

MWF
11:15-12:05PM

301 DANIEL HALL



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ENGL 3140: Technical Writing Clemson Thinks² Seminar Clemson University

ENGL 3140-020

Spring 2017

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.

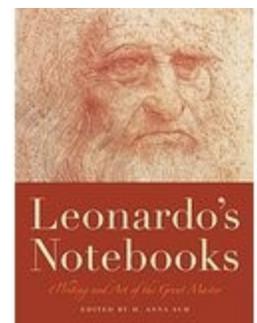
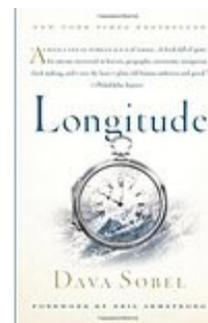
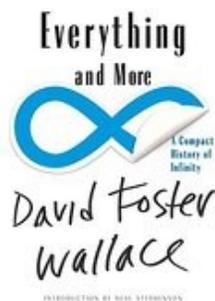
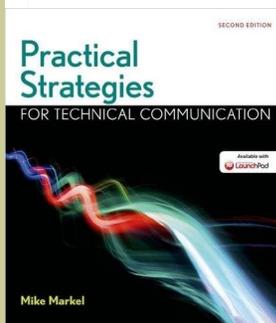
CT² is a university-wide initiative to promote critical thinking (CT) through the explicit and intentional incorporation of CT skills into various courses.

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



Source: amazon.com

1. Markel, Mike.
Practical Strategies for Technical Communication, 2nd Edition.
ISBN:
9781319003364

2. Sobel, Dava.
Longitude.
ISBN:
9780802715296

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

3. Suh, Anna, ed.
Leonardo’s Notebooks: Writing and Art of the Great Master.
ISBN:
9781579129460

4. Wallace, David Foster.
Everything and More: A Compact History of Infinity.
ISBN:
9780393339284

COURSE CONTENT RATIONALE

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.



Dava Sobel
Source: <http://ww1.hdnux.com/photos/07/74/33/2082556/5/628x471.jpg>

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;



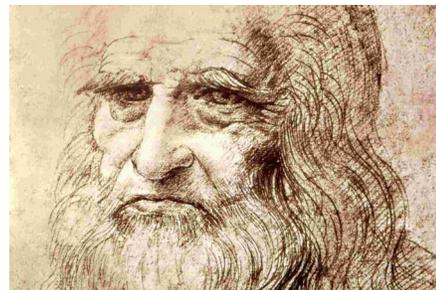
David Foster Wallace
Source: <https://www.pinterest.com/pin/116108496615863526/>

- 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. Through all of the challenging work in this course, I invite you to clarify your thinking, clarify your writing, and reach out.

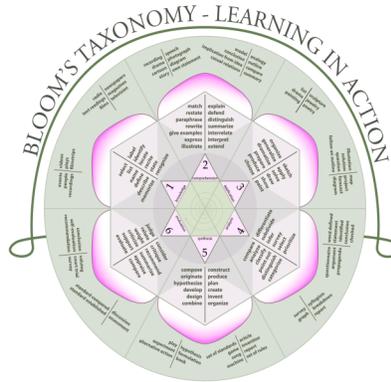


Leonardo da Vinci, *Self-Portrait in Old Age*

Source: <https://fadlystrisno.files.wordpress.com/2010/07/self-portrait-in-old-age-leonardo-da-vinci-1512.jpg>

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.



Source: https://iteachu.uaf.edu/files/2011/08/2000px-Blooms_rose.svg_.png

- 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 Think² 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.”

Address • City, State, Zip Code • Phone Number • Email address

Personal Profile

- Enter academic achievements, career goals, etc., here
- Enter academic achievements, career goals, etc., here
- Enter academic achievements, career goals, etc., here

Education

School Name - School City, State
Degree Expected, Degree Expected Date
School Name - School City, State
Degree Expected, Degree Expected Date

Experience

Professional Experience

Company Name, Dates of Employment

- Job description, responsibilities and accomplishments
- Job description, responsibilities and accomplishments

Professional Experience

Company Name, Dates of Employment

- Job description, responsibilities and accomplishments
- Job description, responsibilities and accomplishments

Internship

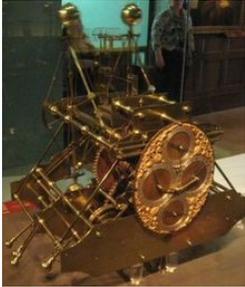
Company Name, Dates of Employment

- Job description, responsibilities and accomplishments

Activities

- List sports, clubs, etc. as well as dates of involvement
- List sports, clubs, etc. as well as dates of involvement

Source: <http://www.d-theme.com/p/2016/03/simple-resume-format-resume-builder-resume-templates-leavczzi.jpg>



John Harrison's
H1 Marine
Chronometer of 1735
Source: Wikipedia.com

“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.”

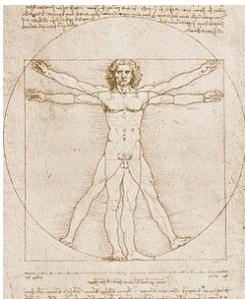


Image from da Vinci's
notebooks
Source: http://i.telegraph.co.uk/multimedia/archive/02506/Vitruvian-Man_2506735b.jpg

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)

David Foster Wallace describes his *Everything and More* as a piece of “pop technical writing.” In his book, 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:

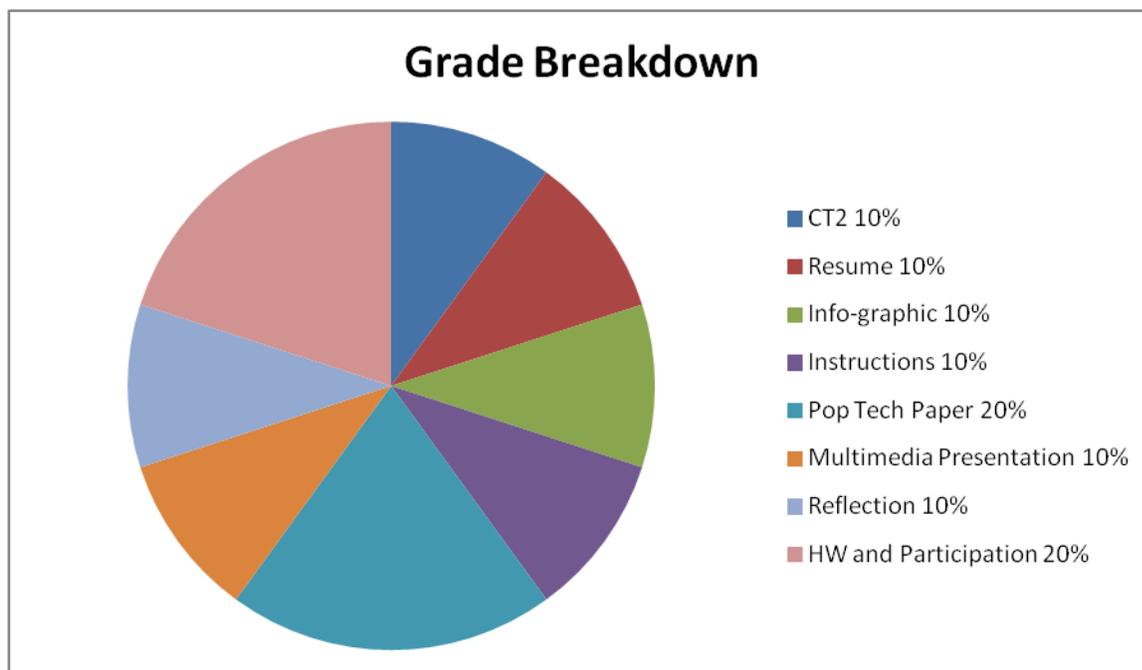
You will be asked to lead a class discussion and/or activity on an assigned reading. Your discussion must explicitly use the critical thinking strategies discussed in class. For this project, you will be graded not only on your discussion facilitation, but also on your participation in the discussions 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.





Source: <http://www.acwfarm.com/wp-content/uploads/2011/04/12535076-Black-and-red-no-cell-phone-zone-on-white-background-Stock-Photo.jpg>

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

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.



Source: <https://mlblogs.clemsongirlbaseball.files.wordpress.com/2009/03/dscn0281.jpg>

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/>."



Source: Clemson.edu

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."



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/.

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).



Source: Clemson.edu

Office Hours

**Monday,
Wednesday, and
Friday
10:10-11:10AM
and by
appointment
517 Strode**

mmdugan@clemson.edu



Source: <https://www.pinterest.com/pin/129689664241077599/>

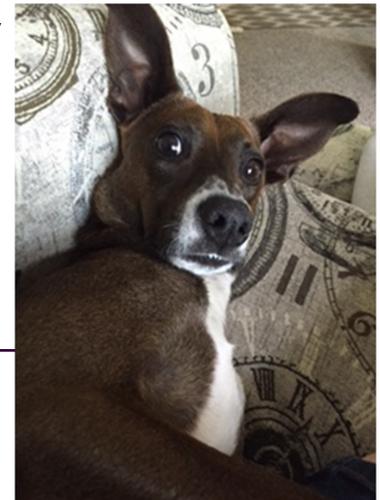
Technology Requirements

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 pro-

vide 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.



“What? You would rather Snapchat than pay attention in English class?”
—Declan, the greatest dog on earth

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

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.

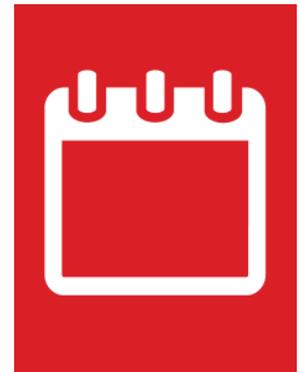
Technological difficulties are not an excuse for late submission. It is the student's responsibility to verify that an assignment has been received

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@clemsun.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.



Source: <https://c.tadst.com/gfx/300h/calendar.png?1>

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.

ENGL 3140-020
SYLLABUS ITINERARY (subject to change)

Please note that the assignments described in the Homework column are due by the next class period unless otherwise stated.

Notes: Jan. 11: Classes begin | Jan. 18: Last day to register or add a class | **Jan 25: Last day to drop or withdraw from the University without a W (withdraw) grade**

	In Class	Homework (due the following class)
W Jan. 11	Intro Icebreaker Course Overview	Purchase textbooks and review syllabus.
F Jan. 13	Critical Thinking Overview	Interview a professional about hiring practices and critical thinking skills and write a memo summarizing and analyzing what you learned. Submit via Canvas by the time class meets on Friday, January 20.
M Jan. 16	<i>No Class—Martin Luther King, Jr. Day</i>	
W Jan. 18	<u>Critical Thinking Pre-Test</u> <u>Please bring a functional and fully charged laptop to class!</u> <u>Last day to register or add a class</u>	Read Markel, Chapters 1 and 2. Hiring Practices Interview Memo due Friday
F Jan. 20	<u>Hiring Practices Interview Memo due</u> Markel, Chapters 1 and 2 Grammar Workshop	Read Markel, Chapter 9: Writing Correspondence.
M Jan. 23	Markel, Chapter 9: Writing Correspondence Resume and Cover Letter Exercise Assigned	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.
W Jan. 25	Markel, Chapter 10: Writing Job Application Materials Choose job postings. <u>Last day to drop or withdraw from the University without a W (withdraw) grade</u>	Read Markel, Chapter 13: Writing Recommendation Reports. Work on your Resumes and Cover Letters.
F Jan. 27	Markel, Chapter 13: Writing Recommendation Reports Grammar Workshop	Work on your Resumes and Cover Letters due Monday.

M Jan. 30	<u>Resumes and Cover Letters due</u> Conflict Resolution Activity	Read Markel, Chapter 3: Writing Collaboratively.
W Feb. 1	Markel, Chapter 3: Writing Collaboratively Resume and Cover Letter Exercise	Write your Resume and Cover Letter Recommendation Report. Read <i>Longitude</i> , Chapters 1-5.
F Feb. 3	<u>Resume and Cover Letter Report due</u> Discussion: Which factors were the most significant in deciding whom to hire? What role did qualifications play? What about writing skills and presentation? <u>Discussion Presentation #1: <i>Longitude</i>, Chapters 1-5</u> Info-graphic Poster Presentation Assigned	Read <i>Longitude</i> , Chapters 6-10. Email mmdugan@clermson.edu your top five choices for an 18 th century invention.
M Feb. 6	<u>Discussion Presentation #2: <i>Longitude</i>, Chapters 6-10</u>	Read <i>Longitude</i> , Chapters 11-15. Work on your Info-graphic Poster Presentation.
W Feb. 8	<u>Discussion Presentation #3: <i>Longitude</i>, Chapters 11-15</u>	Read Markel, Chapter 7: Designing Print and Online Documents. Work on your Info-graphic Poster Presentation.
F Feb. 10	Markel, Chapter 7: Designing Print and Online Documents	Read Markel, Chapter 8: Creating Graphics. Work on your Info-graphic Poster Presentation.
M Feb. 13	Markel, Chapter 8: Creating Graphics	Read Markel, Chapter 12: Writing Informational Reports. Work on your Info-graphic Poster Presentation.
W Feb. 15	Markel, Chapter 12: Writing Informational Reports Grammar Workshop	Work on your Info-graphic Poster Presentation.
F Feb. 17	<u>Info-graphic Poster Presentations</u>	Watch da Vinci documentary (link posted on Canvas) and write blog post.

M Feb. 20	<p><u>da Vinci Blog Post due</u></p> <p><u>Info-graphic Poster Presentations</u></p>	<p>Read <i>Leonardo's Notebooks</i>: "On Painting" and "Human Figures." Write an email to the presenter from whom you learned the most, explaining why you thought their presentation was so successful ("cc" me).</p>
W Feb. 22	<p>Info-graphic Discussion</p> <p><u>Discussion Presentation #4: "On Painting" and "Human Figures"</u></p>	<p>Read <i>Leonardo's Notebooks</i>: "Light and Shade," "Perspective and Visual Perception," and "Studies and Sketches."</p>
F Feb. 24	<p><u>Discussion Presentation #5: "Light and Shade," "Perspective and Visual Perception," and "Studies and Sketches."</u></p>	<p>Read <i>Leonardo's Notebooks: Observations and Order</i></p>
M Feb. 27	<p><u>Discussion Presentation #6: Observations and Order</u></p> <p>How-to-be-a-Renaissance-Man Instructions Project Assigned</p>	<p>Read Markel, Chapters 14 and 15.</p> <p>Read <i>Leonardo's Notebooks</i>: "Architecture and Planning," "Sculpture and Metalwork," and "Inventions and Experiments."</p>
W Mar. 1	<p><u>Discussion Presentation #7: "Architecture and Planning," "Sculpture and Metalwork," and "Inventions and Experiments"</u></p> <p>Markel, Chapters 14 and 15</p>	<p>Read Markel, Chapter 4.</p> <p>Finish reading <i>Leonardo's Notebooks</i>: "Practical Advice" and "Philosophy..."</p> <p>Email your Instructions Project idea and research plan to mmdugan@clemson.edu.</p>
F Mar. 3	<p>Midterm Grades</p> <p><u>Discussion Presentation #8: "Practical Advice" and "Philosophy..."</u></p> <p>Markel, Chapter 4: Analyzing Your Audience and Purpose</p>	<p>Read Markel, Chapter 5.</p> <p>Work on the Instructions Project.</p>
M Mar. 6	<p>Markel, Chapter 5: Researching Your Subject</p>	<p>Read Markel, Chapter 6.</p> <p>Work on the Instructions Project.</p>
W Mar. 8	<p>Markel, Chapter 6: Writing for Your Readers</p> <p>Grammar Workshop</p>	<p>Work on the Instructions Project.</p>

F Mar. 10	Instructions Project Peer Review/Usability Testing	Revise your instructions based on feedback.
M Mar. 13	Introduction to <i>Everything and More</i> and David Foster Wallace	Revise your instructions to submit the final draft on Friday, March 17. Read <i>Everything and More</i> , “Introduction” and p. 1-19.
W Mar. 15	Discussion Presentation #9: <i>Everything and More</i> , “Introduction” and p. 1-19	Read <i>Everything and More</i> , p. 20-70. Revise your Instructions Project due Friday.
F Mar. 17	Instructions Project Due Discussion Presentation #10: <i>Everything and More</i> , p. 20-70. “Pop Tech Writing” Paper Assigned Today is the last day to drop a class without final grades.	Finish reading <i>Everything and More</i> over Spring Break. Work on your “Pop Tech Writing” Paper Research Proposal, due W Mar. 29.
M Mar. 20	<i>Spring Break—No Class</i>	
W Mar. 22	<i>Spring Break—No Class</i>	
F Mar. 24	<i>Spring Break—No Class</i>	
M Mar. 27	Discussion Presentation #11: <i>Everything and More</i> Conclusion	Work on your “Pop Tech Writing” Paper Research Proposal, due Wednesday. Read Markel, Chapter 11: Writing Proposals.
W Mar. 29	“Pop Tech Writing” Research Proposal due. Markel, Chapter 11: Writing Proposals	Work on your “Pop Tech Writing” Paper; first draft is due Friday, April 7.
F Mar. 31	Research and Writing Workshop	Work on your “Pop Tech Writing” Paper. Read “Building High Quality Writing Teams” posted on Canvas.

M Apr. 3	Discussion: “Building High Quality Writing Teams” Research and Writing Workshop In-class Conferences	Work on the first draft of your “Pop Tech Writing” Paper.
W Apr. 5	In-class Conferences Research and Writing Workshop	
F Apr. 7	<u>“Pop Tech Writing” First Draft Due</u> <u>“Pop Tech Writing” Peer Review</u>	Revise your “Pop Tech Writing” Paper. Prepare a 60-second pitch presentation for your topic to be chosen for the Small Group Multimedia Presentation.
M Apr. 10	<u>Pitch Presentations due</u> Multimedia Presentation Group Selection	Revise your “Pop Tech Writing” Paper. Prepare for your Multimedia Presentation. Read “Collaborate with Others,” posted on Canvas.
W Apr. 12	Discussion: “Collaborate with Others” Multimedia Presentation Group Work	Prepare for your Multimedia Presentation.
F Apr. 14	<u>“Pop Tech Writing” Paper Final Draft due</u> Multimedia Presentation Group Work	Prepare for your Multimedia Presentation.
M Apr. 17	<u>Critical Thinking Post-Test</u> <u>Please bring a functional and fully charged laptop to class!</u>	Prepare for your Multimedia Presentation.
W Apr. 19	Multimedia Presentation Group Work	Prepare for your Multimedia Presentation.
F Apr. 21	Multimedia Presentation Group Work	Prepare for your Multimedia Presentation.
M Apr. 24	Course Evaluations Multimedia Presentations	Work on your Final Course Reflection.
W Apr. 26	Multimedia Presentations	Work on your Final Course Reflection.
F Apr. 28	Multimedia Presentations	Work on your Final Course Reflection.

The Final Course Reflection is due by the date and time of the final exam:
10:30AM on Tuesday, May 2.