English 2311-004  
Technical and Scientific Writing  
Spring 2024

**Instructor:** Dr. Steve Marsden  
**Prereqs:** Six hours of Freshman English passed with a C or better  
**Schedule:** TR: 2:00-3:15  
**Classroom:** FERG 483 (a lab)  
**Office:** Liberal Arts North 209  
**Department:** English and Creative Writing  
**Office Phone:** 936-468-6609 – please email or arrange Zoom call  
**Email:** marsdensj@sfasu.edu (put 2311 in subject line and use your official email. No d2l mail.)  
**Office Hours:** MW 2:30-3:30, TR, 12:30-1:30pm, 3:30-4:00pm and by appointment (email for a Zoom link)

In English 2311 you will learn and practice the forms of written and oral communication used in science, business, engineering, and the workplace in general. You will analyze typical rhetorical situations, recognize conventional styles of presentation, and learn how to tailor your writing to a variety of audiences. You will study and practice the processes of written composition and the general principles of good communication, with the aim of becoming an efficient and effective writer and editor.

The business world is plagued by inefficient, incorrect, and sometimes unethical writing. By the time you finish this course, you’ll be part of the solution, not part of the problem. You’ll be able to write things that do what you need them to do without causing undue confusion, conflict, or offense.

**Course description**

The SFA catalogue describes our course as:

**ENG 2311. Technical and Scientific Writing** – Study of the rhetorical principles involved in technical and scientific workplace writing. Emphasis on the production of professional documents, such as analytical reports, in both traditional and online formats. Will not satisfy literature requirement; will not count toward an English major or minor (except for a minor in technical writing). Prerequisite: six hours of freshman English.

**Additional Information:**

In English 2311 you will learn and practice the forms of written and oral communication used in science, business, engineering, and the workplace in general. You will analyze typical rhetorical situations, recognize conventional styles of presentation, and learn how to tailor your writing to a variety of audiences. You will study and practice the processes of written composition and the general principles of good communication, with the aim of becoming an efficient and effective writer and editor.

The business world is plagued by inefficient, incorrect, and sometimes unethical writing. By the time you finish this course, you’ll be part of the solution, not part of the problem. You’ll be able to write things that do what you need them to do without causing undue confusion, conflict, or offense.
General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English Program Learning Outcomes
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes for ENG 2311:
By the end of the course, students should be able to:
1. Understand the recursive writing and social editing process and be able to write a variety of technical documents in an acceptable level of Standard American English. (This outcome aligns to the Core objectives for Communication Skills and Teamwork).
2. Write a variety of technical documents, demonstrating their awareness of audience and facility in addressing different audiences and stakeholders in complex rhetorical situations. (This outcome aligns to the Core objectives for Critical Thinking, Communication Skills, and Personal Responsibility).
3. Write technical and workplace documents by applying the appropriate categorical modes of rhetorical composition (descriptive, expositive, scientific, etc.), integrating visuals with text, and presenting information in an oral format. (This outcome aligns to the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).
4. Work in groups to produce and critically evaluate documents, integrating different points of view. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility).
5. Use critical-thinking skills and exhibit technical proficiency in the invention and composing processes. (This outcome aligns with the Core objectives of Critical Thinking and Communication Skills).
6. Understand ethical considerations in technical and professional writing, understanding the consequences of communication acts. (This outcome aligns with the Core objectives of Critical Thinking, Teamwork, and Personal Responsibility).
7. Tailor communications to social and ethical frameworks, editing them to be effective and responsible in international and intercultural situations. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).
8. Adequately research a topic and use documented evidence to support a paper written in the style applicable to their individual field of study. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).

Credit Hour Justification
This information is a required inclusion on this syllabus, serving to clarify the amount of work required to succeed in this course:

ENG 2311 (aka 2311) - ENGL 2311 “Technical and Scientific Writing” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination or an online take-home exam. In addition to weekly readings from the textbook and other relevant sources, students will create a variety of documents including correspondence, job portfolios, feasibility reports, instruction manuals, and visual presentations. Other course requirements include peer review exercises, online quizzes, topic approval memos, and discussion boards. Students are required to submit at least five major projects. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

**Recommended (very strongly) Course Text and Materials**


It doesn’t matter if your copy is new or used, or if it is a printed copy or an electronic copy – just as long as you have the 3rd edition. Doesn’t need the update. This is the cheapest decent book I could get you. I’ll supplement the parts I don’t love with better examples, handouts, and rubrics. Students in the past have, in final surveys, said they did not order this book and got As and Bs—so now it’s recommended rather than required. I’d probably buy it.

**Required:** The ability to record video and audio and to upload it online. You do not need any specific model of web cam or microphone for this, and in fact most of you will have built-in cameras and microphones on your laptop, tablet, or phone. There will be one assignment in the course requiring that you record yourself delivering a presentation.

**Assignments:**

All writing assignments prepared outside of class must be typed. The format will vary for each writing assignment, depending on its purpose and audience. Ideally, the topics for your major assignments will relate to your major field and/or future professional interests. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics.

All assignments must be completed in the order in which they are given, and you must complete all the major assignments in order to pass this course. I will not accept any assignments more than one week late without an excuse, nor will I accept any assignments after the last class date.

You will be required to submit major assignments in a paper copy, and then online to the drop box on our D2L page). The process is easy and can be completed entirely in D2L, and I will carefully explain the process in class. For these assignments, you are expected to turn in both copies by the due date and time. I will NOT grade your assignment until you have submitted a copy to D2L.

**Grade determination:**

Homework, daily work, quizzes, and drafts ................................................................. 10%

Letter of complaint or petition and answer ................................................................. 5%
Job portfolio (job ad, résumé, cover letter, references sheet, follow-up letter) ........................................ 20%

Decision-making report

- Project proposal ................................................................................................................................. 5%
- Annotated bib / research plan ......................................................................................................... 5%
- Decision making report .................................................................................................................... 20%

Instruction set proposal (and oral pitch with visual aid) ................................................................. 5%

Instruction set ..................................................................................................................................... 20%

Final exam (comprehensive / editing exercise) .................................................................................. 10%

Most major assignments except the final exam will include intermediate drafts and other materials required for full credit.

All major assignments will be graded according to rubrics that help to define the various aspects of each assignment (i.e. style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due.

Graded Daily Work Scale
5 = Excellent, flawless: Very insightful, and otherwise dazzlingly good. I think "wow! I wonder if I can get a copy to teach with next semester!") This is a rare score.
4.5 = Very good: Accomplishes everything needed with style and economy, reflects a strong understanding of the subject matter, and has no very significant errors. I think "good!"
4 = Good: Does the work expected, and contains only errors that might be expected of the average careful student at this point in the semester. I think "okay."
3.5 = Needs some work: Ideas may be incomplete or unfocused, organization may be sloppy. May be “off” in tone or style. I think "well, okay, I guess."
3 = Needs a lot of work: May be unclear in spots, or have numerous, embarrassing, or unprofessional errors. I think "well, maybe next time."
2 = Unacceptable: Fails to accomplish some aspect of the assignment, or has a variety of unprofessional errors. I think "maybe he or she had a high fever or something."
1 = Token effort: Wrong assignment or shows very little work. Accomplishes little of what the assignment asks. Reflects a fundamental misunderstanding of the assignment or a deficit of effort or skill. I think "why did I ever get into this line of work?" A paper with a name on it and a sentence, turned in on time.
0 = Didn't turn paper in: I think "hmm, I wonder if he or she has dropped the course?"

Daily Work Completion Grades
Sometimes, when drafts or exercises are given student feedback in class, I will, in lieu of taking them up, walk around, ascertain whether they are complete or not, and give them a completion grade. Exercise completion grades will be a 4/4 if complete to reasonable standard, and less if not.

Percentage Grades

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

Course policies:

Attendance: Regular attendance is required for success in this course. Lectures and discussions will highlight what sorts of things will be on the tests, there will be frequent checks of draft posts or progress, which will be
graded, reading quizzes may be given at the beginning or the end of classes. Please arrive on time. No homework or in-class assignments may be made up unless your absence is excused or has been pre-arranged with me at least a full day in advance.

Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed homework or in-class assignments during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.

According to university policy, missing more than the equivalent of three weeks’ worth of classes for any reason (6 class periods in this course) means you cannot earn a passing grade in the course.

**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Remote attendance**

If the technology in the classroom allows, students who are currently quarantining due to exposure to something virulent or absent for excusable reasons will be able to attend class via a Zoom link. Since the course is coded as strictly face-to-face, this option is only available by advance notice. **Note that Zoom attendance is notably a less useful experience, since so much of the course is coaching and peer review.**

**Deadlines and late work:** You are expected to turn in all assignments on time. Late work will be accepted only according to the following guidelines.

**Late papers and free homework late**

Each student has one (1) free late homework assignment: to use it, write “Oops” in the submission box on D2L, and turn it in within one week of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late homework will be accepted without a university-approved absence or a very compelling excuse (my judgment) typed and correctly formatted as a memo, detailing your reasons and providing evidence as necessary.

Major papers (listed by percentages above) are not available for the “Oops” policy above. Major papers turned in to dropbox after 11:59pm on the day on which they are due without prior arrangement or suitable excuse will be considered late, and will have one full letter grade (10 percentage points) deducted from their final grade. Another full letter grade will be deducted for every twenty four hours that passes after the due date. The easiest
way to receive a very poor grade in this course is to turn things in late. Most major papers will be turned both in paper copies and online for this course.

**Revision policy**: You may choose to revise your Job Portfolio and/or Decision Making Report project if you wish. Revisions are entirely optional, and allow you the opportunity to earn up to 15 additional points (the equivalent of one and a half letter grades) on the assignment. To receive any credit for a revision, you must adequately demonstrate that you’ve made intelligent and major revisions to the work. This will include a memo detailing changes and final draft with changes highlighted.

Revisions are due no more than one week (7 days) after you receive your original grade on the assignment (thus, revision due dates may differ slightly from student to student).

Specific instructions for the revisions will be given in class. No revisions that don’t follow the instructions will receive extra points.

**Missed quizzes and missed in-class work**: If you miss a reading quiz or other in-class activity due to a documented, excused absence, you will be given the opportunity to make up the work in some alternate form, but it is up to you to ask for the opportunity.

**Original work**: Your work, with the exception of résumés, must be created for this class. Work written for previous courses or other purposes is not acceptable for a passing grade, unless you have received approval from the instructor.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or
If a student’s paper contains evidence of academic dishonesty, the student will meet with me, and I will determine the outcome, which typically involve penalties from a partially-revisable zero on the paper to an F for the course. In addition, an Academic Dishonesty Form will be filed. See the link above for how that process now works under the UT system. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately.

**AI Use**

In some of the papers for this course, you are allowed to use AI tutorial agents. It’s my contention that using AI (or certain AIs) as a collaborator rather than a tool for direct composition produces better outcomes. Assignments will have their own specific rules for AI use. **When you use AI in an assignment, I’ll require a brief statement outlining very specifically how you used it.** Using it contrary to the assignment rules or without required disclosure or explanation may lead to a required rewrite, or, in cases of falsehood, the outcomes outlined in Plagiarism and Academic Dishonesty above.

**Difficulties:** If you do not understand an instruction, or if you have questions or are having difficulties with the reading or writing assignments, the right time to ask about it is before it’s due. Feel free to come into my office hours, make an appointment, or write a concise and easy-to-answer inquiring email after you’ve reread the prompts for the assignment.

**Email:** Correspondence relating to this course must use your sfasu email account. **Do not send email from the D2L system.** The subject line must be ENG 2311. I am not certain to respond to emails with any other subject line, especially if they resemble spam. I never accept assignments by email, and emails with attachments will not be opened.

Also, since this is a class in technical writing, if you’re emailing me, try to write well and actually tell me the things I need to know concisely and correctly. **Otherwise, I may bounce a request back in order to get what I need to answer it, wasting both our time.**

**Computer Use:** This section of ENG 2311 is held in a computer lab. Please do not use the computers for anything that is not class-related. If I see social media or time-wasting sites up on your monitor during class time without a compelling reason why, I may count you as absent for the day. Please **do not use the lab to print non-class related material,** and be aware that I will not be able to give you an extra 10 minutes to print before class starts. Have your homework and major papers printed before class if printing is required.

**Phones:** If you have a cell phone, please put it away in our class unless you are looking up answers for discussion. If you must receive calls due to some developing emergency, please set the phone to a silent setting. If you must talk on your phone due to some real emergency, please leave our classroom to do so.

**Eating, Drinking, Sleeping and So On:** This is a computer classroom—please leave food or drink somewhere safe and away from your computer. If you sleep in class, you will be woken up. At least feigning attention and interest is very important.

**Bringing Your Book:** If you’ve purchased it, bring the course text to class every day. There are exercises that will go better if at least one person in a group should have a text.

**Acceptable File Formats**

Microsoft Word files (.docx) or machine-readable not photographic .pdfs are the only acceptable file types for this course. Most word processors will save as .docx, and the Microsoft 365 apps should be available to you on MySFA. You are responsible for making sure that your file is correct and will open
(check it in the dropbox). Papers turned in with broken files or invalid file type will be considered late until the correct type is submitted.

**Extra Credit**
Several times during the semester, I will announce extra credit assignments. Please do not ask me for individual extra credit. Any extra credit assignments I give will be applied to the homework / quiz total, and will be offered to everyone. With extra credit, the daily work score will top at 100%.

**Accommodations for Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Mental Health and Wellness**
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFA Counseling Services [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices) Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services, Room 202 936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**Withheld Grades:** Do not assume you can get a WH for just any reason. According to the University: “At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.”

I only consider WHs for unavoidable circumstances, and only when the vast majority of student work has already been completed with a passing grade and no previous academic dishonesty.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  - 936.468.7249
  - dos@sfasu.edu

- **SFA Human Services Counseling Clinic** Human Services, Room 202
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - 936.468.1041

- **The Health and Wellness Hub** “The Hub”
  - Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  - 936.468.4008
  - thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**Important Dates**

The following schedule is tentative. No due dates will be moved up, and I’ll try to keep changes to a minimum. The “assignments” file on D2L and the day-by-day content are the authoritative source for assignments and due dates. Check here often. Daily work will be announced in class and listed on the “Assignments” file.

- **Feb. 6** Complaint or petition letter and social media post with brief memo analyzing audience, audience response due, rough draft
- **Feb. 8** Complaint or petition letter assignment FD
- **Feb. 13** Rough draft of full job portfolio due (peer edit) (parts due before)
- **Feb. 15** Job Portfolio due
- **Feb. 27** Proposal memo due for research project
- **Mar. 7** Annotated bib / Research Plan FD
- **Apr. 2** Decision making report RD
In addition to these due dates, I will be giving you frequent reading assignments (i.e. pages to read in the textbook) and short homework assignments, often scaffolding (parts of longer assignments). Other class activities (reading quizzes, collaborative activities, in-class writing) will be scheduled throughout the course, as well, though reading quizzes will always be unannounced. Check D2L’s day-by-day for all daily work assignments.

**Tentative week-by-week**

The following schedule is based on the average pace of previous semesters, and serves as a best guess. Small exercises, readings, quizzes, and revision opportunities will be added as necessary for the progress of the class. Deadlines will never be moved forward, but may be moved back if necessary.

**Week 1**

Introduction to course. Go over policies, difference between technical writing and academic writing. Write: a letter of introduction. Read chapter 1.

**Week 2**


**Week 3**

Complaint or adjustment letter assignment RD, February 6

Read chapter on job portfolio.

Complaint or adjustment letter assignment FD, February 8

Look over prompts, talk about job portfolio. Find job ad. Write draft job letter.

**Week 4**

Bring in job ad and job letter. Get feedback. Go over resumes and resume styles. Write draft resumes.

Grade/critique sample resumes. Peer edit resumes. Review other documents. Write rough drafts

**Week 5**

RD of job portfolio for peer edit, **February 13**

**FD of job portfolio, February 15.** Talk about next assignment.

**Week 6**

Writing style. Topics for report. Read on proposals. Pitch topics Wednesday.

Pitch topics. Talk about proposals. Proposals due next time. Read research chapters.

**Week 7**

Proposals due, **February 27.** Talk about research. Look over research plan / AB prompt and example. Write out research questions in class.
Continue discussion of research. Begin research plan / AB work.

**Week 8**

Look over citations. Work on research in class. Read materials on revision.

**Turn in FD bibs / research plans, March 7**

Review decision making reports, talk about evaluating options, logic.

**Week 9**

Spring break. Woo.

**Week 10**

Discuss sample report handout. Keep drafting report. Read Chapter 8 and 9. Write an intro for next time.

Review reports, look over rubric. Read material on graphics, page layout. Continue drafting, bring in another chunk.

**Week 11**

Review further part. Brief style review

**Easter Break (Thursday)**

**Week 12**

**Report RD due, April 2.** Peer edit report.

**Report FD due, April 4.** Instruction activity. Bring sample instructions for next time.

**Week 13**

Talk about sample instructions. General instruction best practices. Work in class on practice instruction sets as group work.

Review manual instructions, procedures, practices, styles. Write IM proposal for next time. Prepare Power Point for in class presentation, or record screencast with voiceover (instructions available).

**Week 14**

**Turn in IM proposal, April 16, give incredibly brief presentation OR turn in screencast.** Get head-nod.

Individual manual page review, design lessons. For next time: task analysis.

**Week 15**

Task analysis due. Work on manual.

Review manual intro.

**Week 16**

Peer review manual: April 30

**Turn in manual FD** May 2 Discuss final exam.

**Final Exam: Tuesday, May 7 by 3pm.) (take home)**