemson.edu

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**Technology Requirements**

This course requires the use of computer technologies in and out of class. Students are expected to bring their laptops to class with batteries fully charged.

While some class time is provided for computer literacy instruction, the instructor will either provide additional help on an individual basis or recommend other support for advanced applications.

**Cellular phones must be both turned off and stored away during class.**

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**Office Hours**

Please note my regular office hours above.

You also can arrange to see me at other times that are mutually convenient.

Office hours belong to you just as much as our class time. Don’t hesitate to take advantage of my availability and the help I am ready to offer.

If you need to contact me outside of class time or office hours, it is best to communicate with me by email.

mmdugan@clemson.edu

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“What? You would rather Snapchat than pay attention in English class?”

—Declan, the greatest dog on earth

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Source: [https://www.pinterest.com/pin/129689664241077599/](https://www.pinterest.com/pin/129689664241077599/)
Due Dates

All assignments are due within the first five minutes of class on the due date, unless otherwise specified. Any extensions need to be documented in writing. If a paper is turned in after the due date, its lateness will be taken into consideration when assessing the grade. The instructor determines the validity of excuses for late work, NOT the student.

One letter grade will be deducted for each day an assignment or project is late, including weekends. After five days, the assignment may receive no more than half-credit. After two weeks, the assignment will not be accepted. Note: All grades will be posted on Canvas. It is your responsibility as a student to regularly check your grades. You will have one week after a grade has been posted on Canvas to contact the instructor to ask about partial credit for a missed assignment or a possible grading discrepancy.

If a student is absent on the day an assignment is due, the student still must submit that project by the due date, or the assignment will be counted late.

Students with an excused absence must submit any missed work by the time the next class meets, or the work will be counted late. Students with an unexcused absence may not make up the missed work, including missed quizzes and tests.

Technological difficulties are not an excuse for late submission. It is the student’s responsibility to verify that an assignment has been received by the instructor in a timely manner. Students are welcome to email the instructor to confirm that an assignment has been received.

Please follow all instructions for assignment submission. For major assignments, you will be asked to submit an assignment via Canvas and email at mmdugan@clemson.edu. If you do not follow all of the instructions for assignment submission, your assignment will be counted late.

All work may be turned in early for evaluation and/or pre-planned absences. Periodically, the instructor might revise the tentative course schedule; students are responsible for documenting any formally announced changes in the schedule.

Grading Scale

A=90-100
B=80-89
C=70-79
D=60-69
F=59 and below

Grading

A: Excellent work. Shows an exceptional grasp of audience, organization, genre conventions, rhetorical strategies, critical thinking skills, and relevant technologies.

B: Good work. Shows promise, but still needs development in one or two of the above areas.

C: Draft-level work. Attempts to meet all assignment goals, but needs revision to do so.

D: Unsatisfactory work. Fails in several of the above areas and would need substantial revision to be successful.

F: Highly unsatisfactory work. Fails in most if not all of the above categories and would need to be completely or almost completely rewritten to meet assignment criteria. Incomplete work also falls into this category.
Please note that the assignments described in the Homework column are due by the next class period unless otherwise stated.

Notes: August 17: Classes Begin | August 23: Last day to register or add a class | August 30: Last day to drop or withdraw from the University without a W (withdraw) grade

<table>
<thead>
<tr>
<th>In Class</th>
<th>Homework (due the following class)</th>
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<tbody>
<tr>
<td><strong>W August 17</strong></td>
<td><strong>Intro</strong>&lt;br&gt;<strong>Icebreaker</strong>&lt;br&gt;<strong>Course Overview</strong>&lt;br&gt;Purchase textbooks and review syllabus.</td>
</tr>
<tr>
<td><strong>F August 19</strong></td>
<td><strong>Critical Thinking Overview</strong>&lt;br&gt;Review your notes from today’s lecture and come to class on Monday with an example from the news of an incident in which critical thinking would have made a significant difference in the outcome. Bring in a copy of the story and be prepared to discuss and to explain how and why.</td>
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<tr>
<td><strong>M August 22</strong></td>
<td><strong>Critical Thinking Exercise</strong>&lt;br&gt;<strong>Tuesday, August 23: Last Day to Add or Drop a Class</strong>&lt;br&gt;Interview a professional about hiring practices and critical thinking skills and write a memo summarizing and analyzing what you learned.</td>
</tr>
<tr>
<td><strong>W August 24</strong></td>
<td><strong>Critical Thinking Pre-Test</strong>&lt;br&gt;Read Markel, Chapters 1 and 2. Hiring Practices Interview Memo due Friday</td>
</tr>
<tr>
<td><strong>F August 26</strong></td>
<td><strong>Hiring Practices Interview Memo due</strong>&lt;br&gt;Markel, Chapters 1 and 2 Grammar Workshop</td>
</tr>
<tr>
<td><strong>M August 29</strong></td>
<td><strong>Markel, Chapter 9: Writing Correspondence</strong>&lt;br&gt;<strong>Resume and Cover Letter Exercise Assigned</strong>&lt;br&gt;<strong>Tuesday, August 30: Last Day to Drop a Class or withdraw without a “W” grade</strong>&lt;br&gt;Read Markel, Chapter 10: Writing Job Application Materials. Conduct a job search and post a link to a position description you would like to use for the Resume and Cover Letter Exercise.</td>
</tr>
<tr>
<td><strong>W August 31</strong></td>
<td><strong>Markel, Chapter 10: Writing Job Application Materials</strong>&lt;br&gt;Choose job postings.</td>
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<tr>
<td><strong>F September 2</strong></td>
<td><strong>Markel, Chapter 13: Writing Recommendation Reports</strong>&lt;br&gt;Grammar Workshop</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>M September 5</td>
<td><strong>Resumes and Cover Letters due</strong></td>
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<td></td>
<td>Conflict Resolution Activity</td>
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<td></td>
<td><strong>Resume and Cover Letter Exercise</strong></td>
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<tr>
<td>F September 9</td>
<td><strong>Resume and Cover Letter Report due</strong></td>
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<tr>
<td></td>
<td>Discussion: Which factors were the most significant in deciding whom to hire?</td>
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<td></td>
<td>What role did qualifications play? What about writing skills and presentation?</td>
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<td></td>
<td><em>Longitude</em>, Chapters 1-5 <strong>Group 1 Discussion Presentation</strong></td>
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<tr>
<td></td>
<td>Info-graphic Poster Presentation Assigned</td>
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<tr>
<td>W September 14</td>
<td><em>Longitude</em>, Chapters 11-15 <strong>Group 3 Discussion Presentation</strong></td>
</tr>
<tr>
<td>F September 16</td>
<td>Markel, Chapter 7: Designing Print and Online Documents</td>
</tr>
<tr>
<td>M September 19</td>
<td>Markel, Chapter 8: Creating Graphics</td>
</tr>
<tr>
<td>W September 21</td>
<td>Markel, Chapter 12: Writing Informational Reports</td>
</tr>
<tr>
<td>F September 23</td>
<td><strong>Info-graphic Poster Presentations</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| M September 26 | **da Vinci Blog Post due**  
Info-graphic Poster Presentations  
Read Leonardo’s Notebooks: “Beauty, Reason, and Art.”  
Write an email to the presenter from whom you learned the most, explaining why you thought their presentation was so successful ("cc" me). |
| W September 28 | Info-graphic Discussion: What trends did you observe in all of these inventions?  
What do they say about the eighteenth century? How do all of these inventions still impact our lives today?  
Leonardo’s Notebooks: “Beauty, Reason, and Art”  
**Group 4 Discussion Presentation**  
Read Leonardo’s Notebooks: “Observations and Order.” |
| F September 30 | *Leonardo’s Notebooks: Observations and Order*  
**Group 5 Discussion Presentation**  
How-to-be-a-Renaissance-Man  
Instructions Project Assigned  
Read Leonardo’s Notebooks: “Practical Matters.”  
Brainstorm for the Instructions Project. |
| M October 3 | *Leonardo’s Notebooks: “Practical Matters”*  
**Group 6 Discussion Presentation**  
Read Markel, Chapters 14 and 15.  
Email your Instructions Project idea and research plan to mmdugan@clemson.edu. |
| W October 5 | Markel, Chapters 14 and 15  
Read Markel, Chapter 4.  
Work on the Instructions Project. |
| F October 7 | *Midterm Grades*  
Markel, Chapter 4: Analyzing Your Audience and Purpose  
Read Markel, Chapter 5.  
Work on the Instructions Project. |
| M October 10 | Markel, Chapter 5: Researching Your Subject  
Read Markel, Chapter 6.  
Work on the Instructions Project. |
| W October 12 | Markel, Chapter 6: Writing for Your Readers  
Grammar Workshop  
Work on the Instructions Project. |
| F October 14 | **Instructions Project Usability Testing**  
Revise your Instructions Project based on the outcome of Usability Testing. |
| M October 17 | **Instructions Project due**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
</table>
| W October 19 | Instructions Discussion: Could audiences today follow all of da Vinci’s instructions? Is it possible to be a “Renaissance Man” in an age of overwhelming information and specialization?  
*Everything and More*, Introduction and p. 1-19  
Read *Everything and More*, p. 20-70. |
| F October 21 | *Everything and More*, p. 20-70  
**Group 7 Discussion Presentation**  
Last Day to Drop a Class or Withdraw without a Final Grade  
Read *Everything and More*, p. 70-120 and Markel, Chapter 11: Writing Proposals. |
| M October 24 | *Everything and More*, p. 70-120  
Markel, Chapter 11: Writing Proposals  
“Pop Tech Writing” Paper Assigned  
Read *Everything and More*, p. 120-170.  
Work on Research Proposal. |
| W October 26 | *Everything and More*, p. 120-170  
**Group 8 Discussion Presentation**  
Read *Everything and More*, p. 170-220  
Work on Research Proposal due Friday. |
| F October 28 | *Everything and More*, p. 170-220  
Research Proposal for “Pop Tech Writing” Paper due  
Read *Everything and More*, p. 220-270.  
Work on your “Pop Tech Writing” Paper. |
| M October 31 | *Everything and More*, p. 220-270  
**Group 9 Discussion Presentation**  
Research and Writing  
Read *Everything and More*, p. 270-end.  
Work on your “Pop Tech Writing” Paper. |
| W November 2 | *Everything and More*, p. 270-end  
**Group 10 Discussion Presentation**  
Research and Writing  
Work on your “Pop Tech Writing” Paper. |
| F November 4 | **Critical Thinking Post-Test**  
Work on your “Pop Tech Writing” Paper. |
| M November 7 | **NO CLASS-FALL BREAK**  
Work on your “Pop Tech Writing” Paper. |
| W November 9 | Research and Writing Workshop  
Work on your “Pop Tech Writing” Paper. Email your first draft to mmdugan@clemson.edu by the time class meets on Friday. |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>F November 11</td>
<td>“Pop Tech Writing” Paper Peer Review: First Draft due</td>
<td>Revise your “Pop Tech Writing” Paper. Prepare a 60-second pitch presentation for your topic to be chosen for the Small Group Multimedia Presentation.</td>
</tr>
<tr>
<td>M November 14</td>
<td>Pitch Presentation</td>
<td>Revise your “Pop Tech Writing” Paper. Read Mamishev and Williams’ “Building High Quality Writing Teams” posted on Canvas.</td>
</tr>
<tr>
<td>W November 16</td>
<td>Multimedia Presentation Group Work</td>
<td>Revise your “Pop Tech Writing” Paper. Prepare for your Multimedia Presentation. Read Fisher and Ury’s “Getting to Yes” posted on Canvas.</td>
</tr>
<tr>
<td>F November 18</td>
<td>Multimedia Presentation Group Work</td>
<td>Revise your “Pop Tech Writing” Paper. Prepare for your Multimedia Presentation.</td>
</tr>
<tr>
<td>W November 23</td>
<td>NO CLASS-THE THANKSGIVING HOLIDAY</td>
<td>Prepare for your Multimedia Presentation.</td>
</tr>
<tr>
<td>F November 25</td>
<td>NO CLASS-THE THANKSGIVING HOLIDAY</td>
<td>Prepare for your Multimedia Presentation.</td>
</tr>
<tr>
<td>M November 28</td>
<td>Multimedia Presentation Group Work Course Evaluations</td>
<td>Prepare for your Multimedia Presentation.</td>
</tr>
<tr>
<td>W November 30</td>
<td>Multimedia Presentations</td>
<td>Work on your Final Course Reflection</td>
</tr>
<tr>
<td>F December 2</td>
<td>Last Day of Classes Multimedia Presentations</td>
<td>Work on your Final Course Reflection</td>
</tr>
</tbody>
</table>

**Final Course Reflection due by 5:30PM on Friday, December 9**

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