ENG 4023/5023 (Technical Writing/Advanced Technical Writing), Spring 2012

"Most people don't plan to fail; they fail to plan.”
~~John L. Beckley

“Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a person’s training begins, it is probably the last lesson that person learns thoroughly.”
~~Thomas Huxley

<table>
<thead>
<tr>
<th>CRN: 21999</th>
<th>CRN: 20878</th>
<th>CRN:20390/20879</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 9:50 am MWF</td>
<td>11:00 – 11:50 am MWF</td>
<td>1:00 – 1:50 pm MWF</td>
</tr>
<tr>
<td>119 Liberal Arts Building (Computer Lab Classroom)</td>
<td>119 Liberal Arts Building (Computer Lab Classroom)</td>
<td>119 Liberal Arts Building (Computer Lab Classroom)</td>
</tr>
</tbody>
</table>

Dr. Laura Dumin

Office: LAR 101B
Phone: 974-5635 (It is easier to reach me through e-mail.)
Office hours:
  MWF 10:00 – 10:50 am; 12:00 noon – 12:50 pm
  TR by appointment
Email: ldumin@uco.edu (I stop checking email around 8 pm.)

REQUIRED TEXTBOOK & MATERIALS
- USB memory stick

You may also find these tools useful:
- Style manual in your field
- The final exam schedule can be found at: http://www.uco.edu/em/registrar/finalexam.asp

COURSE DESCRIPTION 4023
This course provides a study of basic composition principles and will equip students in various disciplines to write clear technical expository prose, including reports, memorandums, proposals, brochures, and other technical communication formats, designed for specific audiences in each specific professional area.
Prerequisite(s): ENG 1113 and 1213.

COURSE DESCRIPTION 5023
This course will provide comprehensive guidance to skills in clear, direct and effective writing in each specific professional area. Students will become familiar with reports, proposals, partition or mechanism descriptions, process descriptions, instructions, specifications, resumes, letters, memorandums, and other technical communication formats.

*** Students will have slightly different requirements including: 1) writing a separate paper about writing in their field. ***

The points in WebCT will be a bit off, as the point values for 4023 and 5023 are different. Please be sure to refer to the syllabus for the number of points available for your assignments.
**COURSE OBJECTIVES**

English 4023/5023 will help you develop the communication skills needed to produce effective written and online documents in the workplace. In addition, I hope that you will enhance your ability to solve workplace problems by interpreting and documenting information logically, efficiently, and ethically.

In this course, you will explore the role of technical communication through writing and how it will play into your career. Through analysis and drafting, you will develop the communication skills necessary to effectively express your ideas by producing documents for workplace settings. This course is designed to help you achieve the following goals:

- Understand the audience in the “real” situation for your communication concerns, such as human resources staff, business owners, engineers, accounting departments, etc.
- Analyze the needs of an audience based on information and research
- Research a topic thoroughly and present the information accurately and effectively
- Develop documents with pertinent and complete information
- Determine the proper structure and appearance for a document in a particular rhetorical situation
- Create final documents that meet the needs of the audience(s) in question, both in content and in format
- Use computers as effective, time-saving tools in creating documents

**TRANSFORMATIVE LEARNING**

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have transformative learning experiences in five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

Students enrolled in this course will:

- demonstrate leadership by taking on different roles within the research project to ensure that the group completes the entire project on time;
- engage in research and scholarly activities as they write about communication within their chosen field and as they work on the research project and learn more about the chosen topic; and
- participate in service learning and civic engagement by researching a problem in their local community with an intention of developing a plan to make this local community a better place.

**EXPECTATIONS OF STUDENTS**

There are a few things that I anticipate that you will already have an understanding of. They are as follows:

- Knowledge of correct grammar and basic writing skills. If you are not comfortable with your current writing skills, please feel free to take parts of your writing to Tutoring Central, located in the northeast corner of West Hall across from Buddy's Cafeteria. Their phone number is (405) 974-2487.
- Willingness to read the book and the ability to follow written instructions.
- Willingness to look at the information I distribute to you.
- Willingness to be respectful both of me and of other members of the class. Tone of voice and word choice make a huge difference in how your audience will receive and react to your message.

**STUDENTS WITH DISABILITIES**

"The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class." Please note that these accommodations are not retroactive. In order for me to try to make any accommodations, I need to have the paperwork in hand.

**ATTENDANCE**

As this is an upper division course, you are expected to be in class on time and prepared. **Missing a scheduled conference will count as an absence.** You may miss 6 absences without penalty. You should use these
‘freebie’ absences to cover unforeseen events (e.g., sicknesses, oversleeping, doctor’s appointments, family emergencies (including death of a family member), car problems, roommate issues, etc.). Only university-excused absences will not count against you, and you must have official documentation for these official absences, preferably before the day that you will be absent. **If you miss 7 days of class, you will automatically fail.**

**ADDENDUMS TO ATTENDANCE POLICY**

- 15 points Extra Credit toward final grade if you have perfect attendance starting on the day of your enrollment.
- 8 points Extra Credit toward final grade if you miss only one day of class starting on the day of your enrollment.

**For every 3 times that you are late to class, you will receive 1 absence.**

- If you are doing anything in class other than class work related to this course, you will receive 1 warning during the semester. From then on, you will be counted absent if you continue with non-course related work, discussion, etc.

**LATE WORK**

Your grade on all assignments will be reduced by 5% for each day that they are submitted late, including weekends. Anything submitted within 24 hours of the due time is considered one day, and so forth. If you know that you are going to be absent, you should submit your work early. Save often, early, and in multiple places, so that you will not have to retype an assignment if something happens to the draft that you are working on.

**CELL PHONE POLICY**

Due to problems from past semesters, I have a very strict cell phone policy. I do not want to see it, hear it, or know that it is present. Do not use it to take photographs, to text message anyone or to call anyone. The first time I see or hear your cell phone, I will remind you of this policy. Upon the subsequent infraction(s), I will deduct 20 points from your final grade.

**E-MAIL ETIQUETTE**

Throughout the semester, I will send things to you through e-mail. You are required to have an e-mail address that you check daily. If this is different from your UCO address, please let me know.

When responding to e-mails or sending questions to me, please be conscious of your tone and language. I expect that you will not use texting language and that you will not write to me as if I were a friend or family member. Be aware that how you phrase your questions or requests impacts how your e-mail will be received.

I stop checking e-mail by about 8 pm. Please be aware of this when you send me questions. Asking for help at 2 am the day before a project is due almost ensures that you will not receive a response in time.

**ASSIGNMENTS**

Other than work done in regular class meetings, assignments may not be handwritten. Each assignment should be submitted through WebCT (unless otherwise specified). These assignments will have a specified format, due time, and drop box. **Please submit files as either .doc or .docx, as those are the only word processing files I am able to open.** Any other file formats will not be considered as an “on-time” submission as I am not able to open them, even if they are received within the required timeframe for the assignment.

Wikipedia is not a valid source for finding information in a college-level course!

**Remember to proofread (not just run through the spell check) carefully. Assignments that have red and green squiggly lines under them (that should have been fixed) when they are turned in will automatically lose 5% of the total grade. **
**WEBCT**

As most of your work will be turned in through WebCT, please note that it is your responsibility to ensure that each assignment is correctly attached BEFORE the due date and time. Please submit all assignments as attachments. I will not grade anything that is turned in to the "comments" box. Each time you submit something, after you have attached and submitted the file, log out and log back in to ensure that the assignment has attached properly.

If you have submitted something incorrectly, please let me know. If it is before the due date, I can return the box to you to resubmit. However, if the submission is then late, the project is considered to be late. If it is after the due date, you may send the file(s) to me through e-mail, but it(they) will be considered late.

**TURNITIN.COM PLAGIARISM SYLLABUS STATEMENT**

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

**PLAGIARISM IN GENERAL**

I expect that, unless you are working as a group on a specified group project, all of the work that you turn in this semester will be original and will be yours. This becomes especially important during the Instructions project, where you may be tempted to borrow from another source. I will be checking your assignments to ensure that they are not taken from another source or that any sources that you have used have been properly documented in APA style. Any plagiarism that you participate in will negatively impact your grade. The penalties range from a '0' on an assignment through suspension from school.

**DOCUMENT LAYOUT AND DESIGN**

Professional quality work will be the class standard. Envision all assignments as projects written for business situations. Other than work done in regular class meetings, assignments may not be handwritten. Each submitted document should be typed in black ink (except for the Instructions where you will have some freedom), with proper margins, font, and line spacing.

For most of the class, Times New Roman, 12 pt or Cambria 11.5 pt (or an equivalent font and size) will be expected. (I may ask you to double space for the purposes of editing, though single spacing with a double space between paragraphs is often the standard). Also, please left justify—full justification creates uneven word spacing and makes the document harder to read. Finally, remember to proofread (not just run through the spell check) carefully.

Please remove any automatic spacing between paragraphs for memos. For other documents (such as the Résumé, Cover Letter, and Instructions), you may use the spacing between paragraphs as needed for a clean document design.

**NOTES ON PROJECTS**

I expect that you will be on top of your assignments and due dates. If you have a question or a problem with an assignment, please let me know as soon as you can so that we can address them before any problems occur with your grade.

**DRAFTS**

You will have rough drafts due for some of your major projects. Please be sure to include as much information as possible in these drafts. The more complete your drafts are, the more helpful my advice...
to you and the comments of your peers will be. I expect that you will refer to my grading criteria for the major details about your projects and follow those details to the best of your abilities for the drafts.

I use the "track changes" function in Word to comment on your essays. If you need help with this function, please let me know. I will return all of your drafts in WebCT with some sort of comments on them. You are responsible for reviewing my comments and for making any suggested or required changes. *** Spelling and grammar errors are not "suggested" changes.*** If you are not able to see the comments on your draft, it is your responsibility to let me know that you need a PDF copy of your draft with the comments.

When I grade your final drafts, I pull up the rough drafts alongside the final and compare them. This allows me to tell if you have made significant revisions to your essay, or if you are hoping to be able to turn in a similar draft without putting much work into your revision.

If you would like to turn in extra drafts for me to look over during the semester, I would be more than happy to do so. I will need a timeframe of at least 48-hours, unless I tell you otherwise, to review the drafts and have them back to you.

**Peer Reviews of Drafts**

You will have the benefit of giving and receiving peer reviews on some assignments. The assignments that have peer reviews REQUIRED will also have peer review groups assigned. This ensures that everyone receives reviews of their work instead of having a few papers with lots of comments and a few with none.

If you do not have your draft ready for the peer review day, you will not be allowed to participate in that portion of the class, and will not be able to receive attendance for that class period. This will count as one of your absences.

**Problems with On-line Submissions**

I am aware that there are faulty documents that you can Google and submit on-line. To that end, any document that you submit that is empty or that I am not able to open because it is corrupted or has a strange .ending will not count as a completed submission. If subsequent, corrected submissions occur after the deadline, they will be considered late.

As noted above, it is your responsibility to verify that your documents have uploaded into WebCT correctly. Items that are not correctly uploaded within the allowed time period will be considered late.

**Group Projects**

We will have group projects this semester. My goal is for you all to learn how to work in a group, though the good and the bad, and learn to resolve your own issues. Group projects are a reality of the workplace. Along with learning how to resolve issues, I also want you all to learn about the form of the project itself. To that end, I want to be sure that the groups serve as a learning environment and not a source of friction.

All groups go through good and bad moments. However, if it becomes obvious that a group member is not participating in a group, or a group member is causing large-scale problems within the group, that group member may be removed (through a voting process by the other team members and with my permission) and given an individual project of the same size to work on by themselves. I would prefer not to have to use this option, as it is not easy on the group or the removed person.

I also reserve the right to disband and reform groups if I find that groups are not making any progress on the project. I prefer not to have to use this option either.
I prefer to avoid these sorts of “nuclear options” if possible, and am happy to work with groups to try to mediate a resolution as a starting point. Sometimes it is easier to see a solution when an outside person hears what is happening.

**NOTES ON QUIZZES**

Throughout the semester, you may have quizzes on the readings. Be sure to keep up with the readings and participate in the in-class discussions so that you are familiar with the material.

**GRADING**

Your final grade will be based on the quality of your assignments and your participation in this course. Your major assignments comprise 91.5% of your grade. Your daily assignments and your participation determine the other 8.5%. **Grades are not rounded. For example, an 89.7 is a “B.”**

Please see Table 1, below, for a list of the major projects and points for each. If you feel that your final grade was incorrectly calculated, please let me know.

This is the point scale I will use to calculate your grades:

- A = 900-1000
- B = 800-899
- C = 700-799
- D = 600-699
- F = 0-599

**WHAT CRITERIA WILL BE USED IN GRADE EVALUATIONS?**

In addition to the general grading description and project requirements provided later in the semester, the following list of grading criteria categories may be helpful for you to refer to as you work through your drafting process. Although many of the categories overlap, they are organized here into nine categories to help you use them more effectively as drafting tools:

- Compliance with assignment requirements and standards
- Analysis of the rhetorical situation, including audience and purpose
- Structure, organization, and accessibility of information
- Development and usability of content and textual elements
- Writing styles appropriate for the rhetorical situation
- Appropriate use of graphics
- Effective use of design features and formatting
- Proper citation and documentation methods
- Correctness in grammar and usage

Excellence in any technical document will depend upon your performance in these categories. It is my hope that through the semester you will learn to apply these criteria to your own work and to revise all your documents to meet and surpass the professional standards that you will encounter in your future career.

**WHAT ARE THE GENERAL GRADE DESCRIPTIONS?**

A grade for an English 4023 assignment is an evaluation of the rhetorical quality of the work: its ability to communicate effectively to an intended audience for a specific purpose situated within a specific context. The following basic grade descriptions are used to distinguish a document's relative success in meeting the requirements of a project. I will provide more specific criteria for each major project.

| A | A superior document that meets and exceeds all standards. It conveys a superior understanding of audience, situation, and purpose. The information is well-developed; it is thorough, comprehensive, accurate, and appropriate for the audience and context; and it includes appropriate examples and citations. The visual design is accessible and appealing. It is free from grammatical errors and has a style that is clear, concise, and forceful. In short, your document represents your organization well, and your employer would be pleased to distribute it. |
### Dr. [Last Name]

- **B**: A very good document that meets the standards for the assignment and engages the audience. It is well written and produced, and it exhibits a solid understanding of audience, situation, and purpose. The information is sufficiently developed and organized, and it contains appropriate examples and citations. It may need improvement in style; it may contain minor flaws in grammar, format, or content that are easily correctable. In short, your document would represent the organization well, but your employer might recommend some ways to improve the document before distributing.

- **C**: A competent document that meets the standards adequately but may contain several flaws in concept development, details, structure, design, accuracy, and grammar. For example, a document may fail to answer one or two significant questions or fail to identify a significant source; or it may need to be better developed or to be redesigned so that the information is more accessible and appealing. In short, your document could not be distributed to your organization’s clients or users without a revision. Your performance on the task might give your employer doubts about your communication ability and motivation.

- **D**: A marginally acceptable document that forces the reader to do too much work to understand or read the document because of serious problems in the document. The document may contain numerous and major errors in logic, data, or grammar. The document may meet some standards of the assignment but fails to meet an important requirement. Your organization would not send this document, and, in fact, your employer would probably seriously reconsider your future with the organization.

- **F**: An unacceptable document that does not address the assignment. It does not have enough information, contains major or excessive errors, or does not meet the standards of the assignment. Most likely, it is time for you to find another job or career.

### Final Grades Addendum

Final grades are non-negotiable, although if I have made a mistake posting your final grade, please let me know. By the time we have reached the final grade, it is TOO LATE to try to raise your grade. If Extra Credit opportunities are provided during the semester, you should take the time to complete them. DO NOT come to me at the end of the semester and ask for a grade change because you “deserve” a better grade, or because you really “want” a better grade and you normally receive ‘X’ in your other classes. Your points are available to you throughout the semester; please make note of where you stand and take the initiative to meet with me so that you might do better on future assignments if you are concerned about your grade.
### Table 1: Major Projects & Daily Assignments – *This information is subject to change; I will notify you of any changes.*

<table>
<thead>
<tr>
<th>Major Projects</th>
<th>4023</th>
<th>5023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Résumé packet <em>(Individual)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Peer reviews (bringing your résumé and critiquing 2 others)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>- Rough draft of résumé packet</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>- Final draft of completed packet, including memo</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Class presentation about grammar issue <em>(Individual)</em></td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Brochure <em>(Group)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topic</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Peer reviews (bringing your draft and critiquing 2 others)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>- Rough draft of brochure</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>- Final draft of brochure</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>- Your participation in the project</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Memo to me <em>Individual</em></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Instructions <em>(Individual)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topic</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Peer reviews (bringing your draft and critiquing 2 others)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>- Rough draft of instructions</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>- Final draft of completed instructions</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>- Memo to me <em>Individual</em></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Proposal *(Case Studies) <em>(Individual)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rough draft</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>- Final draft</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Game Project <em>(Group)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Concept/Ideas</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Game Rules</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Game description</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Game mockup</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>- Game Proposal</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>- Usability Testing/ Semi-Final game design</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>- Progress Report</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>- Back of Box (BOB) blurb</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Final group portfolio with all pieces that have been developed for the game</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>- Transmittal letter</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>- Project Evaluation <em>Individual</em></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>- Final draft of completed instructions</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- Memo to me <em>Individual</em></td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>5023 only – How writing works <em>(Individual)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interview questions</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>- Final draft</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Final exam <em>(Individual)</em></td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Total for major projects</td>
<td>825</td>
<td>860</td>
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### Daily Assignments

<table>
<thead>
<tr>
<th>Daily Assignments</th>
<th>4023</th>
<th>5023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Memo</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Proficiency test</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>Fixed Abstract</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Class participation, quizzes &amp; miscellaneous assignments</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Total for daily assignments</td>
<td>175</td>
<td>140</td>
</tr>
</tbody>
</table>

### Total Points for Course

|                  | 1000 | 1000 |
**SEMESTER WORK PLAN**

The following table outlines topics, reading assignments, and the due dates for this semester. Please pay careful attention to the due dates, as they are listed on the syllabus. *Reading assignments are due the day that they appear on the syllabus.* Please refer to Table 2, below, for assignments and due dates.

Table 2: Semester Work Plan – *This information is subject to change; I will notify you of any changes.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Readings</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 9</td>
<td>Introduction to the course;</td>
<td>Syllabus</td>
<td>Interview &amp; introduce</td>
</tr>
<tr>
<td></td>
<td>Jan 11</td>
<td>Rhetorical strategy &amp; workplace communication; Audience analysis</td>
<td>pg xv-xxii, pg 42-43</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 13</td>
<td>E-mail, letters and memos</td>
<td>pg 102-111, 162-167, 301-306, 328-330, 530 (memo postings)</td>
<td>Introductory Memo; “Cheating”; Syllabus understanding;</td>
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<tr>
<td></td>
<td></td>
<td><strong>University Holiday – MLK Day</strong></td>
<td></td>
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<tr>
<td>2</td>
<td>Jan 16</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Plagiarism and documentation; APA Citation activity; Discussion of “Memo and Summary of Article”</td>
<td>pg 129-138, 383-384</td>
<td></td>
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<tr>
<td></td>
<td>Jan 20</td>
<td>Learning how to use Word for more than just word processing</td>
<td></td>
<td>Word proficiency test</td>
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<tr>
<td></td>
<td>Jan 25</td>
<td>Résumés class activity</td>
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</tr>
<tr>
<td></td>
<td>Jan 27</td>
<td>Learning to edit your own work</td>
<td>pg 410-411, 488-489</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 30</td>
<td><strong>Peer Reviews of Résumés</strong></td>
<td></td>
<td>Two copies of your résumé packet draft for workshop</td>
</tr>
<tr>
<td></td>
<td>Feb 1</td>
<td>Layout and Design, Visuals</td>
<td>pg 154-158, 295-300, 552-557</td>
<td></td>
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<tr>
<td></td>
<td>Feb 3</td>
<td>Abstracts/Summaries</td>
<td>pg 7-9, 197, 203</td>
<td>Résumé packet</td>
</tr>
<tr>
<td></td>
<td>Feb 6</td>
<td>Introduction to Group Work (Straws &amp; Pins)</td>
<td>Chpt 2</td>
<td>Fixed Abstract from class</td>
</tr>
<tr>
<td></td>
<td>Feb 8</td>
<td>Research &amp; documentation; <em>Brochure – introduction; “West Nile” brochure (activity)</em></td>
<td>pg 54-57, 455-456</td>
<td>Brochure topics due (by 11 pm on 2-9)</td>
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<tr>
<td></td>
<td>Feb 10</td>
<td><strong>Writing time</strong> – work on brochures</td>
<td></td>
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<tr>
<td>4</td>
<td>Feb 13</td>
<td><strong>Peer Reviews of Brochures</strong></td>
<td></td>
<td>Two copies of your brochure draft for workshop (everyone bring 2 copies)</td>
</tr>
<tr>
<td></td>
<td>Feb 15</td>
<td><strong>Writing time</strong> – work on brochures</td>
<td></td>
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<tr>
<td></td>
<td>Feb 17</td>
<td>Grammar, usage, and mechanics presentations</td>
<td>pg 234-235 (for some ideas)</td>
<td>Class presentation of your biggest grammar problem</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Subject</td>
<td>Readings</td>
<td>Assignments due</td>
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<tr>
<td>7</td>
<td>Feb 20</td>
<td>Grammar presentations cont.</td>
<td></td>
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<tr>
<td></td>
<td>Feb 22</td>
<td><em>Instructions – introduction</em></td>
<td>pg 258-263, 120-122, 401</td>
<td>Brochures</td>
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<tr>
<td></td>
<td>Feb 24</td>
<td>Instructions class activity (part 2)</td>
<td></td>
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<tr>
<td></td>
<td>Feb 27</td>
<td>Introductions and Conclusions</td>
<td>pg 93-95, 276-281</td>
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<td></td>
<td>Feb 29</td>
<td><em>Writing time – Instructions (if time)</em></td>
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<td></td>
<td>Mar 2</td>
<td><em>Writing time – work on instructions</em></td>
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<tr>
<td>8</td>
<td>Mar 5</td>
<td><em>Proposals – introduction</em></td>
<td>pg 412-433</td>
<td>Instructions</td>
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<tr>
<td></td>
<td>Mar 7</td>
<td><em>Writing time – Proposals</em></td>
<td></td>
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<tr>
<td></td>
<td>Mar 9</td>
<td><em>Game Project – Introduction and brainstorming</em></td>
<td></td>
<td>Proposal rough draft due from Case Studies 1-4, pg 564-566</td>
</tr>
<tr>
<td>9</td>
<td>Mar 12</td>
<td><em>Writing time – Proposals</em></td>
<td></td>
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<td></td>
<td>Mar 14</td>
<td>Communicating Good/Bad News</td>
<td>pg 104-108</td>
<td>Proposal final draft</td>
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<td></td>
<td>Mar 16</td>
<td><em>Writing time – Concept/Idea for Game</em></td>
<td>pg 295-300</td>
<td></td>
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<tr>
<td>10</td>
<td>Mar 19</td>
<td>Spring Break – no classes</td>
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<td>Mar 21</td>
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<td>Mar 23</td>
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<tr>
<td>11</td>
<td>Mar 26</td>
<td><em>Writing time – Game Rules</em></td>
<td></td>
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<td></td>
<td>Mar 28</td>
<td>Effective Document (Game) Design</td>
<td>pg 295-300</td>
<td>Game Rules</td>
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<td></td>
<td>Mar 30</td>
<td><em>Writing time – Describe Design for Game Pieces/Board</em></td>
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<td>12</td>
<td>Apr 2</td>
<td><em>Writing time – Proposal</em></td>
<td></td>
<td>Game Design description and mockup</td>
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<td></td>
<td>Apr 4</td>
<td><em>Writing time – Proposal</em></td>
<td></td>
<td>Proposals due by 11pm</td>
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<td></td>
<td>Apr 6</td>
<td>Group meetings – no regular class</td>
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<td></td>
<td>Apr 9</td>
<td>Group meetings – no regular class</td>
<td></td>
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<tr>
<td>13</td>
<td>Apr 11</td>
<td>Usability Testing</td>
<td></td>
<td>Your game, ready to play for whichever day you have signed up for Usability Testing. No game means being counted as Absent and means no points for Usability Testing.</td>
</tr>
<tr>
<td></td>
<td>Apr 13</td>
<td>Usability Testing</td>
<td></td>
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<tr>
<td>14</td>
<td>Apr 16</td>
<td><em>Writing time – Progress report</em></td>
<td></td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>Apr 18</td>
<td><em>Writing time – Back of Box blurb</em></td>
<td></td>
<td>BOB blurb</td>
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<tr>
<td></td>
<td>Apr 20</td>
<td>Discuss presentations; <em>Writing time – Presentations</em></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Apr 23</td>
<td>Presentations &amp; handouts</td>
<td></td>
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<tr>
<td></td>
<td>Apr 25</td>
<td>Presentations &amp; handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Subject</td>
<td>Readings</td>
<td>Assignments due</td>
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<tr>
<td></td>
<td>Apr 27</td>
<td>Presentations &amp; handouts; Discuss final exam</td>
<td></td>
<td>Collaborative Project due as the Final Group Portfolio; Transmittal Letter; Project Evaluation Memo</td>
</tr>
<tr>
<td>17</td>
<td>Apr 30</td>
<td><em>Final Exam</em> for 11:00–11:50 am MWF section</td>
<td></td>
<td>11 am–12:50 pm</td>
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<tr>
<td></td>
<td>May 2</td>
<td><em>Final Exam</em> for 9–9:50 am MWF section</td>
<td></td>
<td>9–10:50 am</td>
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<tr>
<td></td>
<td>May 4</td>
<td><em>Final Exam</em> for 1:00–1:50 pm MWF section</td>
<td></td>
<td>1–2:50 pm</td>
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</tbody>
</table>
ACADEMIC INTEGRITY STATEMENT
Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student’s confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Any student found responsible of academic dishonesty will be subject to disciplinary action. To help ensure academic integrity, faculty may employ a variety of tools, including, but not limited to, university-sanctioned Turnitin.com. More information concerning this policy can be found on page four of the UCO Student Code of Conduct located at: http://www.uco.edu/conduct/code.html

INCOMPLETE GRADE
The grade “I” may only be given for work not completed because of circumstances beyond the student’s control and in which further class attendance is not required. The student must have satisfactorily completed a substantial portion of the required course work for the semester. An “I” may only be changed to a letter grade by the instructor when work has been successfully completed outside the classroom and no longer than one year after the “I” was assigned as determined by the instructor. An “I” is not given simply because a student wants extra time to complete assignments or wants to earn a higher grade. A formal written agreement must be signed by the instructor and the student and filed in the department/school office, clearly identifying what work is to be completed and the timeline within which the work is to be completed.

WITHDRAWING FROM ALL CLASSES
When withdrawing from the first day of the term forward, obtain a Withdrawal Form from the Center for Undergraduate Academic Advisement, obtain the required signature approvals from Financial Aid (even if you are not receiving financial aid) and the Bursar’s office. Then take the form to Enrollment Services (Registration). You are not withdrawn until you receive a new printout from Enrollment Services (Registration) that shows the withdrawal has been processed. Do not leave the withdrawal form in any other office. Withdrawal prior to the first day of the term can be done on the web or at the Enrollment Services office. International Students with an F-1 and/or J-1 student visa status must also check with the International Office before attempting to withdraw.

WITHDRAWING FROM ALL CLASSES –FEDERAL AID RECIPIENTS
All federal aid recipients who completely withdraw from school prior to completing at least sixty percent of the semester will have to repay some portion of the federal funds received. UCO will determine the unearned portion of the funds received. This refund policy may require the student and/or the university, on behalf of the student, to immediately pay funds disbursed for the purpose of paying educational cost. The student will be held responsible for any funds the university is required to return on the student’s behalf to the federal program. Payment arrangements will be made through the Bursar’s Office only.

EMERGENCY INDIVIDUAL CLASS DROP OR COMPLETE WITHDRAWAL
A student unable to complete a drop or withdrawal by the published deadlines may submit a written petition (with supporting documentation) to Enrollment Services, room 124 in the Nigh University Center. Permission may be granted if proper evidence exists to show that the drop or withdrawal could not be completed during the required time and the instructor confirms the absence. Poor academic performance will not be a consideration. Regardless of the circumstances, withdrawals after the deadline will be reflected on the student’s transcript as “W” if passing or “F” if failing. Drop and withdrawal deadlines are determined by the length of the individual class (generally, 11/16th of the length of the class). Deadlines for irregular classes meeting less than the full semester are proportional.
IMPORTANT DATES (Spring Semester)
Payment Due on All Courses 1/06/12
First Day of Late Enrollment Fee of $40 1/09/12
Classes Begin 1/09/12
Last Day to Enroll or Add classes 1/13/12
Last Day for any refund when DROPING a class in
person 1/13/12
Last Day to Drop a course or Withdraw from All Classes
3/30/12
Classwork Ends 4/27/12
Final Examinations 4/30/12 – 5/04/12
See final exam schedule on the web at
http://www.uco.edu/registrar/sched/

SPRING SEMESTER HOLIDAYS
Martin Luther King Holiday (Offices closed) 1/16/12
Spring Break (Offices open M-W) 3/19/12 – 3/23/12

SPRING LIBRARY HOURS
The Max Chambers Library will be open the following hours
during the spring semester:
Monday – Thursday 7:30 a.m. – 2:00 a.m.
Friday 7:30 a.m. – 6:00 p.m. Spring 2012
Saturday 10:00 am – 6:00 pm
Sunday 12:00 noon – 2 am
http://library.uco.edu

WEATHER RELATED INFORMATION
Students, faculty, and staff may call the UCO Closing Line at
(405) 974-2002 or check the UCO Home Page at
www.uco.edu. You may also check with local media. On
occasion, classes have to be canceled or starting times delayed.
When daytime classes are canceled or a late starting time is
announced, local media are called by 6:30 a.m. If evening
classes are canceled, calls to the media are made beginning at
4:00 p.m., in time for the 5 o’clock news.

EMERGENCIES DURING FINALS STATEMENT
If a university emergency occurs that prevents the
administration of a final examination, the student’s final course
grade will be calculated based on the work in the course
completed to that point in time and the faculty member’s
considered judgment. Final exams will not be rescheduled, and
a grade of “I” will not be given as a result of the missed exam.

FINAL EXAM DAILY LIMITS
A student is not required to take more than two final
examinations on the same day. When three or more final
examinations are scheduled on the same day, as listed in the
official examination schedule, rescheduling of the excess
examinations will start with the lowest course (not CRN)
number(s). Online courses are excluded.

To reschedule a final examination:
1) the student must petition the appropriate dean(s) using the
Petition for Rescheduling Final Exams form which is
available from any deans office or online at:
http://www.uco.edu/academic-
affairs/files/policiesandguidelines/4academicstandards/4.4Fi-
nalExamsOFFICIAL.pdf;
2) the petition must be made no later than five calendar days
prior to the beginning of exam week for the semester or term in
question;
3) the approval will be delivered to the faculty member by the
student;
4) dean(s) will send a copy of approved form to
AVP/Enrollment Management, (Box 151);
5) the faculty member shall reschedule, with the student, a day
and time agreeable to both;
6) the exam must be administered only during the official final
examination week;
7) the new exam date must not interfere with the timely
submission of grades for the entire class.

HOW TO CONTACT A FACULTY MEMBER
If you have questions regarding your class, speak with your
instructor. Faculty usually include their office hours and/or
phone number in the class syllabus. If you cannot locate this
information, set a time to meet with your instructor by speaking
with him/her prior to or immediately following your class
session or check with the departmental office on when the
instructor may be available.

CLASS ATTENDANCE IS IMPORTANT
Talk with your instructor about any absences. Many instructors
consider attendance so essential that your grade may be
affected by your absence. SOME DEPARTMENTS AND
PROFESSORS HAVE MANDATORY ATTENDANCE
POLICIES. Check your course syllabus or ask your instructor
for this information.

EXPECTATION OF WORK
Full-time college students are expected to spend approximately
40 hours each week in class attendance and study outside of
class. According to Regents’ policy, for each hour in class a
student is expected to spend two (2) to three (3) hours studying
for the class (OSRHE II-2-34)

WE’RE HERE FOR YOU!
The administration, faculty, and staff want you to be successful
in your learning experience here at UCO! If you have questions
or concerns, seek help EARLY.

HELPFUL NUMBERS
Admissions Office, 974-3371
Advisement Center, 974-2342
Bookstore, 974-2736
Campus Activities and Events, 974-2363
Career Services, 974-3346
College of Business, 974-2426
College of Education, 974-5701
College of Fine Arts and Design, 974-3770
College of Liberal Arts, 974-5540
College of Mathematics and Science, 974-2461
Commuter Student Services, 974-3655
Counseling Center, 974-2215
Financial Aid Office, 974-3334
Flex Ed, 974-2393
Graduate College, 974-3341
Greek Life, 974-2580
Housing and Dining, 974-2746
International Services, 974-2390
Office of Diversity and Inclusion, 974-3588
Police Services, 974-2345 non-emergency, 9-1-1 emergency
Student Life, 974-2364
Testing Center, 974-2388
Transportation and Parking, 974-2780
Volunteer Service Learning Center, 974-2621

EMERGENCY EVACUATION AND DRILLS:
The purpose of an Emergency Evacuation and Relocation Drill
is to educate the participants in the fire safety features, shelter
locations, exit routes available, and procedures to be followed
in the event of a real emergency. All drills shall be treated as
real events. All students will be asked to sign an attendance
sheet once you are at the designated relocation point. In the
event of Severe Weather: Primary Shelter Location are -
Library Basement, Liberal Arts Basement, Murdaugh Hall
Basement, Thatcher Hall Basement, NUC floor north, Howell Hall Suite 118, and Central Plaza Basement. In the event you cannot reach a designated shelter area in a timely and safe manner, it is recommended that you "shelter in place" by moving to the **lowest level and smallest room located in the center** of the structure. An interior closet or bathroom is generally a good location. Use what you have to shield your hands and face from flying debris. Put as much space between you and exterior walls as possible and stay away from windows. **Never** take shelter in a hall that opens to the south or the west. Do not leave your shelter in place location until you are sure the danger has passed. A basement is considered the safest location in severe weather and locations on campus with accessible basements are limited. [http://administration.uco.edu/documents/dps_tornadoSheltersForWeb2009.pdf](http://administration.uco.edu/documents/dps_tornadoSheltersForWeb2009.pdf)


**UCO COPYRIGHT POLICY:**
Copyright law information is provided to you per the TEACH Act through the following websites:
UCO Department of Information Technology web page on Copyright, Intellectual Property Rights and Licensing Issues.
UCO directs students to legal downloading sites.

**UCO POLICY FOR USE OF COPYRIGHTED MATERIALS.**

**Have a great semester!**
The University of Central Oklahoma Student Information Sheet and Syllabus Attachment has been developed through a cooperative effort between the Continuous Improvement Team and the Office of Academic Affairs.