

# LMC 3403

## Technical Communication and Social Justice

Writing and Communication Program  
School of Literature, Media, and Communication  
Georgia Institute of Technology  
Fall 2020

**Instructor:** Dr. Courtney A. Hoffman

**Email:** [courtney.hoffman@lmc.gatech.edu](mailto:courtney.hoffman@lmc.gatech.edu)

**Student Hours:** Tuesdays and Wednesdays 10 - 11 AM (EDT) or via appointment

**Dr. H's BlueJeans:** <https://bluejeans.com/7087315220>

**NB: EMAIL IS MY PREFERRED METHOD OF COMMUNICATION**

**Subject Line:** Please begin every subject line for your email message with "LMC 3403:"

**Timezone:** Atlanta, GA is EASTERN TIME (EDT/EST)

### COURSE DESCRIPTION

Our course addresses issues of social justice and the ways they affect communication in the workplace as well as influence scientific and technological innovation. For example, facial recognition software misidentifies Black men, airport security scanners misgender trans\* people, and healthcare AI demonstrates biases based on factors such as race, body type, and gender. Researchers recently viewed social media accounts of women with MDs and suggested that images of these women in bikinis affected their ability to practice medicine, while other researchers attempted to correlate women's attractiveness and prevalence of endometriosis. Data visualizations related to infection rates of COVID-19 do not always contain information about the populations who are infected, and can sometimes be misleading or difficult to read. Hardships related to climate change disproportionately affect disadvantaged populations. Studies relying on data collection often analyze numbers without considering the broader contexts of that data and the research itself, e.g., who is collecting the data and why? About whom is that data collected? What power is wielded by the researcher and over whom? How will that data be used? And how is the knowledge produced from studying data communicated ethically, equitably, and accessibly to both expert and non-expert audiences?

We will focus on analyzing and producing examples of clear, effective technical communication in multiple genres and directed at various audiences. Some of the questions we will address include: How does technical writing in your discipline involve and produce issues of social justice? What genres are appropriate for your rhetorical situation, and how do you identify your rhetorical situation? How do you inform different audiences about policies related to race, gender, age, or ability? How can you effectively relay information about complex subjects to non-expert audiences? How can you identify ineffective or discriminatory communication strategies and suggest alternative options? We will discuss these questions and others, learning effective multimodal approaches applicable to a wide range of communication genres, audiences, and contexts. Our class discussions will concern topics that might be uncomfortable, which means that professionalism and respect for each other will be vital.

### REQUIRED MATERIALS

Required readings are available on Canvas.

### Recommended Readings

Agboka, G. Y. & Matveeva, N. (Eds.). (2018). *Citizenship and advocacy in technical communication*. Routledge.

Costanza-Chock. *Design Justice*. 2020. <https://design-justice.pubpub.org/>

D'Ignazio and Klein. *Data Feminism*. 2019. <https://data-feminism.mitpress.mit.edu/>

Kastman Breuch, L. (2018). *Involving the audience*. Routledge.

Kostelnick, C. (2019). *Humanizing visual design: The rhetoric of human forms in practical communication*. Routledge.

Walton, R., Moore, K., & Jones, N. (2019). *Technical communication after the social justice turn*. Routledge.

Williams, M. F. & Pimentel O. (Eds.). (2014). *Communicating race, ethnicity, and identity in technical communication*. Baywood.

### COURSE GOALS – WOVEN Communication

Category	Outcomes
<p><b>Rhetoric</b></p> <p>Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language.</p>	<ul style="list-style-type: none"> <li>• Fashion artifacts that address the exigencies of diverse contexts, exhibiting effective persuasive strategies, tact, and sensitivity to theoretical, ethical and legal concerns.</li> <li>• Collect, craft, and present technical information in ways that convey a clear purpose to a specific audience.</li> </ul>
<p><b>Process</b></p> <p>Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.</p>	<ul style="list-style-type: none"> <li>• Construct, select, craft, revise, and repurpose information to reflect individual, cultural, and/or organizational values.</li> <li>• Collaborate on artifacts that meet the needs of the specific audiences.</li> </ul>
<p><b>Modes and Media</b></p> <p>Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal—singly and in combination. The context and culture of multimodality and multimedia are critical.</p>	<ul style="list-style-type: none"> <li>• Create WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) artifacts— such as memos, emails, proposals, reports, instructions, manuals, websites, and short and long presentations— that display strategic uses of generic and stylistic conventions.</li> </ul>
<p><b>Design</b></p> <p>Documents and other artifacts should arrange visual elements according to consistent, efficient, and effective principles.</p>	<ul style="list-style-type: none"> <li>• Use theories and principles of document design to create and present accessible, comprehensible, and usable artifacts.</li> <li>• Integrate graphics to achieve maximum clarity in print documents, presentation slides, websites, and other artifacts.</li> </ul>

## TECHNOLOGY

You will need to access Canvas, the Georgia Tech Learning Management System, for course materials, discussion board posts, assignment details and submission, and connecting with your classmates. Most of our assignments will involve technology to complete, e.g., internet access to complete research, software to create artifacts, email, videochats to connect with me or other students, and watching or recording videos or audio files. You should not be paying any extra money to access technology to complete this course. My advice is that you should choose the design path that will allow you to meet any assignment's requirements with the least cost (e.g., Adobe's InDesign is an excellent program to use when designing a poster, but you can do similar work in PowerPoint). Do not pay for a software program that you can use for free. As a student at Georgia Tech, you have the capability to access software that would usually be cost-prohibitive. If you have any questions about how to use Georgia Tech's resources (even at a distance), please don't hesitate to ask. If I don't know, I will find out for you – and then I will know, too.

**\*\*\*Let me know if you have any concerns about accessing technology for any part of our course! I will help you work out alternatives to meet course requirements.**

## COURSE COSTS

Aside from the cost of your textbook, you may expect to pay for materials as needed when creating your artifacts for course assignments. In general, this will be very little in terms of monetary outlay.

## COURSE REQUIREMENTS

Over the course of the term, you will be required to be an active participant on class discussion boards, be an effective communicator within small groups (e.g., when engaging in peer-review exercises and collaborative work), and participate in oral performances (e.g., discussions during synchronous class meetings). You will produce a series of artifacts that effectively communicate information related to our course theme and your discipline. Technical communication encompasses a wide range of genres, including proposals, correspondence, definitions, and reports, as well as data visualizations, websites, slide presentations, captions, appendices, and tables of contents. The primary artifacts you will submit for this class represent a compilation of many of these genres and will be multimodal. You will create an individual definition paper, and multiple collaborative artifacts: a proposal, a podcast, a website, and a recommendation report. Your final project will be a professional portfolio, in lieu of a final exam.

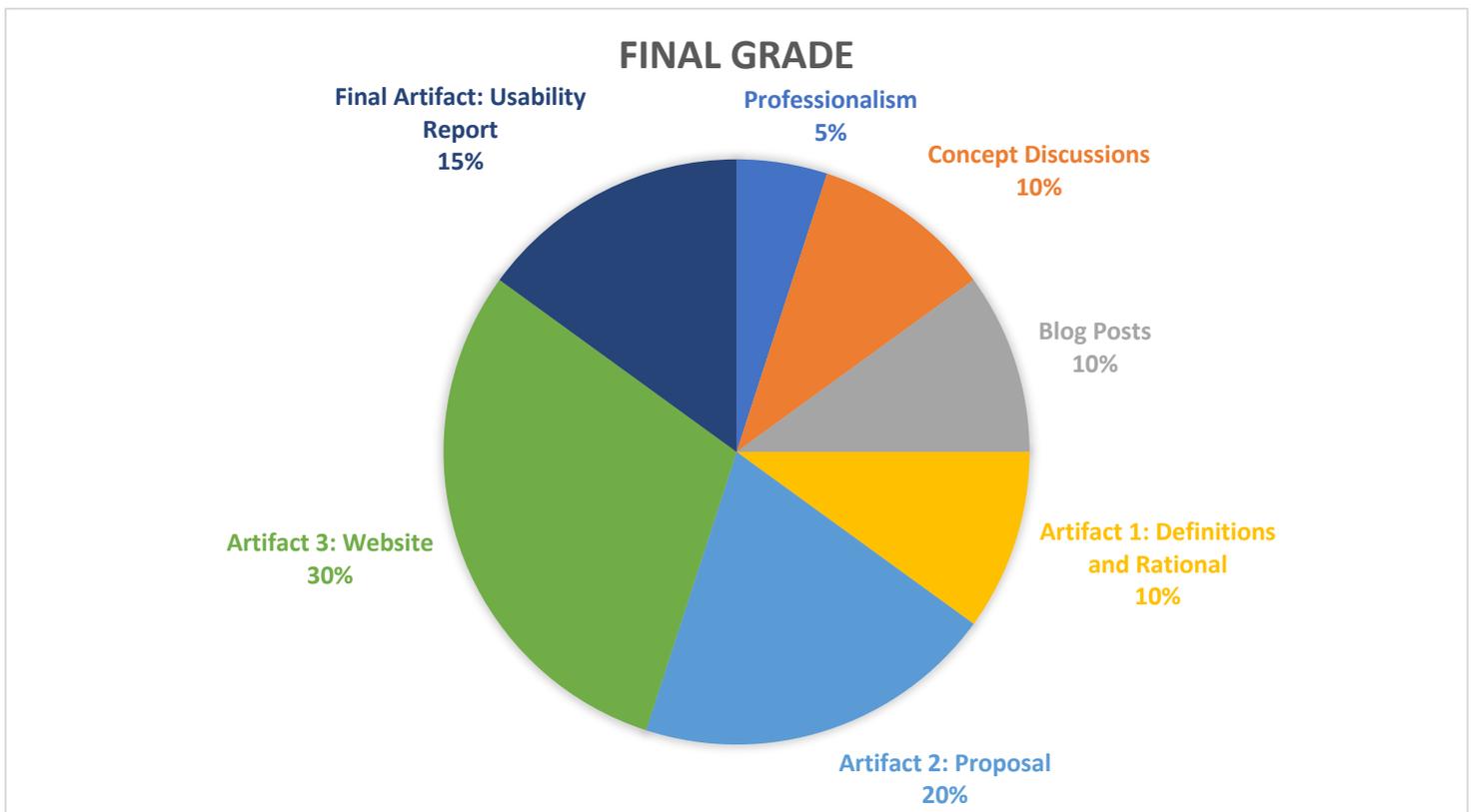
For each assignment, I'll provide you with a detailed assignment sheet that includes assessment criteria well in advance. You will submit assignments electronically via Canvas. Please utilize APA or IEEE style guidelines for-source citations. Be sure to maintain a cumulative folder of files that include all stages of your assignments in both draft and final versions.

## COURSE ASSIGNMENTS

The information below gives you details regarding the assignments and artifacts on which you'll be graded, and how those grades break down. I've also included the dates on which those assignments will be due.

Assignments	Final Project Deadline	Percentage
Professionalism	N/A	5%
Concept Discussions	Varies	10%
Blog Posts	Varies	10%
Artifact 1: Individual Definition Paper	Sept. 11	10%
Artifact 2: Collaborative Proposal	Oct. 5	20%
Artifact 3: Collaborative Website	Nov. 16	30%
Final Artifact: Collaborative Usability Report	Dec. 2	15%
<b>Total</b>		<b>100%</b>

*\*You must submit all parts of all assignments as directed in order to pass this course.*



### ASSIGNMENT DESCRIPTIONS

I will provide you with assignment sheets for each assignment. Assignment sheets will detail tasks, goals, timelines, and required parts of each artifact.

### ***Professionalism (WOVEN)***

A professional attitude and tone are crucial in the workplace, even when you disagree with your colleagues, other authors, or critics. “Professional” means being accurate, clear, appropriate, and courteous. It also means attending scheduled events (e.g., meetings), being punctual, completing all assignments as directed, and working collegially on group projects. Your professionalism grade encompasses your participation in any synchronous class meetings, completing assignments fully and on time, submitting any ungraded assignments or activities, and your tone in interactions with me and with your classmates. You should maintain a professional demeanor in videochats and emails (e.g., formal tone and business casual attire, rather than casual word choice and wearing your pajamas – at least in what is visual on the screen).

### ***Concept Discussions (WOVEN)***

If we were meeting in a face-to-face classroom environment, we would engage in discussions about the topics of our assigned texts. Concept Discussions are meant to simulate some of that conceptual discussion, allowing you to develop your thinking about the genres of writing you’ll do, how to apply similar strategies for tech writing to genres we won’t be able to practice (due to time constraints), and about the theoretical bases for our course and their application to tech writing writ large. Because this assignment is meant to be a discussion, you will be required to engage with your classmates’ posts as well as their replies to you.

### ***Blog Posts (WOVEN)***

Your blog posts are the place where you will have a chance through the semester to analyze and practice many genres of tech writing. These posts allow you to engage in informal writing practice, rather than formal, graded work, but you should still give your best effort to produce quality multimodal writing and text design. You will also be able to engage in peer review for work that will be applicable to your individual and collaborative graded artifacts, as you will comment on classmates’ blog posts and receive comments as well.

### ***Artifact 1: Definition Paper (WVE)***

Definitions are a genre ubiquitous to all disciplines, fields, and industries. You will create a 1-page document that presents factual and visual definitions on a topic of your choice relating to social justice in tech. You will also create a 1-page statement outlining your rationale for choosing that topic and the specific terms you selected.

### ***Artifact 2: Collaborative Proposal (WVE)***

Proposals are another common genre of tech writing, no matter the field or career. You will create a proposal based on a fictional Request for Proposals (RFP). You will need to adhere to the guidelines for document design and length, as well as include required genres of writing and a detailed plan for how to create Artifact 3, as specified in the RFP. With your groupmates, you will need to identify a problem, conduct research into that problem, and highlight how creating a website to educate multiple audiences about that problem is important as part of the solution to that problem.

### ***Artifact 3: Collaborative Website (WOVEN)***

After you have proposed your problem in Artifact 2, you and your group will create a website to communicate information about your problem to a general audience (comprised of experts and non-experts) via a variety of genres, including your professional biographies, podcast, infographics, factsheets, glossary, short articles, and specialized visuals. Much of the research gathered while you write the proposal will inform pieces of your website’s genres of writing, as will your definitions from Artifact 1 and your blog posts. You will also submit two progress reports will working on your website, in addition to conducting usability testing (which will

inform your final artifact).

### ***Final Artifact: Collaborative Usability Report (WVE)***

As you created Artifact 3, your group will conduct usability testing. Your final artifact will be a usability report, which you will create in lieu of a final exam and submit on the day of our class' scheduled final exam period.

## **COURSE POLICIES**

Please read through the Writing and Communication Program's policies for all Fall 2020 sections of LMC 3403 [here](#). Below are summaries of and additions to these policies that are specific to this section of LMC 3403.

### ***Learning Outcomes and Evaluation Rubrics***

Click on the following link, [WCP Common Policies for LMC 3403](#), to access the policies regarding Learning Outcomes and Evaluation Rubrics.

### ***Late Work and Makeup Policy***

It is essential that you complete all work on time. However, should you have extenuating circumstances, I am prepared to grant reasonable extensions on final due dates for assignments (excluding the portfolio) **as long as you speak with me in advance**. If you have not cleared an extension with me (meaning I've responded to you), do NOT assume it has been granted. To make everything simple for us all, the best policy is to structure your work so you can stick to the original due dates. **I will subtract 5 points from your final artifact grade per day late.**

### ***Inclusive Excellence and Non-Discrimination Policy***

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

This class **does not discriminate** on the basis of race, color, class, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside of it will not be tolerated.

### ***Academic Misconduct***

One serious kind of misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). **If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which have engaged in the academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy.** I strongly urge you to be familiar with these Georgia Tech sites:

- [Honor Challenge](#)
- [Office of Student Integrity](#)
- [Process for academic misconduct](#)

I am more than happy to help you in determining the proper way to cite your sources. Please set up a meeting with me to discuss citations – it's so much easier than being charged with plagiarism.

## RESOURCES

### *Accommodations*

Georgia Tech supports students through the **Office of Disability Services**. Any student who may require an accommodation for a documented disability should inform me as soon as possible or as soon as you become aware of your disability. Anyone who anticipates difficulties with the content or format of the course due to a documented disability should arrange a meeting so that we can create a workable plan for your success in this course. The Office Disability Services serves any Georgia Tech student who has a documented, qualifying disability. Official documentation of the disability is required to determine eligibility for accommodations or adaptations that may be helpful for this course. **Please make sure I receive a Faculty Accommodations Letter** form verifying your disability and specifying the accommodation you need. The Office of Disability Studies operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). For more information, see their website: <http://disabilityservices.gatech.edu>

### *CommLab*

Georgia Tech's Naugle CommLab is located in Clough Commons, Suite 447. **The tutors are available to schedule online consultations in Fall 2020.** These tutors are an excellent resource for all students (graduate or undergraduate) who want help with a communication-related project, from their multimodal assignments for LMC 3403 to graduate school applications, from engineering and science reports to oral presentations, from storyboards for videos to poster designs, from grant proposals to job cover letters and resumes. They can also match students with professional tutors especially trained to assist non-native English speakers. For more information or to make an appointment, visit: <http://www.communicationcenter.gatech.edu>

### *CARE Center, Counseling Center, Stamps Health Services, and the Student Center*

These uncertain times can be difficult, and many students may need help in dealing with stress and mental health. The [CARE Center](#) and the [Counseling Center](#), and [Stamps Health Services](#) will offer both in-person and virtual appointments. Face-to-face appointments will require wearing a face covering and social distancing, with exceptions for medical examinations. Student Center services and operations are available on the [Student Center](#) website. For more information on these and other student services, contact the Vice President and Dean of Students or the [Division of Student Life](#).

## STATEMENT on COVID-19

The unfortunate reality is that any of us may become ill during the course of the semester. Georgia Tech requests that you report a COVID-19 positive test to the Dean of Students, who will then alert me that you have a health issue (just as they would for any other health issue). I will work with students to determine appropriate accommodations so you are able to complete this course.

# COURSE CALENDAR

(As of August 16, 2020)

NB: Please note that all activities listed on the calendar are subject to change.

Week	Topic, Readings, & Videos	Deliverables
<p><b>Week One: Aug. 17-Aug. 21</b></p> <p><b>Synchronous Course Meeting Aug. 19</b></p>	<p><b>Topic</b></p> <p>Intro to Technical Communication; or, Multimodal Workplace Genres</p> <p><b>Read</b></p> <p>Course Syllabus and LMC 3403 Common Policies</p> <p>Katz, I. R., Haras, C., &amp; Blaszczynski, C. (2010). “Does Business Writing Require Information Literacy?” <i>Business Communication Quarterly</i>, 73(2), 135–149. <a href="https://doi.org/10.1177/1080569910365892">https://doi.org/10.1177/1080569910365892</a></p> <p>Tietje, L. (2014). “Introduction: Social Justice.” <i>Encyclopedia of Diversity and Social Justice</i>, ed. S. Thompson. Rowman &amp; Littlefield, 3-10.</p> <p><a href="#">Guide to Writing a Bio (with Examples)</a></p> <p><b>Watch</b></p> <p>Video 1: Welcome to LMC 3403 - U1</p> <p>Video 2: Multimodality in Workplace and Technical Communication</p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Aug. 19 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ responses by Friday, Aug. 21 at 11:59 PM EDT</p> <p><b>Complete Form</b></p> <p><b>Fill out and submit</b> the Student-Instructor Agreement Form by Friday, August 21 at 11:59 PM EDT.</p> <p><b>Blog 1</b></p> <p><b>Professional Bio:</b> Submit in Canvas by Friday, August 21 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ blogs by Wednesday, Aug. 26 at 11:59 PM EDT</p>
<p><b>Week Two: Aug. 24-Aug. 28</b></p>	<p><b>Topic</b></p> <p>The Rhetoric of Definitions and Social Justice in Tech Comm</p> <p><b>Read</b></p> <p>Burnett, R. E. (2005). “Creating Definitions.” <i>Technical Communication</i>. Thomson Wadsworth, 517-545.</p> <p>Costanza-Chock, S. (2020). “Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination.” <i>Design Justice</i>. MIT Press,</p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Aug. 26 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ responses by Friday, Aug. 28 at 11:59 PM EDT</p> <p><b>Complete Form</b></p>

	<p>np. <a href="https://design-justice.pubpub.org/pub/ap8rgw5e/release/1">https://design-justice.pubpub.org/pub/ap8rgw5e/release/1</a></p> <p>Colton, J. S., &amp; Holmes, S. (2018). A Social Justice Theory of Active Equality for Technical Communication. <i>Journal of Technical Writing and Communication</i>, 48(1), 4–30. <a href="https://doi.org/10.1177/0047281616647803">https://doi.org/10.1177/0047281616647803</a></p> <p><b>Watch</b></p> <p>Video 1: Social Justice in Technical Communications</p> <p>Video 2: Definition Assignment Overview</p>	<p>Complete Working Group Topic Preference Form by Wednesday, Aug. 26 at 11:59 PM EDT</p> <p><b>Blog 2</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Aug. 28 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' blogs by Wednesday, Sept. 2 at 11:59 PM EDT</p>
<p><b>Week Three: Aug. 31-Sept. 4</b></p> <p><b>Synchronous Course Meeting Sept. 2</b></p>	<p><b>Topic</b></p> <p>Identifying Audience and Reader-Centered Communication</p> <p><b>Read</b></p> <p>Elassar, A. "Researchers created a test to determine which masks are least effective." <i>cnn.com</i>, 08 August 2020. <a href="https://www.cnn.com/2020/08/08/us/duke-university-face-mask-test-trnd/index.html?fbclid=IwAR1CnADqEiOIEYeHK2Fyyws510_2dMPUQ8l4z2I18x5G_uxrzVIHutZH5Ik">https://www.cnn.com/2020/08/08/us/duke-university-face-mask-test-trnd/index.html?fbclid=IwAR1CnADqEiOIEYeHK2Fyyws510_2dMPUQ8l4z2I18x5G_uxrzVIHutZH5Ik</a></p> <p>Fischer, E., et al. (2020). "Low-cost measurement of facemask efficacy for filtering expelled droplets during speech." <i>Science Advances</i> 07 August 2020: eba3083 DOI: <a href="https://doi.org/10.1126/sciadv.abd3083">10.1126/sciadv.abd3083</a></p> <p>Gallagher, P.B. (2019). "Redesigning Audiences in Technical Communication." In <i>The 37th ACM International Conference on the Design of Communication (SIGDOC '19), October 4–6, 2019, Portland, OR, USA</i>. ACM, New York, NY. 10pp. <a href="https://doi.org/10.1145/3328020.3353914">https://doi.org/10.1145/3328020.3353914</a></p> <p>Gopen, G.D. &amp; Swan, J.A. (1990). "The Science of Science Writing." <i>American Scientist</i>, 78, 550-558.</p> <p><a href="https://www.plainlanguage.gov">Plainlanguage.gov</a></p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Sept. 2 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Sept. 4 at 11:59 PM EDT</p> <p><b>Blog 3</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Sept. 4 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' blogs by Wednesday, Sept. 9 at 11:59 PM EDT</p>

	<p><b>Watch</b></p> <p>Video 1: Writing for Non-Expert Audiences</p> <p>Video 2: Identifying Your Audience</p>	
<p><b>Week Four: Sept. 7-Sept. 11</b></p>	<p><b>Topic</b></p> <p>Ethics and Multimodal Design: Writing and Visuals</p> <p><b>Read</b></p> <p>Dragga, S. &amp; Voss, D. (2001). "Cruel pies: The inhumanity of technical illustrations." <i>Technical Communication</i>, 48(3), 265-74.</p> <p>Garrison-Joyner, V. &amp; Caravella, E. (2020) "Lapses in Literacy: Cultural Accessibility in Graphic Health Communication." <i>Technical Communication Quarterly</i>. np. <a href="https://doi.org/10.1080/10572252.2020.1768295">https://doi.org/10.1080/10572252.2020.1768295</a></p> <p>Katz, Stephen B. 1992. "The Ethic of Expediency: Classical Rhetoric, Technology, and the Holocaust." <i>College English</i> 54:225-275.</p> <p><b>Watch</b></p> <p>Video 1: Writing Ethically</p> <p>Video 2: Ethics in Visual Design</p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Sept. 9 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Sept. 11 at 11:59 PM EDT</p> <p><b>Artifact 1</b></p> <p>Please submit <b>Definitions and Rationale</b> as directed in the Canvas assignment by Friday, Sept. 11 at 11:59 PM EDT.</p>
<p><b>Week Five: Sept. 14-Sept. 18</b></p> <p><b>Synchronous Course Meeting Sept. 16</b></p>	<p><b>Topic</b></p> <p>Proposing Projects: RFPs and Document Design</p> <p><b>Read</b></p> <p>Burnett, R.E. (2004) "Preparing Proposals." <i>Technical Communication</i>. Thomson Wadsworth, 677-717.</p> <p><a href="https://www.neh.gov/grants">https://www.neh.gov/grants</a> (particularly section on Application Review Process)</p> <p><a href="https://www.nih.gov/grants-funding">https://www.nih.gov/grants-funding</a></p> <p><a href="https://nsf.gov/">https://nsf.gov/</a></p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Sept. 16 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Sept. 18 at 11:59 PM EDT</p> <p><b>Blog 4</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Sept. 18 at 11:59 PM EDT and <b>comment on</b> at least 2</p>

	<p><b>Watch</b></p> <p>Video 1: Proposal Assignment Overview</p> <p>Video 2: RFPs and Proposal Design</p>	<p>classmates' blogs by Wednesday, Sept. 23 at 11:59 PM EDT</p>
<p><b>Week Six: Sept. 21-Sept. 25</b></p>	<p><b>Topic</b></p> <p>Writing Narratives for Technical Communication</p> <p><b>Read</b></p> <p>DeTora, L., &amp; Klein, M. J. (2020). "Invention Questions for Intercultural Understanding: Situating Regulatory Medical Narratives as Narrative Forms." <i>Journal of Technical Writing and Communication</i>, 50(2), 167–186. <a href="https://doi.org/10.1177/0047281620906134">https://doi.org/10.1177/0047281620906134</a></p> <p>Hewitt, J. (2004). "First Impressions: Writing A Good Abstract." <i>The Communication Factor</i> (Newsletter of the Cain Project in Engineering and Professional Communication at Rice University), p. 2.</p> <p>Van Ittersum, D. (2014). "Craft and Narrative in DIY Instructions." <i>Technical Communication Quarterly</i>, 23:3, 227-246. <a href="https://doi.org/10.1080/10572252.2013.798466">https://doi.org/10.1080/10572252.2013.798466</a></p> <p><b>Watch</b></p> <p>Video 1: Telling a Story in Technical Documents</p> <p>Video 2: Abstracts - Short and Sweet</p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Sept. 23 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Sept. 25 at 11:59 PM EDT</p> <p><b>Blog 5</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Sept. 25 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' blogs by Wednesday, Sept. 30 at 11:59 PM EDT</p>
<p><b>Week Seven: Sept. 28-Oct. 2</b></p> <p><b>Synchronous Course Meeting Sept. 30</b></p>	<p><b>Topic</b></p> <p>Effective Collaboration and Project Management: Communication strategies, Gantt charts, equitable labor</p> <p><b>Read</b></p> <p>Oliu, et al. (2020) "Collaborating on Content." <i>Writing that Works</i>. Boston: Macmillan, 75-89.</p> <p>Powell-Morse, Andrew. (2016) "<a href="#">Waterfall Model: What Is It and When Should You Use It?</a>"</p> <p>Stackify. (2017) "<a href="#">What is Agile Methodology? How It Works, Best Practices, Tools.</a>"</p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Sept. 30 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Oct. 2 at 11:59 PM EDT</p> <p><b>Blog 6</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Oct. 2 at 11:59 PM EDT and</p>

	<p><b>Watch</b></p> <p>Video 1: Effective Collaboration</p> <p>Video 2: Project Planning</p> <p>Video 3: <a href="#">Overcoming Unconscious Bias on Your Team</a></p>	<p><b>comment on</b> at least 2 classmates' blogs by Wednesday, Oct. 7 at 11:59 PM EDT</p>
<p><b>Week Eight: Oct. 5-Oct. 9</b></p>	<p><b>Topic</b></p> <p>Website Design for Multiple Audiences</p> <p><b>Read</b></p> <p>Markel, M. &amp; Selber, S.A. (2020) "Designing Print and Online Documents." in <i>Technical Communication</i> 13th edition. Boston: Bedford/MacMillan. 253-297.</p> <p>Websites to view and critique:</p> <ul style="list-style-type: none"> <li>• <a href="https://socialjusticeresourcecenter.org/">https://socialjusticeresourcecenter.org/</a></li> <li>• <a href="https://www.benton.org/">https://www.benton.org/</a></li> <li>• <a href="https://www.macfound.org/programs/learning/strategy/">https://www.macfound.org/programs/learning/strategy/</a></li> <li>• <a href="https://www.hackthehood.org/">https://www.hackthehood.org/</a></li> <li>• <a href="https://cpdp.co/">https://cpdp.co/</a></li> <li>• <a href="https://www.aclum.org/en/technology-liberty">https://www.aclum.org/en/technology-liberty</a></li> <li>• <a href="https://datasociety.net/">https://datasociety.net/</a></li> </ul> <p>NB: You won't need to read the entire Markel chapter. Please read pages 254-256, the example on page 257-258, and page 280-297. The websites are meant as examples; you don't need to view them deeply.</p> <p><b>Watch</b></p> <p>Video 1: <a href="#">Make Hundreds of Color Palettes from 1 Color</a></p> <p>Video 2: <a href="#">How to Apply a Color Palette to Your Design</a></p> <p>Video 3: <a href="#">5 Website Types &amp; How to Design Them</a></p> <p>Video 4: <a href="#">Your Layouts are Boring! Layout Design Tutorial</a></p>	<p><b>Artifact 2</b></p> <p>Please submit your collaborative <b>Proposal</b> as directed in the Canvas assignment by Monday, Oct. 5 at 11:59 PM EDT.</p> <p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Oct. 7 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Oct. 9 at 11:59 PM EDT</p> <p><b>Blog 7</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Oct. 9 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' blogs by Wednesday, Oct. 14 at 11:59 PM EDT</p>
<p><b>Week Nine: Oct. 12-Oct. 16</b></p>	<p><b>Topic</b></p> <p>Accessibility: legibility, access, design, audiences</p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion</p>

<p><b>Synchronous Course Meeting Oct. 14</b></p>	<p><b>Read</b></p> <p><a href="#">Web Accessibility: Why It Matters and What Governments Can Do About It</a> (Industry Perspective)</p> <p><a href="#">Section 508</a> (US Government Regulations for Accessibility)</p> <p><a href="#">Introduction to Web Accessibility</a> (W3C Web Accessibility Initiative)</p> <ul style="list-style-type: none"> <li>• Design &amp; Develop Tab: Tips for Writing, Tips for Designing, Audio/Visual Media</li> </ul> <p><a href="#">Accessibility Basics</a></p> <p><a href="#">Introduction to Accessibility</a></p> <p><b>Watch</b></p> <p>Video 1: What is Digital Accessibility?</p> <p>Video 2: Accessible Web Design</p> <p>Video 3: Introduction to Artifact 3: Website</p>	<p>board by Wednesday, Oct. 14 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Oct. 16 at 11:59 PM EDT</p> <p><b>Blog 8</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Oct. 16 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' blogs by Wednesday, Oct. 21 at 11:59 PM EDT</p>
<p><b>Week Ten: Oct. 19-Oct. 23</b></p> <p><b>Synchronous Group Meetings By Appointment</b></p>	<p><b>Topic</b></p> <p>Usability Testing: Content and Platform</p> <p><b>Read</b></p> <p>Salvo, M. J. (2001). "Ethics of Engagement: User-Centered Design and Rhetorical Methodology," <i>Technical Communication Quarterly</i>, 10(3), 273-290. DOI: <a href="https://doi.org/10.1207/s15427625tcq1003_3">10.1207/s15427625tcq1003_3</a></p> <p>Simmons, W.M. &amp; Zoetewey, M.W. (2012). "Productive Usability: Fostering Civic Engagement and Creating More Useful Online Spaces for Public Deliberation." <i>Technical Communication Quarterly</i>, 21:3, 251-276. <a href="https://doi.org/10.1080/10572252.2012.673953">https://doi.org/10.1080/10572252.2012.673953</a></p> <p><b>Watch</b></p> <p>Video 1: How To – Usability Testing</p> <p>Video 2: UX/UI Design Trends</p>	<p><b>Concept Discussion</b></p> <p>In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Oct. 21 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates' responses by Friday, Oct. 23 at 11:59 PM EDT</p> <p><b>Artifact 3</b></p> <p>Please submit <b>Progress Report #1</b> for your work on Artifact 3 as directed in the Canvas assignment by Friday, Oct. 23 at 11:59 PM EDT.</p>

<p><b>Week Eleven: Oct. 26-Oct. 30</b></p> <p><b>Synchronous Group Meetings By Appointment</b></p>	<p><b>Topic</b> Podcasting: Oral/Aural Tech Comm</p> <p><b>Read/Listen</b> <a href="#">How to Listen to Podcasts for Class</a></p> <p>Example Tech Pods:</p> <ul style="list-style-type: none"> <li>• <i>Get WIRED.</i> <a href="#">“The Racist History of Surveillance Tech.”</a></li> <li>• <i>In Machines We Trust.</i> <a href="#">“When an Algorithm Gets it Wrong.”</a> (Continue listening to the 3 other parts of this 4-part series if you’d like.)</li> <li>• <i>Wild, Wild Tech.</i> <a href="#">“Can a World of Warcraft Pandemic Save Us from COVID-19?”</a></li> </ul> <p><b>Watch</b> Video 1: Podcasting Basics</p>	<p><b>Concept Discussion</b> In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Oct. 28 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ responses by Friday, Oct. 30 at 11:59 PM EDT</p> <p><b>Blog 9</b> In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Oct. 30 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ blogs by Wednesday, Nov. 4 at 11:59 PM EDT</p>
<p><b>Week Twelve: Nov. 2-Nov. 6</b></p> <p><b>Synchronous Group Meetings By Appointment</b></p>	<p><b>Topic</b> Infographics and Factsheets: Expert vs. Non-Expert Audiences</p> <p><b>Read</b> <a href="#">Converting Factsheets to Infographics</a></p> <p>Websites with examples:</p> <ul style="list-style-type: none"> <li>• <a href="#">American Public Health Association</a></li> <li>• <a href="#">Physical Activity (CDC)</a></li> <li>• <a href="#">Breastfeeding (CDC)</a></li> <li>• <a href="#">Drug Issues (Drugwise, UK)</a></li> <li>• <a href="#">Food Safety (European Commission)</a></li> </ul> <p><b>Watch</b> Video 1: How to Create an Infographic: Part 1 Video 2: How to Create an Infographic: Part 4 Video 3: How to Write a Clear and Effective Fact Sheet</p>	<p><b>Concept Discussion</b> In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Nov. 4 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ responses by Friday, Nov. 6 at 11:59 PM EDT</p> <p><b>Artifact 3</b> Please submit <b>Progress Report #2</b> for your work on Artifact 3 as directed in the Canvas assignment by Friday, Nov. 6 at 11:59 PM EDT.</p>

<p><b>Week Thirteen: Nov. 9-Nov. 13</b></p> <p><b>Synchronous Group Meetings By Appointment</b></p>	<p><b>Topic</b> Effective Data Visualization: Communicating Complexity with Numbers</p> <p><b>Read</b> Kostelnick, C. (2016). “The re-emergence of emotional appeals in interactive data visualization.” <i>Technical Communication</i>, 63(2), 116-135. <a href="https://www.stc.org/techcomm/2016/05/11/the-re-emergence-of-emotional-appeals-in-interactive-data-visualization/">https://www.stc.org/techcomm/2016/05/11/the-re-emergence-of-emotional-appeals-in-interactive-data-visualization/</a></p> <p>Walsh, L. (2018). Visual Invention and the Composition of Scientific Research Graphics: A Topological Approach. <i>Written Communication</i>, 35(1), 3–31. <a href="https://doi.org/10.1177/0741088317735837">https://doi.org/10.1177/0741088317735837</a></p> <p><b>Watch</b> Video 1: The Beauty of Data Visualization</p>	<p><b>Concept Discussion</b> In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Nov. 11 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ responses by Friday, Nov. 13 at 11:59 PM EDT</p> <p><b>Blog 10</b> In Canvas, <b>respond</b> to the prompt in the discussion board by Friday, Nov. 13 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ blogs by Wednesday, Nov. 18 at 11:59 PM EDT</p>
<p><b>Week Fourteen: Nov. 16-Nov. 20</b></p> <p><b>Synchronous Course Meeting Nov. 18</b></p>	<p><b>Topic</b> Writing Reports</p> <p><b>Read</b> Burnett, R.E. (2004) “Preparing Reports.” <i>Technical Communication</i>. Thomson Wadsworth, 719-771.</p> <p><b>Watch</b> N/A</p>	<p><b>Artifact 3</b> Please submit your collaborative <b>Website</b> as directed in the Canvas assignment by Monday, Nov. 16 at 11:59 PM EDT.</p> <p><b>Concept Discussion</b> In Canvas, <b>respond</b> to the prompt in the discussion board by Wednesday, Nov. 18 at 11:59 PM EDT and <b>comment on</b> at least 2 classmates’ responses by Friday, Nov. 20 at 11:59 PM EDT</p>
<p><b>Week Fifteen: Nov. 23</b></p>	<p><b>Topic</b> Course Wrap-up</p>	
<p><b>FINALS Dec. 2</b></p>	<p><b>Final Artifact</b> Please submit your collaborative <b>Usability Report</b> as directed in the Canvas assignment by Wednesday, Dec. 2 at 11:59 PM EDT.</p>	