

# Syllabus EH301-H8: TECHNICAL WRITING @UAH FALL2018

## **INSTRUCTOR: Dr. Joy Robinson**

**Office:** CTC125

**Office hours:** Tuesday and Thursday 2:40-4pm

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**Classroom:** LIB 211

(During office hours, otherwise leave message. Text for an immediate response)

## **COURSE INFORMATION**

**EH301: Section H8:** The syllabus and course files are found in Google Drive.

## **COURSE DESCRIPTION**

EH301 is a course that explores the topic of technical writing beginning with the basic 8Cs and moving through more complex concepts. The course is designed using a write and rewrite model. In the first half of the semester, students will create artifacts aimed at one audience and then adapt/modify/repurpose them to reach/address a different audience in the latter half of the semester. Use this class to improve your communication competence; go beyond complete and accurate communication and develop effective style in your interpersonal conversations, in your presentations, in your formal and informal writing, and in your project designs.

## **PROFESSIONAL EXPECTATIONS** □

Because this class prepares students for the workplace, students are expected to behave and communicate professionally just as they would at work. This means attending class regularly and arriving on time, turning assignments in on time, adhering to all instructions meticulously and accurately, as well as actively participating in the course.

In particular, my expectations include the following: □

- Work that is professional, appropriate, and that could be published 'as is' in a professional setting
- Communication that is polite, uses appropriate grammar, and is clear, concise, and coherent
- Correspondence that employs well-considered subject lines, uses topic sentences and headings when required. □

## **REQUIRED TEXTS**

- Markel: "Practical Strategies for Technical Communication" 2nd ED ISBN: 978-1319003364
- AND readings posted to Google drive

## **RESOURCES**

- **Access to technology:** a computer, a printer, and the Internet. Being trained to use the software for this class is the student's responsibility.
- **Your UAH Google and CANVAS accounts.** Submissions will be accepted in CANVAS and we will use the Google Universe (Sites, Youtube, Drive, etc.) to connect, collaborate, share, and administer our work.
- **MS Word:** Some deliverables require Word. As an industry standard, we should learn how to use it adeptly.

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- **Email:** I expect you to check and read your email every weekday. Most correspondence will be conducted through email—it is the easiest way to get a hold of me, and my preferred way to get a hold of you. Please check your inbox at least once a day.

## Coursework

We will use points to assess your work (Table 1). There are **1000 points** in the course which are distributed among projects, exams, and discussions. Since the total for the course is out of 1000 points you can easily ascertain your grade by simply adding up your points. For example, if you have 857 points at the end of the course this is equivalent to a grade of 85.7 or 857/1000. To determine what your grade at any point in the course, add up the points you have collected and divide by the total assignment points. For example, if at week 5 if you have 465pts, and the total for the assignments is 600, your grade at that point is 77.5 or 465/600. The equivalent letter grade is determined by the scheme shown in Table 2.

**Table 1. Point breakdown for the course**

Exams (2)	200
Weekly discussions	200
Projects (4)	600
Extra credit 50pts available	--

**Table 2. The course grading scheme**

Name:	Range:
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

### Exams (200pts)

There are two open book and open note exams: a midterm and a final. The exams are designed for you to demonstrate your understanding of concepts and display your expertise in a timed environment. Each exam is 100pts and contribute to 20% of the course grade.

### Weekly discussion questions (200pts)

Each discussion requires that you complete the readings/watchings for the upcoming week and provide a concise summary about them. Each summary should be an overview of the major takeaways and provide clear examples in support of your claims. You should cite your sources using APA formatting. Finally, you should construct 2 probing questions to prove that you have fully considered the material. The discussions contribute 200pts (20%) of the course grade. Discussion questions are due on Monday prior to the start of the week. Since these discussions are predicated on an actual in-class conversation, they are not accepted late.

### Projects (600pts)

There are four projects: P1, P2, P3, P4 (Table 3). Projects are designed in individual parts to assist in you completing them and to remind you about writing in stages. The phases are draft, peer review, final, and debrief. Projects help you to demonstrate and apply your growing expertise in technical writing. These assignments contribute to 60% of the class grade.

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## Bonus assignments (50pts max available)

There are a slate of bonus assignments available in the class. They can mean the difference between an A and a B grade. Extra credit points can be gained in two ways: 1) through opportunities identified by me and 2) through opportunities identified by you. One portion of these points are dedicated to weekly writing assignments. These bonus assignments are short activities that help you to practice this skill. If you choose to complete them, plan to spend between 45-60min working on a bonus writing exercise. Extra credit assignments are not required and are not accepted late.

**Table 3. The four projects in the class**

Project description	Points
Project 1: <b>Job application documents:</b> Create 2 resumes and cover letters in response to 2 different job ads of your choosing.	100
Project 2: <b>Progress report:</b> Write a progress report for a person who is engaged in a long-term project. To do so, you must interview someone for the details. The progress report audience is that person's supervisor.	100
Project 3: <b>Technical Manual AND infographic:</b> Create sets of instructions, descriptions, and an infographic. These items, where appropriate, will be collected into a GROUP manual.	200
Project 4: <b>Usability Test:</b> As a group, usability test your manual to ensure that your designated audience can complete identified tasks. Write a <b>report</b> and provide a <b>video presentation</b> on your results.	200

## Overview of Common Policies

The policies below cover both classroom policy and UAH policy. Details on UAH student policy can be found in the student handbook at <http://www.uah.edu/dos/student-conduct/handbook>. You will be required to acknowledge that you have read, understood, and intend to comply with the policies that follow.

### Classroom policies

Student Outcomes and Rubric  
Attendance  
Revision and Rewrites  
Late submissions  
Syllabus modification  
Instructor and Peer feedback  
Appointments  
Technology and Canvas

### UAH student policies

Accommodations  
Discrimination and Harassment  
Academic Honesty  
Copyright  
Third-party software and Ferpa

## Classroom Policies

### Student Outcomes and Rubric

Student outcomes are essentially the "tangible" deliverables from this course. The concepts in this course are reflected in three (3) learning outcomes (i.e., rhetoric, process, organization/support, and design) described in Table 4 below.

Students who complete this course successfully will be able to:

- Describe how the rhetorical elements in a communication scenario influence the communication
- Employ the 8Cs of technical communication to effectively improve communication
- Draft/create/remix various workplace appropriate artifacts

Additionally to reinforce these concepts, a course rubric--predicated on the learning outcomes--will be used to evaluate your work in the course.

**Table 4. Student outcomes**

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. Response to situation, including purpose, audience, register, and context.</p>	<ul style="list-style-type: none"> <li>• Craft and repurpose artifacts to address various professional contexts, exhibiting clear purposes and effective persuasive strategies.</li> <li>• Select and use genres, modes (written, oral, visual, electronic, and nonverbal), and media according to the interplay of audience, purpose, and context within a given rhetorical situation.</li> <li>• Address diverse audiences with tact and sensitivity to ethical, cultural, and legal concerns, as well as audience and organizational values.</li> </ul>
<p><b>Process</b></p> <p>Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, and publishing—are recursive, not linear. Learning productive processes is as important as creating products.</p>	<ul style="list-style-type: none"> <li>• Collaborate using strategies for interpersonal and/or organizational communication in face-to-face and distance situations.</li> <li>• Transfer, translate, and/or transform (written, oral, visual, electronic, and nonverbal) artifacts—such as correspondence, proposals, reports, instructions, infographics, websites, data displays and visualizations, podcasts, and presentations.</li> <li>• Revise drafts at multiple rhetorical levels according to instructor-, peer-, client-, and self-review.</li> <li>• Create artifacts that demonstrate self-assessment and self-reflection, indicating the value of strategic processes.</li> </ul>
<p><b>Organization and Support</b></p> <p>Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points. Also includes evidence, analysis, and substance of an artifact.</p>	<ul style="list-style-type: none"> <li>• Establish coherence and continuity within an artifact with attention to the logic and persuasiveness of the argument.</li> <li>• Integrate and balance modes (written, oral, visual, electronic, and nonverbal) and information effectively.</li> <li>• Support arguments with appropriate, credible, and persuasive evidence and examples.</li> <li>• Provide substantive content consistent with audience and purpose.</li> </ul>

### Attendance

This class is run in a similar manner to a work environment. I expect you to come to class prepared to work, be engaged, and ready to learn. As such, attendance is important aspect of a work environment. Your supervisor will expect that you come to work on time and stay until your hours are complete. I expect the same. Since this is an expectation, you will not receive points for doing what you are supposed to do. Instead, just like at work, you will be docked for absences. I will provide you with three (3) unexcused absences that you can use any way you like (by the way, that is more than one week of work). **I only**

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**require that you notify me of your miss prior to the start of class.** For every unexcused absence after three (3) and for **every** absence that I was **not** notified about, you will receive a deduction of 15pts from your grade. Your continued absence can result in maximum of one-third of a letter grade deduction from a student's final grade.

## Revisions and Rewrites

Projects have 2 opportunities to revise: as a draft based on peer review and by approved request. You can request an opportunity to revise the final submission. In this case, you must not be missing more than 2 assignments at the time of the request. Each revision requires a discussion with me prior to attempting the revision. During the conference, I will identify things to modify moving forward, The timeline for the revision will be one week after permission has been granted for the revision. After revision, the new grade will replace the old grade.

## Late Submissions

Discussions and bonus assignments are not accepted late. Other work turned in after the due date/time will be penalized as noted: One letter grade deduction each day the assignment is late (including work turned in after the due time). Work submitted over 4 days late receives a 40% penalty.

## Syllabus Modification

This syllabus, including the course calendar, is designed as a "best plan" for this course. Changes, alterations, and the like may be required as this course. As such, the instructor reserves the right to make changes to the course design, calendar, projects, grading, and so on as needed to ensure the functionality and integrity of the course. All changes will be discussed with the students and any changes that may unintentionally disadvantage students will not be permitted. Any approved changes will be updated at the course site and on the course website/Canvas.

## Instructor & Peer Feedback

To support your mastery of the criteria found on the rubric, students will receive a variety of guidance. In addition to peer feedback, students will receive instructor feedback for each of the major artifacts. Students should read and closely consider this feedback to improve your performance for future course assignments. Additionally, students can seek instructor input via email or student conference.

## Appointments

You should schedule an appointment and/or send email if you have concerns, questions, or problems with any assignment. If an individual conference can help you meet your academic needs, prepare an agenda of what you want to cover during this time. If an emergency arises so you cannot make a scheduled appointment, please contact me by email or phone. (NOTE: I make every effort to answer email within 24 hours, except on weekends, where you may not get a response until Monday morning.)

## Technology & Canvas

Access to and use of certain software tools (as identified under resources) will be instrumental in the completion of course requirements. Students will be expected to have access to a computer frequently, as all assignments are accepted digitally through Canvas. Maintain a cumulative folder that includes all your assignments (drafts and final version). This folder serves as a base for you to judge your

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improvement during the semester and to select samples for your own portfolio and the course reflections. The software you use to write your assignments is irrelevant, as long as you follow my submission guidelines outlined in each assignment sheet. I recommend to have access to a computer at least 2 or 3 times a week.

Canvas is a learning management system (access at [canvas.uah.edu](http://canvas.uah.edu) and log in with your Charger credentials) which will be used with the course in conjunction with the course web. Our weekly discussions will take place in Canvas. You can find them under the "Discussion" section or in the Modules.

What do I do when technology fails?

I recommend that you keep your files on a hard drive or alternatively in the cloud. Do NOT store your only copy of course files on a jump drive/flash drive. Jump drives fail and are easily misplaced. Use these convenient tools for portability of completed work, making sure there is always another copy in another location (e.g., in your email, in google docs, or on a hard drive). Prepare for electronic disasters by always utilizing a backup process. Additionally, number your files as you revise your work (e.g., task.1, task.2, and so on). Do not delete assignment files until after the end of the semester. In fact, I would suggest you don't delete them at all, instead keep your iterative course files as demonstrable evidence that you are a skillful communicator.

## UAH Student Policies

### Accommodations

The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to the Disability Support Services Office and their instructor as soon as possible to coordinate accommodations.

### Discrimination and Harassment

UAH does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, disability, or status as a U.S. veteran. This class adheres to those guidelines. In keeping with the professional nature of this course, only professional behavior is acceptable between the instructor and the students and between students.

### Academic Honesty

Plagiarism can be defined as "the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered in fulfillment of academic requirements." **In other words, plagiarism is the use of another's original words or ideas as if they were your own.**

Plagiarism is an act of academic dishonesty, which threatens the academic integrity of UAH. If a faculty member suspects a student of plagiarism, he or she can choose to deal with the student within the context of the course, by requiring a revision, giving the student a failing grade, or several other disciplinary options. The faculty member can choose to file a complaint with the Office of Student Conduct, which can result in a hearing by the Student Conduct Board. If the student is found guilty of

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plagiarism, the Board can choose from a variety of sanctions, including issuing a warning, a censure, educational alternatives, disciplinary probation, disciplinary suspension, and expulsion.

If a student has any questions about plagiarism or citing sources, he or she should not hesitate to talk to a faculty member, the library staff, or visit the Purdue Online Writing Lab on avoiding plagiarism, and Plagiarism.org.

## **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for the classroom environment and your use only. All copyright materials are credited to the copyright holder.

## **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your me..

# Calendar

Date	Details
<p><b>Week 1</b></p>	<p><a href="#">August 16 (Thursday)</a>  <b>Readings/watchings:</b> None. Getting around Canvas  <b>In class:</b> What is Technical communication; Introductions;                      Syllabus and tools overview;                      Expectations                      P1.0: Job application materials available  <b>What's due:</b>                      Instructor/student agreement (EX) - this week                      Syllabus quiz (EX) - this week                      -----</p>
<p>-----  <b>Project One – Job Application Materials (100 pts) Assignment Sheet available</b>                      For this assignment, you will create tailored job application materials for a position of your choice. The job position should be for a current job you feel you are eligible for (or a future job, if you are close to graduation). After a series of carefully constructed drafts, your final deliverables will be a cover letter and resume.</p>	
<p><b>Week 2</b></p>	<p><a href="#">August 21 (Tuesday)</a>  <b>Readings/watchings:</b>                      Ch1: Intro to tech comm                      Ch4: Analyzing your audience and purpose                      Video: The Rhetorical Situation  <b>In Class:</b> Rhetorical situation; Audience and Context  <b>What's due:</b> Wk2: Discussion questions   <a href="#">August 23 (Thursday)</a>                      Readings/watchings:                      Ch 6: Writing for your readers                      Ch10: Job application materials                      Video: Cover letters and Resumes  <b>In Class:</b> Covers and Resumes + Online reputation   <b>What's due:</b>                      P1.1: Memos ( due Sunday)                      -----</p>
<p><b>Week 3</b></p>	<p><a href="#">August 28 (Tuesday)</a>  <b>Readings/watchings:</b>                      The principles of W.O.V.E.N                      Video: The writing process</p>

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	<p><b>In Class:</b> Resume roundup; Overview of Organization</p> <p><b>What's due:</b> Wk3: Discussion questions (due Monday)</p> <p><a href="#">August 30 (Thursday)</a> Readings/watchings: None</p> <p><b>In Class:</b> Emotional intelligence</p> <p><b>What's due:</b> P1.2: Job application materials (PROTOTYPES) due Sunday EX: Memo about job candidates</p> <p>-----</p>
<p>-----</p> <p><b>Project Two – Report Project (100pts) Assignment Sheet</b></p> <p>For this assignment, you will create/write a report or a paper. These deliverables let readers know how much and what type of work has been done, by whom, how well, and how close the work is to being completed.</p>	
<b>Week 4</b>	<p><a href="#">Sept 4 (Tuesday)</a> Readings/watchings: Appendix A and B from Text</p> <p><b>In Class:</b> Review of grammar, sentences, and paragraphs; Reviewing references</p> <p><b>What's due:</b> Wk4: Discussion questions (due Monday) P1.3: Job application materials (Draft/Peer review) Due Wed night</p> <p><a href="#">Sept 6 (Thursday)</a> Readings/watchings: P2.0: Progress report available Ch7: Designing documents and websites Ch9: Writing correspondence 2010 DeKay Designing Email Messages</p> <p><b>In Class:</b> Communication literacy: correspondence, email, good and bad news, modes and media</p> <p><b>What's due:</b> P1.4: Job application materials (FINAL)</p> <p>-----</p>
<b>Week 5</b>	<p><a href="#">Sept 11 (Tuesday)</a> Readings/watchings: Video: Using writing software1, <a href="#">and 2</a> In Class: Tone and Politeness in writing</p> <p><b>What's due:</b> Wk5: Discussion questions P1: Debrief Memo (due Wed) Extra credit (5EX)</p> <p><a href="#">Sept 13 (Thursday)</a></p>

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	<p>Readings/watchings: None  <b>In Class:</b> Tools of Technical Communication (Word, Excel, and Google Docs)                  Right document wrong app</p> <p><b>What's due:</b>                  P2.1: Progress report Planning Memo (due Sunday)                  -----</p>
<p><b>Week 6</b></p>	<p><b>Sept 18 (Tuesday)</b>                  Readings/watchings:                  Video: Group Communication/ Managing conflict                  2010 Selber A Rhetoric Electronic Instruction Sets  <b>In Class:</b> Information literacy: File naming and managing data  <b>What's due:</b>                  Wk6: Discussion questions</p> <p><b>Sept 20 (Thursday)</b>                  Readings/watchings: Ch 14: Writing definitions, descriptions, and instructions                  Questions for the exam  <b>In Class:</b> Instructions, Definitions, Descriptions, and Video instructions</p> <p><b>What's due:</b>                  P2.2: Progress report PROTOTYPE (due Sunday)  <b>Study guide for the Midterm Exam (open from Oct 3-7th)</b>                  -----</p>
<p>-----</p> <p><b>Project Three – P3. Technical Manual (200pts) Assignment Sheet Available</b>                  Create sets of instructions, descriptions, and an infographic. These items, where appropriate, will be collected into a GROUP manual.</p>	
<p><b>Week 7</b></p>	<p><b>Sept 25 (Tuesday)</b>                  Readings/watchings: Ch3: Writing collaboratively                  2004 Burnett - Technical Communication Ch5 (pp142-182)                  Video: PARC  <b>In Class:</b> Collaboration Literacies: Managing conflict, holding meetings  <b>What's due:</b>                  Wk7: Discussion quest                  P2.3: Progress report Peer reviews (due Wednesday)</p> <p><b>Sept 27 (Thursday)</b>                  Readings/watchings:                  Ch8: Creating Graphics                  2007 Brumberger Visual Communication in the Workplace a Survey of Practice                  2012 Swarts New modes of help Best practices for instructional video  <b>In Class:</b> Visual literacy: graphics data visualization</p>

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	<p><b>What's due:</b>  P2.4: Progress report FINAL (due Sunday)  -----</p>
<p><b>Week 8</b></p>	<p><b>Oct 2 (Tuesday)</b>  <b>In Class:</b> Psychological Safety  P3.0: Technical Manual opens  Forming groups/assigning roles  <b>What's due:</b>  Wk8: Discussion questions  P2: Debrief Memo (due Wed) Extra Credit (5EX)</p> <p><b>Oct 4 (Thursday)</b>  Readings/watchings: No readings  <b>In Class:</b> Lab  <b>What's due:</b>  P3.1: Proposal memo (due Sunday)</p> <p style="text-align: center;"><b>Oct 3-7th: Midterm Exam open period</b></p> <p>-----</p>
<p><b>Week 9</b></p> <p><b>OCT 11 FALL BREAK</b></p>	<p><b>Oct 9 (Tuesday)</b>  Readings/watchings: No readings  <b>In Class:</b> Lab  <b>What's due:</b>  P3.0: Contract  Wk9: Discussion questions</p> <p><b>Oct 11 (Thursday)</b>  Readings/watchings:  Ch12: Writing Informational Reports  Ch13: Writing Recommendation Reports  <b>In Class:</b> Writing reports and other technical documents  <b>What's due:</b>  P3.2: Instructions PROTOTYPE (due Monday- due to holiday)</p> <p>-----</p>
<p>-----</p> <p><b>Project Four – P4. Usability Test (200pts) Assignment Sheet Available</b></p> <p>As a group, usability test your manual to ensure that your designated audience can complete identified tasks. Write a report on your results.</p>	
<p><b>Week 10</b></p>	<p><b>Oct 16 (Tuesday)</b>  <b>Readings/watchings:</b> No readings  <b>In Class:</b> Executive summaries, results, conclusions, and recommendations  <b>What's due:</b>  Wk10: Discussion questions</p>

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	<p>P3.2.5 Instructions Peer reviews (due Wed)</p> <p><b>Oct 18 (Thursday)</b>  <b>Readings/watchings:</b>                  Ch2: Understanding ethics                      2007 Dombrowski The Evolving Face of Ethics                      1996 Dragga Is This Ethical  <b>In Class:</b> Ethics and ethical practice  <b>What's due:</b></p> <p>P3.3: Instructions FINAL(due Sunday)                  P3.5: Infographic PROTOTYPE (due Sunday)</p> <p>P4.0: Usability project available                  -----</p>
<b>Week 11</b>	<p><b>Oct 23 (Tuesday)</b>                  Readings/watchings: No readings  <b>In Class:</b> Usability testing and Heuristics overview for INFOGRAPHIC  <b>What's due:</b>                  P3.5.5: Infographic Peer reviews (due Wed)                  P3.3.5: Technical Manual Peer reviews (due Wed)</p> <p><b>Oct 25 (Thursday)</b>  <b>Readings/watchings:</b>                  Video: Usability and paper prototypes (A, B, C)  <b>In Class:</b>                  Paper prototypes I  <b>What's due:</b>                  P3.4: Technical Manual (FINAL) due Sunday                  -----</p>
<b>Week 12</b>	<p><b>Oct 30 (Tuesday)</b>                  Readings/watchings: None  <b>In Class:</b> Paper prototypes II</p> <p><b>Nov 1 (Thursday)</b>                  Readings/watchings: None  <b>In Class:</b> Whole class usability test  <b>What's due:</b>                  Paper prototypes EX 5pts                  P6: Infographic FINAL (due Sunday)                  P4.1: Usability project Test plan due SUNDAY                  -----</p>
<b>Week 13</b>	<p><b>P4: Usability TEST DAY (or any day between 11/5 and 11/12)</b></p>

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<p><b>Usability testing week</b></p>	<p><b>Nov 6 (Tuesday)</b>                  Readings/watchings: None  <b>In class:</b> Lab  <b>What's due:</b></p> <p><b>Nov 8 (Thursday)</b>                  Readings/watchings: none  <b>In class:</b> Lab  <b>What's due:</b>                  -----</p>
<p><b>Week 14</b></p>	<p><b>Nov 13 (Tuesday)</b>                  Readings/watchings: None                  Exam questions available  <b>In class:</b> Lab - Work on the report                  Complete SIEs                  P4.2: Usability project Report (DRAFT1/data tables) due Tuesday B4 Class  <b>Final Exam EXAMPLE Study Guide</b></p> <p><b>Nov 15 (Thursday)</b>                  Readings/watchings: None  <b>In class:</b> Lab - work on the report  <b>What's due:</b>                  Wk15: Writing Assignment (EX5)                  P4.3: Usability project Report (DRAFT2) due SUNDAY                  -----</p>
<p><b>Week 15</b></p> <p><b>No class on Thursday</b></p>	<p><b>Nov 20 (Tuesday)</b>                  Readings/watchings: None  <b>In class:</b> LAB  <b>What's due:</b> P4.4: Usability Project VIDEO Demo DRAFT (due Tuesday B4 class)                  Wk15: Last Discussion (due Monday)</p> <p><b>Nov 22 (Thursday)</b>                  NO CLASS Thanksgiving  <b>What's due:</b>                  P4.5: Usability Project Report FINAL (due Monday due to holiday 11/26)                  -----</p>
<p><b>Week 16</b></p>	<p><b>Nov 27 (Tuesday)</b>                  Readings/watchings: None  <b>In class:</b> Class wrap-up and review Video Demo</p> <p><b>What's due:</b>                  P4.6: Usability Project VIDEO Demo (due Tuesday B4 class)</p>

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	<p>Final Exam open online from <b>Final Exam open from Nov 28-Dec 2</b> ----- Finals Week 11/29-12/7</p>
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