English 2210.501:
Technical & Professional Writing

Instructor: Dr. Bre Griego-Schmitt

Email: mamapeep@unm.edu

Calls and Chat: Microsoft Teams (ENGL 2210.501)

Classroom: VAAS-124

Office Hours: Monday & Tuesday, 9:30-11:30am or by appointment

---

Technical writing is kind of a misnomer for what we will do in this class. Writing is certainly involved, however so is utilizing design, image, media, and other communication skills. We will learn to communicate effectively by using strategies closely linked to the workplace. We will learn some new terms and will use familiar terms in new ways but, most importantly, we will think about writing and communication differently from how you may have considered them in the past: We will learn to view technical writing as a means for *solving problems*. We will use writing and documents to "get work done," whatever your field or discipline.

Course Outcomes

Students completing ENGL 2210 successfully should be able to do the following:

- Analyze the audience, purpose, and context of technical communication projects, including cultural and ethical considerations
- Create technical documents of varied genres to solve practical problems
- Write effective technical prose
- Create documents and graphics using principles of effective information design
- Collaborate on technical communication projects
- Critically evaluate and choose technologies and tools that are appropriate for technical communication projects.

ENGL 2210 Methods of Assessment

- **Formal methods of assessment: You will complete six major units and produce a variety of technical documents that solve problems and improve situations through communication.** Your work will be evaluated for appropriate rhetorical responses to audiences, purposes, and situations. At least one technical document you produce will focus on communicating with intercultural audiences, and you will have the option to complete at least two collaborative assignments, requiring you to manage a documentation project with a team of other students. Additionally, you will create technical documents that successfully negotiate the needs and rights of both users and organizations. Your technical documents will be evaluated for correctness and appropriate technical style as well as successful visual communication, including usability, typographic clarity, and effective graphics.

- **Informal methods of assessment: You will complete in-class and homework assignments, including quizzes.** You may complete some of these activities as practice or preparation for formal assignments. These activities may include peer-review; usability testing; style, editing, and grammar exercises; and analyses of technical graphics and typography. You may also complete exercises and hold discussions about ethical dilemmas in workplace writing. Finally, you may complete exercises and hold discussions about different approaches to communication between cultures, such as localization and globalization.

Required Textbook and Materials

- Baehr, C., & Cargile Cook, K. (2015). *The Agile Communicator: Principles and Practices in Technical Communication* (1st ed.). Dubuque, Iowa. ISBN: 9781465288691.
    - I will upload scanned chapters of this book into our Modules. You are not required to purchase this textbook!
- Access to Microsoft Office (available via LoboMail) and Adobe Acrobat Reader.
- External Storage Device such as a flash drive, cloud storage (e.g. OneDrive), etc.
- UNM email account and access to UNM Canvas (canvas.unm.edu)
- Access to a camera (smart phone camera is perfect).

Assignments and Grading Procedures

The following table outlines the general structure of the class, the various required major assignments, and the weight each will play in determining your course grade.

Unit	Major Assignments*	Group/Indiv.	Percentage
Communicating with Employers	Job Application	I	15
Proposing Actions to Decision-Makers	Formal Proposal	G	15
Presenting Proposed Actions	Presentation with Visual Aids	G	15
Documenting Procedures	Multimodal Instructions	G	15
Intercultural Communication	Memo	G/I	10
Evaluating Your Work	Self-Evaluative Performance Review	I	20
Participation	In-Class Activities, Self-Evaluations, & Homework	I/G	10
Total			**100**

Course Theme and Assignment Phases

This course is designed as an extended simulation in which you'll be working with and for a client, **Global Research Solutions (GRS)**. You will prepare various deliverables (a technical communication term for, simply, the "stuff" you create) for the client as well as for your team. These deliverables are often scaffolded activities/ materials, meaning you will build upon your knowledge and skills with each step, and assemble "building blocks" for your major assignments. While this is a simulation, it is one grounded

in both my twenty-plus years of experience in industry and academia as well as research into workplace environments and production processes.

Often you will need to employ new-to-you technologies to successfully complete your projects. This, too, often happens in the workplace. For this class, you will experiment with collaborative virtual environments (such as GoogleDocs or OneDrive), data visualization, video production and editing applications, style sheets, wikis, and presentation software—just to name a few. In addition, we will follow best practices concerning file naming conventions, versioning, and redundancy with backups.

As independent contractors for GRS, you will do the following:

1. **Phase I: Team Development (Job Application Materials)**
   Major Writing Assignment 1 (MWA1 – due Sunday, 9/7, before 11:59pm): Two applications (both with resume and cover letter) to two different positions (chosen from LinkedIn real-world positions of your choice)
   Purpose: Developing ability to successfully and effectively adapt your skills and experience to the criteria of different job ads and workplace environments.
2. **Phase II: External Proposal**
   Major Writing Assignment 2 (MWA2 – due Sunday, 9/28, before 11:59pm : You will pitch your instructional video concept to GRS. This phase has two major assignments that you will create with a team: a formal proposal to GRS and a presentation to GRS (decision makers).
   Purpose: Developing the various rhetorical skills that will benefit you professionally and personally, such as:
   - Demonstrating your topic knowledge to a client or party to establish your *ethos* (fancy way of saying "credentials") and gain your audience's trust and respect
   - Composing professional writing that is concise, clear, and persuasive
   - Conducting and reporting research ethically
   - Working effectively as a member of a team, including drawing upon each team member's strengths to complete project, time management, individual and collective responsibility, and conflict resolution
   - Adapting deliverables to different media and genres (i.e., distilling key points of proposal into an effective and exciting presentation to your client); and
   - Honing oral communication skills to engage, interest, inspire, and persuade your audience.
3. **Phase III: Instructional Materials**
   Major Writing Assignment 3 (MWA3 – due Sunday, 10/26, before 11:59pm): The proposed instructional video that you will script, storyboard, shoot, and edit with your GRS production team.
   Purpose: The goals for this phase include:
   - Learning and developing creative strategies to teach others and enable them to perform a process or understand a concept
   - Playing well with others
   - Generating original multimedia content and using other IP ethically

- Ensuring effective time and resource management
- Implementing strategies for complex project management
- Employing effective strategies of visual and sound design

4. **Phase IV: Intercultural Memo**
   Major Writing Assignment 4 (MWA4 – due Sunday, 11/9, before 11:59pm): A memorandum to GRS regarding adapting your instructional video to the needs, norms, and expectations of another culture.
   Purpose: This phase will enable you to:
   - Collaborate on research to quickly develop a usable knowledge base
   - Develop strategies for communicating with other cultures, whether these cultures be global, regional, ethnic, religious, or social
   - Negotiate potential ethical concerns in communication
   - Design deliverables to meet the needs of multiple audiences
5. **Phase V: Self-Evaluative Performance Review**
   Major Writing Assignment 5 (MWA5 – due Sunday, 12/7, before 11:59pm): a brief report detailing your performance in 2210 and providing the rationale for a "promotion."
   Purpose: In the workplace, you will be subject to periodic performance evaluations, and you will often be asked (even required) to demonstrate how your performance merits a pay increase and/or a promotion. This document is both persuasive and reflective, identifying your strengths and challenges by using evidence from your course experience in your analysis.

Grading Procedures

For assignments, I will use the following grading procedures:

- I will use the English 2210 Grading Rubric to grade all major assignments out of a 100 point scale.
- **Participation** (in-class and homework) will be graded as 100 (excellent), 90 (good), 75 (sufficient), 50 (insufficient), or 0 (not completed, absent, or late). If you are in attendance, have your work completed on time and follow instructions, you will receive credit. If you have not followed one of the criteria above, you will not receive credit.
- **Quizzes** will be graded according to percentage
- **Self Evaluations** will be graded using the 2210 rubric
- **All major assignments must be completed for the opportunity to receive a passing grade of "C" (75%) or above for the course**.

Late Work

Late work is only accepted for major assignments. Every calendar day a major assignment is late results in a 10% deduction of the assignment grade. After ten calendar days, the assignment will receive a zero. All major assignments must be completed for the opportunity to pass the course. **Late homework, in-class participation, activities, and quizzes will not be accepted.**

Instructor Response Time

Emailing me (Dr. Griego-Schmitt) is the best way to contact me if you have questions. I routinely check the course for postings or emails and sometimes on the weekend. You can anticipate a 24-to-48-hour response from me, Monday – Thursday. I will try and respond to all weekend (Friday afternoon to Sunday) emails and postings by noon on Monday or earlier.

Procedures for Completing Coursework

All written work needs to be submitted online, on time, and in MLA format. If you have difficulty using a tool to complete work, please reach out to UNM's Canvas Support immediately and notify your instructor as well. Work must be submitted on time, meaning prior to the set due date. Late work will not be accepted unless the student communicates with the instructor prior to the work being late about an extension.

Expectations for Participation

This is a three credit-hour course delivered in an entirely online modality over 16 weeks during the Fall 2024 semester. Please plan for a *minimum* of 18 hours per week to learn course materials and complete assignments.

Support: Center for Academic Program Support (CAPS). Many students have found that time management workshops can help them meet their goals (consult CAPS website under "services").

Netiquette

In this course, we will discuss literature from across the world and from varying cultures across time. Students will remain kind, respectful, professional, academic, and mindful when posting in weekly discussions. Students will remember that not everyone has the same lived experiences, and they will do their utmost to make all classmates feel welcomed, respected, and appreciated. This includes avoiding humor (humor can be difficult to understand when written, even if the writer means well), capital letters, and being mindful of punctuation. No offensive language or hostile postings will be tolerated. The study of literature requires us to expand our way of thinking, especially for this class, far into the past and into different ways of life.

Our course is a safe, welcoming space, and all communications between students and the instructor will be conducted with kindness, respect, tolerance, and mindfulness of the experience of others.

Grading Procedures

Grades will be determined by students' demonstrated effort, adherence to instructions as detailed on assignment prompts, proper use of MLA format, and timeliness. Analytical writing looks different from person to person, so as long as effort and reflective thinking are demonstrated, work will receive full credit if submitted on time. Discussion board postings or responses that are too brief, exhibit limited reflection or analysis, or do not follow instructions will lose significant points.

Grading Scale

Final grades will be based on the sum of all possible course points as noted above. Percentage of available points

Grade	
90 -100	A
80 -89	B

70 -79	C
60 -69	D
< 60	F

UNM Policies

Title IX: Gender Discrimination

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html.

Support: LoboRESPECT Advocacy Center and the support services listed on its website, the Women's Resource Center and the LGBTQ Resource Center all offer confidential services and reporting.

Accessibility

Accommodations: UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office/check-in hours (I am not legally permitted to inquire about the need for accommodations). We can meet your needs in collaboration with the Accessibility Resource Center at arcsrvs@unm.edu or by phone (505) 277-3506.

- Canvas Accessibility statement
- Microsoft's Accessibility statement

Academic Misconduct

All work submitted by students should be their own. This course provides creative freedom of responses, and any use of outside sources that are uncited and/or created by generative AI will be viewed as academic dishonesty and will receive a zero. The goal of our course writing assignments is not to be perfect, but to be thoughtful, analytical, and to practice writing in your own voice.

You should be familiar with UNM's Policy on Academic Dishonesty and the Student Code of Conduct which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

Example Drop Policy:

If students fail to submit 2 weeks' worth of assignments and/or do not respond to instructor emails, students will be dropped from the course.

UNM Resources

CAPS Tutoring Services CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor.

UNM Libraries

Student Health and Counseling (SHAC) at (505) 277-3136 for any health needs.

LoboRESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

FOR MILITARY-CONNECTED STUDENTS

There are resources on campus designed to help you succeed. You can approach any faculty or staff for help with any issues you may encounter. Many faculty and staff have completed the GREEN ZONE training to learn about the unique challenges facing military-connected students. If you feel that you need help beyond what faculty and/or staff can give you, please reach out to the Veterans Resource Center on campus at 505-277-3181, or by email at vrc@unm.edu.

LAND ACKNOWLEDGEMENT

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.
Resource: Division for Equity and Inclusion.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website.

Respectful and Responsible Learning

We all have shared responsibility for ensuring that learning occurs safely and equitably. UNM has important policies to preserve and protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder and the Faculty Handbook. Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious consequences.
Support: Center for Academic Program Support (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services".

Connecting to Campus and Finding Support

UNM has many resources and centers to help you thrive, including opportunities to get involved, mental health resources, academic support including tutoring, resource centers for people like you, free food at Lobo Food Pantry, and jobs on campus. Your advisor, staff at the resource centers and Dean of Students, and I can help you find the right opportunities for you.

2210 Rubric

A: 90-100+, B: 80-89, C: 70-79, D: 60-69, F: 50 or less.

Significantly poor performance in any one or more of these areas can merit a further lowering of the entire grade for the assignment

	4 (Excellent)	3 (Good)	2 (Average)	1 (Weak)	0 (Failing)
Audience (x2)	▪ Excellent match of document to audience needs ▪ An ethical approach to the communication situation	▪ Adequate match of document to audience needs ▪ An ethical approach to the communication situation	▪ Some mismatches of document to audience needs ▪ An ethical approach to the communication situation	▪ Significant mismatches of document to audience needs ▪ Questionable ethics	▪ Failure to match audience needs ▪ Unethical aspects
Design	▪ Excellent match of design elements to document genre ▪ Effective use of design principles such as repetition, alignment, contrast, and proximity ▪ Clear, readable typography ▪ Excellent and ethical use of graphics	▪ Good match of design elements to document genre ▪ Good use of design principles ▪ Clear, readable typography ▪ Good and ethical use of graphics	▪ Adequate match of design elements to document genre ▪ Implementation of design principles in most areas ▪ A few problems with typography ▪ Adequate and ethical use of graphics	▪ Poor match of design elements to document genre ▪ Poor implementation of design principles ▪ Significant problems with typography ▪ Poor use of graphics or graphics with questionable ethics	▪ Failure to match design elements to document genre ▪ Lack of implementation of design principles ▪ Problems with typography that defeat usability ▪ Lack of required graphics or unethical graphics

	4 (Excellent)	3 (Good)	2 (Average)	1 (Weak)	0 (Failing)
Style & Editing	▪ Clear and succinct prose ▪ Excellent matching of level of formality and technicality to audience ▪ Gender- and culture-appropriate language ▪ No grammatical, mechanical, or typographical errors ▪ Errors do not affect usability	▪ Almost always clear and succinct prose ▪ Good matching of level of formality and technicality to audience ▪ Gender- and culture-appropriate language ▪ 1-3 grammatical, mechanical, or typographical errors ▪ Errors mildly affect usability	▪ Somewhat unclear or wordy prose ▪ Mostly good matching of level of formality and technicality to audience ▪ Gender- and culture-appropriate language ▪ 4-5 grammatical, mechanical, or typographical errors ▪ Errors affect usability	▪ Significantly unclear or wordy prose ▪ Clear mismatches of level of formality and technicality to audience ▪ Some problems with sexist or racist language ▪ 6-7 grammatical, mechanical, or typographical errors ▪ Errors distract or unintentionally amuse users	▪ Unclear and wordy prose throughout ▪ Extensive mismatches of level of formality and technicality to audience ▪ Significant problems with sexist or racist language ▪ 8 or more grammatical, mechanical, or typographical errors ▪ Errors make the document fail in its goals.
Structure	▪ Follows structural conventions for the genre ▪ Uses clear headings and transitions ▪ Arranges parts logically ▪ States the purpose clearly	▪ Follows structural conventions for the genre ▪ Uses mostly clear headings and transitions ▪ Arranges parts logically ▪ States the purpose mostly clearly	▪ Follows structural conventions for the genre ▪ Uses a few unclear headings and transitions ▪ Includes a few minor illogical arrangements ▪ States the purpose, but not clearly	▪ Fails to follow some structural conventions for the genre ▪ Uses ambiguous or nondescriptive headings and transitions ▪ Includes significant illogical arrangements that cause difficulty in reading ▪ States the purpose in a way that confuses the reader	▪ Fails to follow significant structural conventions for the genre ▪ Fails to use headings and transitions successfully ▪ Arranges parts illogically ▪ Does not state the purpose
Assignment completion	▪ Fulfills assignment precisely and fully ▪ Includes all parts of the assignment ▪ Complete and appropriate citation of sources	▪ Fulfills assignment description ▪ Includes all parts of the assignment ▪ Complete and appropriate citation of sources	▪ Fulfills assignment description ▪ Missing one or more minor parts of the assignment ▪ Incomplete or inappropriate citation of sources	▪ Does not adequately fulfill assignment ▪ Missing a significant part of the assignment ▪ Incomplete or inappropriate citation of sources	▪ Does not fulfill the assignment ▪ Missing multiple significant parts of the assignment ▪ Incomplete or inappropriate citation of sources

Canvas Organization

Each weekly Canvas will have everything you need to complete the assignments:

- **Activities & Assignments**: This contains links to quizzes, discussion boards (where you will post discussion responses, drafts for peer review, and the like), other online activities (such as planning forms), the assignment itself, etc. This section contains the stuff that you will do/submit for work in the course.
- **Resources**: As the name implies, Resources are just that—sources of information. There are links to assigned online readings, videos, random but pertinent trivia, and the like.

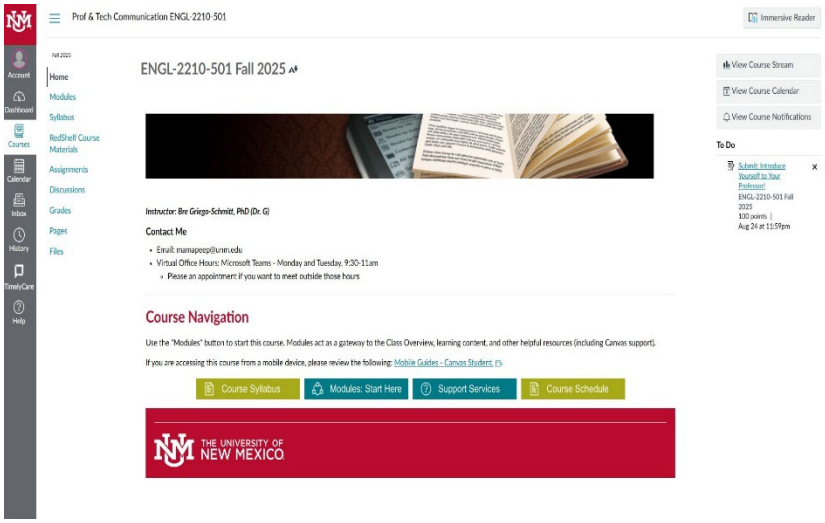


Figure 1: Unit VI Screen in Canvas

Class Calendar

This class schedule provides an overview of course topics, readings, and due dates for major course assignments. General due dates are as follows:

- Readings and homework are due before class begins on the day designated. Readings are from the course textbook. All other readings will be available via Canvas.
- Bolded assignments represent major assignment due dates. Major assignments are due in Canvas as designated in final column of schedule.
- Italicized assignments represent work needed to be posted Canvas before class begins.
- This schedule is subject to change and the official class calendar will be the calendar on Canvas (which will be updated throughout the term).

Wk	Date	U	Due (Homework) & Class Session Goal/Activities
1.	T 8/19	I II	**In Class:** • Course Introduction, Syllabus Review • Introductions/Profiles (Discussion Board and in class) • What is Technical Communication? • Introduction to Communicating with Employers Unit

Wk	Date	U	Due (Homework) & Class Session Goal/Activities
	R 8/21	II	**Due**: • Read TAC Chs. 1 and 2 (Agile Communication in the 21st Century & Technical Communication as an Iterative Process) • Complete Exercise 1.1 (TAC, p. 2). Post your results to the Week 1 Discussion Thread Canvas and reply to two peers for full credit • Research sample resumes in your field, and post two examples on the "Example Resumes" discussion thread (you can create one post with links). Include a brief analysis of the design, organization, and content of the resumes. Respond to two peers' posts for full credit. **In Class**: ▪ Discussion of readings and Exercise 1.1 responses ▪ Review of field resumes
2.	T 2/26		**Library Day – Meet in Classroom and we'll walk to the SRC and Library together**
	R 2/28	II	**Due**: • Read TAC Ch. 10 (Corresponding) • Read: The Modern History of the Resume, Resume Design: Eye- Tracking Study Finds Job Seekers Have Six Seconds To Make An Impression, How to Redesign Your Resume for A Recruiter's 6-Second Attention Span, Top 7 Resume Trends for 2015, A Few Important Resume Tips for 2015— Are You Ready? (this looks like a lot of reading, but most are one or two screen online articles). • Review the GRS employment team ads (under resources). Identify the two team positions that you believe best meet your skills and experience. **In Class**: • Discussion of readings • Employment ad analysis • Introduction to Peer Review ○ Activity I: Review ○ Activity II: Critique ○ Using Track Changes in MS Word
3.	T 9/2	II	**Due**: • Read TAC Ch. 7 (Information Development and Instructional Design) • Read How to Write A Cover Letter That Employers Will Actually Read, Ten Common Mistakes in Resumes and Cover Letters, How to Write a Cover Letter (*Forbes*). • Upload separate drafts of resume/cover letter for each position (title your post with position) to JobApp Peer Review 1 discussion thread as attachment. **In Class**: • Discussion of readings • Peer review • Post Action Plans

Wk	Date	U	Due (Homework) & Class Session Goal/Activities
	R 9/4	II	**Due**: • Consider what design changes you may employ with your job application materials to improve information design. • Based on your Action Plan and Ch. 9 reading, revise your cover letter and resume. Post to JobApp Peer Review 2 thread, noting what you have changed and why. • Complete the "Is This Ethical?" anonymous survey. Post your reflection/response in the Weekly Discussion Board **In Class**: • Workshop • Overview of SEMs (purpose and content) • Review Bb submission process • Introduction to Proposing and Presenting
	9/7	**II**	**Job Application (MWA1) Due Sunday, 9/7, before 11:59pm**
4.	T 9/9	III	**Due**: • Read TAC Ch. 5 (Researching Content) • What are some processes or procedures that you know how to do well and that other people could learn from? Think in terms of an instructional video. Post your ideas to Proposals/ Instructions Ideas thread. **In Class**: • Discussion of readings • Review Instructions Ideas, and respond to those posts that you think you might be interested in working on. Offer feedback, observation, and ideas on how to improve upon or refine the ideas. • Determine groups (2-3 members each) • Situation Analysis
	R 9/11	III	**Due**: • Read Johnson-Sheehan's "Planning and Organizing Proposals and Technical Reports" (under Readings) • Situation Analysis **In Class**: • Discussion of readings • Overview of proposal elements • Market Analysis

5.	T 9/16	III	**Due**: • Read TAC Ch. 6 (Writing Content, Technical Style, and Editing) • Formatting: Readings TBA (posted under Readings) **In Class**: • Timeline • Formatting and design • Citing Sources and Formatting Reference Pages (Works Cited, Bibliography, Footnotes, and Endnotes • Purdue OWL

Wk	Date	U	Due (Homework) & Class Session Goal/Activities
	R 9/18	III	**Due**: • Read TAC Ch. 8 (Designing Visual Information) • Timeline • Read How to Create Presentations that Don't Suck **In Class**: • Bringing it all together • Review of presentation format
6.	T 9/23	III	**Due**: • TBA: Working in the SRC Computer Lab and/or Library **In Class**: TBA
	R 9/25	III	**Due:** **Canvas** **In Class**: • Presentations • Presentation evaluations • Voting
	9/28	**III**	**Proposal to Decision Makers (MWA2) Due Sunday, 9/28, before 11:59pm**

7.	T 9/30	IV	**Due**:
			• Read TAC Ch. 12 (Instructional Documents)
			• Read Eugene Schwartz and Tanner Garrity (articles are posted under Readings)
			In Class:
			• Discussion of readings
			  ○ what makes for an effective instructional video?
			  ○ why does captioning matter?
			• Determine groups (3-4 members each)
			• Overview of project, scope, and responsibilities (Group roles, schedule)

	R 10/2	IV	**Due**: • Group Roles & Project Schedule (Activity) • Compose the written instructions for your process or procedure. Post to Instructions/ Instructions 1 thread **In Class**: • Discussion of readings • Storyboard workshop • Overview of usability testing activity and storyboard • Video production technologies
8.	T 10/7	IV	**Due**: • Complete and submit usability report (under Unit Activities and Assignments) • Watch Lessig's "Free Culture" and Faden's "A Fair(y) Use Tale" (in Resources/ IP Issues folder); read Crowell's "7 Tips for Using Copyrighted Music in Professional Videos & Slideshows" **In Class**: Discussion of readings/video

	R 10/9	IV	**Due**: Nothing Due **In Class**: Enjoy Your Break!
	R 10/9		**Fall Break: Thursday, 10/9 – Sunday, 10/12**
9.	T 10/14	IV	**Due**: • Read TAC Ch. 13 (Developing Websites and Electronic Content) • Begin video production. Store files (video, music, project files, etc.) on a remote drive (such as Google Drive, Dropbox, or a flash drive) and also have a backup/duplicate. You will need these materials accessible in class to work on editing. • Status Report **In Class**: • Discuss work in progress • Editing workshop
	R 10/16	IV	**Due**: • Continue working on video production. Bring all materials/accessible in class **In Class**: • Video production editing workshop
10.	T 10/21	IV	**Due**: • Rough draft of video (posted to Instructions/ Rough Cut thread) **In Class**: • Peer review

	R 10/23	IV	**Due**: • Based on feedback, edit video to create a "production-quality" draft (as if you were going to submit it for a grade/publish). Post to the link to the Unit III Production Drafts thread. **In Class**: • Discuss of work in progress • Peer Review • Introduction to Intercultural Communication
	10/26	**IV**	**Due: Instructions (MWA3) Due Sunday, 10/26, before 11:59pm**

Wk	Date	U	Due (Homework) & Class Session Goal/Activities
11.	T 10/28	V	**Due**: • Read Hofstede's National Culture: Dimensions, and Intercultural Talk's "10 Tips for Good Cross-Cultural Communications" **In Class**: • Discuss readings • Overview of Wiki and group presentation • Credible sources and citation • Begin Wiki Memo format and purpose
	R 10/30	V	**Due**: • Evaluation of country's culture based on Hofstede • At least 10 credible sources (per group member) for Wiki research **In Class**: • Continue wiki creation • Citation and integration of sources (what's relevant?) • Review format and citation • Workshop • Compose revision action plan
12.	T 11/4	V	**Due**: • First draft of Intercultural Memo. Upload draft of Intercultural Memo to Intercultural Peer Review 1 • Group Wiki (Activity) and Presentations **In Class**: • Workshop • Compose revision action plan
	R 11/6	V	**Due**: • Based on action plan, revise draft according to feedback received and post to Intercultural Peer Review 2. **In Class**: • Workshop
	11/9	**V**	**Intercultural Memo (MWA4) Due Sunday, 11/9, before 11:59pm**

13.	T 11/11	VI	**Due**: NOTHING :-)
			In Class:
			• Read TAC Ch. 11 (Status and Instance Reports)
			• Introduction to Reflecting Upon Your Work
			  ○ concepts
			  ○ Frameworks and design
			• Begin working on introduction

	R 11/13	VI	**Due**: • Draft of introduction posted to Final/ Intro Peer Review **In Class**: Begin drafting outcomes sections

14.	T 11/18	VI	**Due**: • Draft of introduction posted to Final/ Intro Peer Review **In Class**: • Begin drafting outcomes sections
	R 11/20	VI	**Due**: • Post draft of outcomes section to Final/ Outcomes Introduction **In Class**: • Workshop • Design workshop
15.	T 11/25	VI	**Due**: • All outcomes sections (have available digitally for use in class) **In Class**: • Workshop: Final Project (post to Final/Final Draft thread) • Create action plan Course Evaluations
	R 11/27	VI	**Due**: • Nothing Due **In Class**: • Enjoy Your Break!
	R 11/27		**Thanksgiving Break: Thursday, 11/27 – Sunday, 11/30**
16/	T 12/2	VI	**Due**: • Based on your action plan, revise your Final Project. Post a draft with an explanation of your changes to Final Draft II. **In Class**: • We'll work in the SRC Computer Lab to give you time to work on your Final Project during class this week
	T 12/4	VI	**Due**: Final Project due Sunday, 12/7, before 11:59pm **In Class**: • We'll work in the SRC Computer Lab to give you time to work on your Final Project during class this week
	• **12/7**		**Final Project/Self Evaluation (MWA5) Due Sunday, 12/7, before 11:59pm** **Have a great Winter Break!**