

Course Syllabus



Course ECS 3390.OH5 and ECS 3390.OH8
Professional and Technical Communication
Term Fall 2016
Class Time Sec. OH5—Wednesday 1:00pm-2:15 pm
 Sec. OH8—Wednesday 2:30pm-3:45pm
Location JO 4.504

Professor's Contact Information

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Skype Office Hours TTh 12:00pm-3:00pm

General Core Area 010 Communication

Description Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Core Objectives Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
 Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
 Teamwork (TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
 Personal Responsibility (PR)—to include the ability to connect choices, actions, and consequences to ethical decision-making

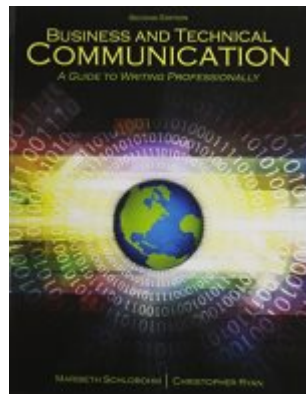
General Course Information

Pre-requisites and other restrictions RHET 1302 and junior standing

Course Description

Expands students' professional and team communication skills and strategies in technical contexts. Integrates writing, speaking and group communication by developing and presenting technical information to different audiences. Written assignments focus on creating professional technical documents, such as proposals, memos, abstracts, reports and letters. Presentation assignments emphasize planning, preparing and delivering dynamic, informative, and persuasive presentations. **Attendance is mandatory.**

Required Text & Materials



Business and Technical Communication: A Guide to Writing Professionally, Revised Second Edition, by Maribeth Schlobohm and Christopher Ryan. Copyright 2014 by Kendall Hunt Publishing Company. ISBN 978-1-4652-4456-7 (Please note: You need to purchase the correct edition of this textbook.) Alternatively, an electronic version may be purchased at <http://kendallhunt.com/store-product.aspx?id=216492>.

Textbooks and some other bookstore materials can be ordered online through Off-Campus Books

<http://www.offcampusbooks.com> or the UT Dallas Bookstore

<http://www.bkstr.com/texasatdallasstore/home>. They are also available in stock at both bookstores.

Please see the citation list at the end of the calendar for additional readings (all available online at no cost).

Internet connectivity is required for this hybrid course: the course uses turnitin.com, eLearning, and UTD email, which you should check every 48 hours. Reliable connectivity is necessary to obtain outside reading assignments, to prepare for class, to submit assignments, and to work on group projects. All assignments that are to be submitted through turnitin.com must be submitted on turnitin.com for credit.

Submitting assignments via e-mail is only acceptable if there is a system-wide problem with turnitin.com and all students report the same issue. Submitting assignments by any other method will result in a grade of zero.

Assignments should be submitted as Microsoft Word files or PDF files for slide presentations (not .odt, Pages, etc.) so that grading comments and edits can be tracked.

Course Learning Outcomes	<ol style="list-style-type: none"> 1. Ability to enhance credibility through communication that adheres to professional and ethical norms 2. Ability to adapt to different purposes, constraints, and audiences § Ability to develop arguments with front-loaded claims and 3. appropriate evidence 4. Ability to use visual rhetoric to enhance message effectiveness § Ability to collaborate in a team to research, plan, and present 5. information 6. Ability to research, draft, and edit documents that adhere to 7. technical and professional standards 8. Ability to prepare organized speeches and present them with 9. appropriate verbal and nonverbal delivery
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ABET Student Outcomes

For the BE, CE, EE, ME, SE and TE programs (Engineering Accreditation Commission)

- a. Understanding of professional and ethical responsibility
- b. Ability to communicate effectively

For the CS program (Computing Accreditation Commission)

- a. Understanding of professional, ethical, legal, security, and social issues and responsibilities
- b. Ability to communicate effectively with a range of audiences

Technical Requirements for Hybrid ECS 3390

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements:

<http://www.utdallas.edu/elearning/students/getting-started.html>

If you have questions, please ask them well before the date when you need to know how to use the technology.

Course Access and Navigation

You can access the course using your UT Dallas NetID account at:

<https://elearning.utdallas.edu>

To become familiar with the eLearning tool, please see the Student eLearning Tutorials

<http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html>

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The eLearning Support Center:

<http://www.utdallas.edu/elearning/eLearningHelpdesk.html>

Services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the eLearning Tutorials webpage for video demonstrations on eLearning tools.

<http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html>

Student emails and discussion board messages will be answered per the UTD standard—within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student Accessibility, and many others. Please see the eLearning Current Students page (<http://www.utdallas.edu/elearning/students/cstudents.htm>) for details.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk (<http://www.utdallas.edu/elearninghelp>). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Course, Section, and Professor Policies

Grading Criteria	<i>Grades will not be rounded up.</i> Course assignments together are worth 1000 points, and students receive grades according to the following (standard UTD) scale: 930–1000 = A 900–929 = A– 870–899 = B+ 830–869 = B 800–829 = B– 770–799 = C+ 730–769 = C 700–729 = C– 670–699 = D+ 630–669 = D 600–629 = D– 0–599 = F
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Grades in this class reflect whether you

- Fulfill objectives for the class and particular assignments;
- Analyze and apply the rhetorical situation for each deliverable;
- Employ rhetorical strategies that develop logical arguments, strong claims, and adequate supporting evidence;
- Support your ideas and arguments with analysis and evidence from credible sources;
- Create reader-friendly, accessible materials with appropriate and ethically presented visuals;
- Use correct mechanics, strong style, and appropriate organization;
- Edit and proofread all work before you submit assignments;
- Manage your time wisely and effectively;
- Ethically present information, address copyright, and cite sources; and
- Present yourself professionally

What do grades reflect?

- A work shows excellence and meets all objectives with strength, originality, and creativity.
- B work is satisfactory but does not reflect excellence. This work is strong but contains minor issues that detract from the message.
- C work fulfills course requirements but does not satisfy the audience's needs and contains issues that decrease the effectiveness of the document.
- D work contains numerous issues and therefore does not fulfill the audience's needs or address the rhetorical situation.
- F work is unacceptable. (*Missing and late work are unacceptable.*)

Preparation for class This is a writing-intensive course, and we will practice consistently throughout the semester. Writing and the writing process takes time, so you need to manage your time and schedule time to study and prepare.

This class is a hybrid, so each week, you will read a chapter, complete a timed reading quiz, watch an instruction video, complete exercises, and submit a communications assignment. To succeed, stay on schedule, check your email every 24–48 business hours, respond to requests, communicate with your team, complete each assignment, follow instructions, and be prepared to participate in class.

If you have questions or concerns, communicate promptly with your professor.

Make-up and Late Work In this class, you are scholars as well as professionals in training. Professionals who miss deadlines present poor work ethics and damage their reputations as well as lose contracts, increase costs, delay results, decrease profits, and lose their jobs. ***For these reasons, you may not submit late or incomplete work or makeup exams unless you are hospitalized and provide a valid physician excuse.*** Without exception, missed work results in a zero (0) on the assignment. You may not request an incomplete in this class unless you meet the university's criteria for an incomplete. This policy applies to documents as well as presentations.

Extra Credit Students may earn extra credit for working with writing tutors at the UTD Center for Student Success. Each 45-minute tutoring session is worth 2 points, which will be added to grades at the end of the semester. Students attending tutoring sessions should request that the UTD Writing Center email the professor to document the tutoring appointment. ***I encourage you to meet with writing tutors as many times as you need to, but no more than 4 extra credit points may be added to your grade at the end of the semester***

References, Copyright, and Plagiarism UTD has a no-tolerance policy for plagiarism, copyright infringement, or scholastic dishonesty (including missing citations). I support and enforce that policy in my classes. If you do not cite your sources with in-text and end-of-text citations using IEEE style or if you publish copyrighted work without permission, you will receive a referral to the Office of Judicial Affairs. Use original visual aids or ensure that you use intellectual property from public domain or that can be replicated because of Creative Commons licensure or Fair Use defense.

Class Attendance Treat this class as you would a job: Attend class and be punctual; tardiness interrupts the class and is rude to your classmates. **Therefore, if you are more than 10 minutes late to class, you will be considered absent.** Attendance is important in a communication class, so you may miss one class without penalty, other than missing a grade for low-impact assignments and quizzes given in class that day. **For each additional absence, you will lose 20 points from your professionalism grade.** (If attendance is taken with sign-in sheet, you are responsible for signing in.)

UTD excuses absences for religious holidays; **however, the student is responsible to inform the instructor before the holiday and to submit missed work before the absence.** UTD also excuses absences due to emergencies (hospitalization or immediate family member's death). The student must bring documentation to the instructor the first day back after the absence.

Citizenship You will receive a grade for participation and professionalism, and you are expected to consistently communicate in a professional manner. You should prepare for class; communicate professionally; and cooperate, listen, and respect others' opinions, whether face-to-face or virtually.

Time in class is valuable, and you need to focus. **Cell phones, pagers, IM, or any other electronic messaging services may NOT be used in the classroom unless used for an emergency.** Please let me know if you need to have your phone turned on for work or family purposes. **All cell phones, IM, pagers, etc. are to be put on airplane mode or turned off for class stored out of sight.** You can "unplug" for 1 hour a day. Should a cell phone ring or should a student check or send messages in class, the student will immediately surrender the device to the professor. The device may be retrieved at the end of class. Laptops may be used so long as they are for class notes and assignments and not for VoIP or other calls, email or text messages, social media, or other non-lecture activity. Students observed engaging in electronic activity not related to ECS 3390 during lecture will be marked absent.

Email and Communication Outside the Classroom Each UTD student has an UTDallas.edu email account. The university provides this for all official communication, and students in this class will abide by that policy: to ensure security of official (class- and school-related) communication. **Therefore, all official email correspondence must go to and come from official UTD emails.** I do not read or answer emails that come through addresses from other providers. This policy is particularly important in the hybrid format of this class, as we will depend heavily on email to communicate.

Communication is part of coursework and therefore you should

- Identify yourself in all communication (e.g., email, texts, phone calls);
- Use correct mechanics and style in correspondence;
- Communicate clearly, respectfully, and professionally; and
- Respect that others have commitments outside this class. Please do not expect an immediate response. Allow 48 business hours for a response to an email.

**UT Dallas
Syllabus Policy
and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to UTD's policy page for university policies.

<http://provost.utdallas.edu/syllabus-policies/>

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. Comets choose to live by this standard and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Abbreviated Course Calendar



Course	ECS 3390.OH5 and ECS 3390.OH8
Term	Fall 2016
Class Time	Sec. OH5—Wednesday 1:00pm-2:15 pm Sec. OH8—Wednesday 2:30pm-3:45pm
Location	JO 4.504

Refer to the full Course Calendar for topics, preparation information, assignments, and deadlines.

Module Number and Dates	What Will We Study?
Module 1—August 22–26	How can I succeed in ECS3390 and in a hybrid class?
Module 2—August 29–September 2	How can I use this course to help me professionally? How do I cite my sources in IEEE format?
Module 3—September 5–9	How can I effectively work with my team? (<i>Online Module for All Sections</i>)
Module 4—September 12–16	What is the rhetorical situation? How do cultures differ in communication expectations and standards?
Module 5—September 19–23	How can I visually design stronger deliverables? How can I use design to build my credibility?
Module 6—September 26–30	How can I effectively propose a service or idea?
Module 7—October 3–7	What forms and formats will I use in the workplace?
Module 8—October 10–14	How do I effectively present information?
Module 9—October 17–21	How can I get a job? (3 Individual Presentations)
Module 10—October 24–28	What other documents might I use in the workplace? (4 Individual Presentations)
Module 11—October 31–November 4	What does my online presence say about me? (2 Individual Presentations)
Module 12—November 7–11	What have my other classmates researched? (5 Individual Presentations)
Module 13—November 14–18	What have my other classmates researched? (5 Individual Presentations)
Thanksgiving Break November 21–25	No Class – Thanksgiving Holiday
Module 14—November 28–December 1	What have other teams researched this semester? (Team Presentations)
Module 15—December 5–7	What have other teams researched this semester? (Team Presentations)
Final Exam	What have other teams researched this semester? (Team Presentations)

Course Assignments



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Credit points for assignments are awarded per the following values.

ASSIGNMENT	VALUE
Low-Impact Assignments	200
Reading Quizzes	100
Resume Assignment (Letter, Resume, Reference Sheet for Job)	100
Individual Proposal and Presentation*	
• Proposal	100
• Presentation	100
Team Contract, Report, Presentation, and Evaluation*	
• Team Status Report Memo 1	25
• Team Status Report Memo 2	25
• Team Report	150
• Team Presentation	100
• Team Evaluation	50
Professionalism, Communication Competency, and Participation	50
TOTAL POINTS	1000

**Students must complete and submit the Individual Proposal and Presentation and the Team Report and Presentation to complete the course.*

Low Impact Assignments (200 points)

Low-impact assignments are smaller assignments that allow the student to practice skills that we learn class. These assignments are formative, to help you practice and strengthen the skills before you move into summative course assignments. All writing, even in low-impact assignments, should be professional with correct mechanics (punctuation, spelling, capitalization, and grammar); appropriate formal tone; and carefully planned content.

These include assignments done in class, homework done outside of class (such as discussion board assignments), and activities done in class. These assignments may not be made up. If you are absent from class when a low-impact assignment is given in class, you may not make up the assignment. If you fail to turn in low-impact assignments done out of class on or before the deadline, you will receive a 0 for the assignment.

The low-impact assignments that are done out of class are listed on the Course Calendar (see course documents).

Scheduled Low-Impact Homework Assignments Include:

- M1 - Discussion Board Introduction (due before 11:59pm on Monday, August 29)
- M2 - Autobiographical Memo (due before 11:59pm on Monday, September 5)
- M4 - Audience Analysis (due before 11:59pm on Monday, September 19)
- M5 - Chapter 3, Exercise 2 (due before 11:59pm on Monday, September 26)
- M6 - Individual Proposal Outline (due before 11:59pm on Friday, September 30)
- M8 – Individual Presentation Slides (due before 11:59pm on Monday, October 17)
- M10 – Writing Instructions Discussion Board Activity (due before 11:59pm on Monday, October 31)
- M13 – Team Project Meeting (completed by 11:59pm on Friday, November 18)
- M14 – Slides for Team Presentation (due before 8:00am on Monday, November 28)

There will be 1-2 low-impact assignments for each Module.

****There will be graded, low-impact assignments and activities in class. These are not listed on the syllabus or the calendar, but our part of lecture and discussion, and subject to change by the professor.***

Reading Quizzes (100 points)

There will be 10 reading quizzes given throughout the semester. These are administered at the beginning of class and will be closed book (aside from one, self guided syllabus quiz at the end of Module 1). **If you are late or absent, you may not make up quizzes.**

Resume Assignment (100 points)

(due before 11:59pm on Monday, November 7)

Do not think that because you have created a resume or gotten a job that you automatically know what you are doing. Read the chapter and take notes in class to apply critical thinking to your resume package.

Your assignment is to find a job advertisement—internship or position, but you must qualify right now—and then create a cover letter and resume for that job. You must provide me with a copy of the advertisement, so take a screen shot or download a PDF. (Do not make up a position or apply for a position that you want someday. This is a real resume that you can/will send at the end of the assignment.)

Do not use an old resume; create a custom cover letter and resume for the job for which you found an advertisement.

Do not use a template or table. These formats limit your creativity and, because other people use the same templates, may decrease your ability to use design to make you stand out. Use a Word document without tables or cells so you can easily manipulate the information.

Use strong style and design principles. If you have questions, email or call the professor.

Again, you will create ONE document: the cover letter (that references the job with a link to the description so the recipient knows for what job you are applying) and a resume (up to two pages) with a separately formatted page of references. The organization of a good cover letter is

1. Introductory Paragraph (THE JOB)—Identify the job you found with details (where you found the ad, what the posting number is, what the title is, etc.) and state that you are applying for the job. Do not leave anything to guesswork.
2. Body Paragraph/Section (THE JOB AND YOU)—Note the requirements for the job and link your skills to those wanted for the job. Address the characteristics that you bring to the job. Describe projects that you have completed and additional skills and characteristics you offer. This can sometimes cover more than one paragraph, particularly if you bring expertise that the employer can use but did not request
3. Final Paragraph (CALL TO ACTION)—Include a “call to action,” asking the recipient to contact you and telling the reader how to do so. Include your contact information here. Thank the recipient, and close with a signature block.

The first page of the cover letter does not need a page number, but the second does. Similarly, the first page of the resume does not have a page number, but the second page does. The page of references will not need a page number, and you will submit references for this assignment, but you will NOT when you send your resume to apply for the job.

For this document you need to format section and page breaks in Word. The cover letter always comes first.

Please see your course calendar for due dates. You will also provide a draft for peer review during the process. You will not receive credit for the final assignment if you do not submit the final copy via eLearning by the due date.

Individual Proposal and Presentation (200 points)

You will create, research, and write a proposal to persuade your team to research your proposed topic for your team project. You will write persuasively and professionally, keeping your purpose in mind; present all research ethically—using quotes, summaries, and paraphrases; and cite all sources correctly in the text as well as at the end of your document in IEEE style.

You must follow the deadlines listed in your course syllabus and in this assignment. If you find a conflict, please ask your instructor. For all documents, you must fulfill requirements and submit your work to eLearning unless otherwise instructed.

You will submit an outline of your individual proposal for course credit. This outline will be graded as a low-impact assignment (see pg. 11), but is designed to help you plan your proposal. See your Course Calendar and eLearning for information about this submission.

Individual Proposal (100 points)

(due before 11:59pm on Monday, October 10)

Submit an informal 3-5 page proposal to your team (so you need to know your team members' names with correct spellings) to suggest a topic for your team project. The topic should involve an issue in your field and be relevant and timely (in the last 5 years).

Front Matter Elements -- *The page count does not include front and back matter elements.*

See Chapters 5 & 6 for examples.

1. Formal letter addressed to your team introducing the proposal
2. Title Page
3. Table of Contents
4. Executive Summary (10% of the document's total length, so almost one-half of a page),
5. List of Illustrations.

Proposal – The body of your proposal should include the following sections:

1. Introduction—What issue do you propose that your team investigate? Why is this issue relevant and important to your field and to your team members? How much detail is appropriate for this project?
2. Discussion—What information currently exists on this topic? Where can you find more information? Who is your audience? What can you learn from the project? How can your team members benefit from this topic? (Personalize the discussion.) How can you accomplish what you are proposing? (Include a list of objectives or tasks, a timeline, and other information that shows you have considered the plan for this project. In your timeline, include deadlines from your course syllabus.) What design elements and visual aids do you suggest? How will your team work? How can you relate this to your team contract?
3. Resources—What sources have you already located? Who can be involved? What other resources can you provide or can your team use to investigate, report on, and present on this topic?
4. Conclusion—In a short summary, what did you propose and why should your team choose your topic?

Back Matter Elements

1. References—What sources did you cite in this document? (Present them in IEEE style.)
2. Appendixes (if necessary)

Design and Layout

- Use 8.5"x11" paper with 1" margins.
- Use 12-point serif font for the body text with a contrast for headings and subheadings.
- Singlespace your document.
- Left align all text without paragraph indentions and double space between paragraphs.
- Do not center or all-cap text.
- Include navigational cues such as headings and subheadings and page numbers. (Do not include a page number on the first page.)

- Use appropriate visual aids, numbered and referenced in the text, with 1-pixel borders and correct captions.
- Use IEEE style for in-text and end-of-text citations.
- Submit a DOCX to eLearning, and email your team members your proposal.

Students not meeting class deadlines will receive a zero (0) for the assignment but will be required to submit a proposal to their team for the topic of the team project or fail the class.

Individual Presentation (100 points)

(formally delivered to your team before 11:59pm on Monday, October 17; delivered to class according to schedule beginning in Module 9)

Your presentation will be a 8-minute formal presentation to your class with 2 minutes of questions and answers (10-minute total). You may use visuals, and you must include a bibliography for your cited sources. Please upload a copy of your presentation to eLearning (as DOCX or PDF). Visit your textbook for details about how to organize your presentation; you may follow the same format as your written proposal for the body of the presentation.

You will receive a presentation appointment as the date approaches.

Team Status Report Memos, Report, Presentation, and Evaluation (350 points)

Your assignment is to collaboratively write an informative or persuasive research report that you will present to your classmates and submit to your instructor. You may write a research report, a manuscript for submission to an industry journal (e.g., in an *IEEE Transactions* journal), or a white paper. Regardless of the purpose, you are expected to write professionally and in an appropriate tone, to present all research ethically, and to cite all sources correctly (per IEEE style or the style of the journal, if you are submitting a manuscript) in the text as well as at the end of your document and in your presentation.

You must follow all deadlines listed in your course syllabus and in this assignment. If you find a conflict, please communicate with the instructor. All communication with your instructor about your team's project should come from the team leader whom you choose. Please work with your team leader to keep him/her accountable, as the entire team suffers if the leader does not submit documents per the assignment by deadlines.

Team Status Report Memos (25 points each)

- *Team Status Report Memo 1* (due before 11:59pm on Monday, September 12) Write a memo addressed to your professor. Detail how you are going to work as a team. Where and when did you meet? Provide a brief summary? How will you deal with deadlines? How often do you plan to meet? How do you plan to communicate? Designate team roles. Have one team member upload your memo to eLearning.
- *Team Status Report Memo 2* (due before 11:59pm on Monday, October 24) Write a memo addressed to your professor. Briefly summarize your 1-hour team meeting that Individual Proposal Presentations were delivered by each member of the team. Where did the meeting take place? What did each team member propose? What topic did you choose

to pursue as a team? How did you come to a consensus? Have one team member upload your memo to eLearning.

Note: You must submit a unique topic (no redundant topics in class). (In the situation when two teams are considering the same topic, the rule is that whoever claims the topic first has priority on that topic.)

Team Report (150 points)

(due before 11:59pm on Monday, December 5)

Please submit a 12-15 page (of text) formal report or document to your instructor about your team's topic. Your topic should relate to an issue or new data in the engineering field (must address interests in TE, EE, CS, ME, SE, BE, and CE according to the team members' fields of study) and should be relevant and timely. (NOTE: The page count does not include front matter—i.e., Letter of Transmittal, Title Page, Executive Summary, Table of Contents, List of Tables and Figures—or back matter—e.g., References, Appendixes. You will be required to include these elements in your front and back matter.)

Your report should include appropriate conventional elements, and you should use correct mechanics and strong style. Apply design principles that we discuss in class, and include the following design elements.

- Use 8.5"x11" paper with 1" margins.
- Use 12-point serif font for the body text.
- Left align (ragged right) all text without paragraph indentions.
- Singlespace your document with a return between each paragraph. (Do not indent paragraphs.)
- Do not center or all-cap text.
- Include navigational cues, such as headers, page numbers, headings, and subheadings.
- Include appropriate visual cues with 1-pixel borders, in-text references, numbers (e.g., Figure 1), titles, accurate captions, and necessary citations and copyright information. Provide visuals that complement your topic. (Visuals may not replace text in the page count.)
- Apply color if appropriate.
- Use IEEE style for in-text and end-of-text citations.
- Use page breaks to start new pages and section breaks to correctly number your pages.
- Submit a Word document (.doc or .docx) via eLearning from your team leader ONLY.

Your formal report must include standard sections in a formal report: i.e., Introduction, "Body" (You will not label this section "Body" but you will use your own headings and subheadings.), Conclusion, and References. The body must be appropriately and effectively organized, with appropriate and parallel headings and subheadings. *Be sure to use section breaks between sections to number front matter with Roman numerals, and number text and back matter with Arabic numerals.*

Team Presentation (100 points)

(presented in class on November 30, December 7, and during the Final Exam Period)

Your team presentation will be a 20-minute formal presentation to your class with 5 minutes of questions and answers (25 minutes total). (You need to prepare and practice to ensure that the presentation is the appropriate length. You must also control the question timing. Timing is part of the grading criteria.) All team members must participate by speaking during the presentation. You may use visuals (PowerPoint, Prezi, props, etc.), and you must include a bibliography for your cited sources.

Team Evaluation

(due before 11:59pm on Wednesday, December 7)

Each member of your team will have the opportunity to confidentially submit an evaluation for his team members. Please complete this evaluation (which you can find on the class website) and submit via eLearning as a Word document by the deadline in the course syllabus. Team evaluations should accurately evaluate how students did and should include a brief justification of the student's grade for performance.

Professionalism, Communication Competency, and Participation (50 points)

This score reflects your communication with your instructor and classmates, your attendance, your participation in class as you apply the skills that we discuss. You will not submit any deliverable for this grade.

If you have questions, contact your instructor.