



**ECS3390.0U2 (Tuesday)
Professional & Technical Communication
Summer 2019 (8:30AM–12:45PM)
Course Syllabus**

Professor Information

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Course Prerequisites, Co-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 at first class mandatory.**

To practice your trade, you need to communicate well with a variety of stakeholders—peers, colleagues, managers, potential and current clients, and community leadership. In fact, engineers spend 40% of their time conversing and writing and senior engineers spend 80% of their time communicating [1]. Strong communication leads to business relationships, effective proposals, efficient work practices, and success in the workplace. Poor communication leads to inefficiency, confusion, liability, decreased compliance, low credibility, and lacking relationship with clients and regulatory parties.

In this course, we will practice a variety of professional communication techniques, media, and situations as they relate to professionalism in engineering and programming. We will expand your understanding of communication and challenge you to expand your skills and your critical thinking.

General Core Area 010 Communication

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

ABET Student Outcomes

The following student outcomes apply to the BE, CE, EE, ME, and SE programs (Engineering Accreditation Commission):

3. Communicate effectively with a range of audiences.
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments that must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

The following student outcomes apply to the CS program (Computing Accreditation Commission):

3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Course Learning Outcomes

ECS3390 is designed to help students to

- Improve credibility through communication that adheres to professional and ethical norms.
- Adapt communication to different purposes, constraints, and audiences.
- Develop arguments with front-loaded claims and appropriate evidence.
- Use visual aids and visual rhetoric to enhance message effectiveness.
- Collaborate to research, plan, and present information.
- Research, draft, and edit documents that adhere to technical and professional standards.
- Prepare organized speeches and present them with appropriate verbal and nonverbal delivery.

Required Texts and Materials

This course requires one textbook:

M. Schlobohm and C. Ryan, *Business and Technical Communication: A Guide to Writing Professionally*, 2nd ed. Dubuque: Kendall Hunt Publishing Company, 2014.

ISBN: 978-1-4652-7633-9 (Please note: You should purchase the second edition of this text.)

An electronic version may be purchased at <https://he.kendallhunt.com/product/business-and-technical-communication-guide-writing-professionally-0>

Additional texts will be listed throughout the Course Calendar. You can access those through the online McDermott Library collection.

Internet connectivity is required for the course because students will use eLearning, TurnItIn, and UTD email, which you should check every 24 business hours. Reliable Internet connectivity is necessary for class preparation, submission of assignments, and group work.

Unless otherwise instructed, all assignments must be submitted via TurnItIn for credit. (Submitting assignments via UTD email is only acceptable when TurnItIn is not functioning. Note that students should go through the entire TurnItIn submission process.)

Assignment Values

Grading is based on a 1000-point cumulative scale for points earned from assignments. Grades are awarded without rounding as follows:

Assignment	Instructions for Submission	Value
Application Package	Submit via TurnItIn.	100
Elevator Speech	Practice in class and submit comments.	50
Individual Informative Presentation	Submit via eLearning.	50
Individual Proposal	Submit via TurnItIn.	150
Individual Persuasive Presentation	Present in class and submit slides on TurnItIn.	100
Team Contract	Submit via TurnItIn.	25
Team Recommendation Report	Submit via turnitin.com.	150
Team Presentation	Present in class and submit slides on TurnItIn.	100
Team Evaluation	Submit via TurnItIn.	100
Final Reflection Memorandum	Submit via TurnItIn.	25
Low-Impact and Professionalism	Calculated by instructor.	150
Total		1000

Note: Students must complete and submit major assignments (team and individual reports) and the team and individual Presentations to pass the course.

Grading Criteria

Grades will not be rounded up. 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

“A” reflects excellent work that meets all objectives in strength and analytical value. “B” reflects satisfactory work. “C” reflects work that fulfills course requirements but that contains issues that decrease the student’s effectiveness or indicate limited understanding. “D” reflects work that contains numerous issues and does not meet all course objectives. “F” reflects unacceptable work.

Grades in this class reflect whether you

- Fulfill objectives for the class and particular assignments;
- Employ rhetorical strategies that develop logical arguments, strong claims, and adequate supporting evidence (credible sources with citations);
- Use correct mechanics, strong style, and appropriate organization;
- Edit and proofread **all** work before you submit assignments;
- Ethically present information, address copyright, and correctly cite resources;
- Manage your time wisely and effectively to meet deadlines; and
- Present yourself professionally.

Course & Instructor Policies

Students should consider [UTD's Standards for Academic Integrity](#), [UTD's Student Policies](#), [UTD's Examples of Academic Dishonesty](#), and the [UTD Student Code of Conduct](#). In addition to [UTD Policies](#), the following policies apply.

Deadlines, Late Work, and Make-Up Examinations and Presentations

Professionals who miss deadlines present poor work ethics and damage their reputations as well as increase costs, delay product releases and results, break contracts, decrease profits, endanger future contracts, and lose their jobs. Deadlines are a reality that professionals acknowledge and follow. *Therefore, in this class, you must abide by deadlines. Late work will result in zero points unless you are hospitalized and provide documentation.* You may not make up missed in-class assignments or points missed because of absence.

References, Copyright, and Plagiarism

UTD has a no-tolerance policy for plagiarism, copyright infringement, or scholastic dishonesty (including missing citations). *Therefore, if you do not cite your sources with in-text and end-of-text citations using IEEE citation format, if you include direct quotes from someone else without quotation marks, or if you publish copyrighted work without permission, you will receive a referral to the Office of Student Conduct.*

Attendance

Treat class as you would a job: Arrive on time for all classes and be prepared. Tardiness interrupts the class and is disrespectful to your classmates. In addition, to learn communication skills, you must be present to practice. *You may miss one class without penalty; then you lose 20 points from your grade for each additional absence.* Absences are also likely to adversely affect your grades in additional ways, as low-impact assignments conducted in class cannot be made up. More than three unexcused absences may result in a failure of the course (grade of "F").

UTD excuses absences for religious holidays; however, students are responsible to inform the instructor *before* the holiday and to submit missed work *before* the absence. UTD excuses absences due to extreme illness (excused with medical documentation) or emergencies (hospitalization or death, with documentation) involving a student or his/her immediate family. If you are going to miss a class because of personal circumstances, talk to the instructor *before* the absence to work around your situation.

Email

Each UTD student has a UTDallas.edu email account. The university provides email accounts for all official communication, and students in this class will abide by that policy: to ensure security of official communication. *Therefore, all official email correspondence must go to and come from official UTD emails. Please include the course number and section in all email subject lines.*

Title IX and Student Safety and Confidentiality

Students considering sharing personal information in email, in person, or within assignments or exams with faculty should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator.

Per university policy, faculty members must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact

- Student Counseling Center (972.883.2527 or after hours 972.UTD.TALK or 972.883.8255);
- Women's Center (972.883.8255);
- Student Health Center (972.883.2747);
- clergyperson (legally recognized religious advisor) of their choice; or
- off-campus resource (i.e., rape crisis center, doctor, psychologist).

Students who are sexually assaulted or harassed or who are victims of sexual misconduct, domestic violence, or stalking are encouraged to directly report these incidents to the UT Dallas Police Department at 972.883.2222 or to the Title IX Coordinator at 972.883.2218.

Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Comet Creed

In this class, we will abide by the student-created Comet Creed:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

This syllabus is subject to change at the discretion of the professor.



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 Course Syllabus**

All readings should be completed *before* class meetings.

Class Date	Topics for Class Meeting Assignments to Prepare for Class Meeting <i>Deadline (Mondays, 11:59PM)</i>
Week 1—May 28	<p>Introduce syllabus, textbook, instructor, students, and UTD Resources. Learn to use Microsoft Word for technical and professional documents.</p> <p>To prepare,</p> <ul style="list-style-type: none"> • Accept your invitation to TurnItIn* (sent through UTD email). • Purchase the textbook. • Review Course Syllabus. • Submit signed Syllabus Contract* and UTD Talent Form*. <p><i>Deadlines—Before 11:59PM on Friday, May 31, 2019, and via TurnItIn, submit an Autobiographical Memo*, formatted per standards on pages 103–106. In the memo, include an introduction, body, and conclusion and address your family, childhood, education, personal priorities, professional goals, and motivations for being at UTD and pursuing your major.</i></p>
Week 2—June 4	<p>Address what technical and professional communication are. Analyze audiences for various ethical communication and consider intercultural communication principles. Apply style principles to write logical narrative and text without ambiguity or redundancy. Consider design principles.</p> <p>To prepare,</p> <ul style="list-style-type: none"> • Read and take notes on Chapters 1, 2, and 3 in your textbook. • Review Dr. King’s Style Worksheet (in eLearning). • Review Dr. King’s Design Worksheet (in eLearning). • Study “parallel construction” via Evergreen Writing Center’s Review [2]. • View the video that explains an Elevator Speech. Then, draft and practice your Elevator Speech. (You will present your Elevator Speech at the start of class for the next 5 weeks.) <p><i>Deadlines—Before 11:59PM on Friday, June 7, via TurnItIn, submit Chapter 2, Exercise 5, from your textbook.</i></p>

Week 3—June 11	<p>Craft correspondence via different media and purposes. Prepare for and create work-related communication. Work well on a collaborative assignment with a team.</p> <p>To prepare,</p> <ul style="list-style-type: none">• Read and take notes on Chapters 4, 5, and 9 in your textbook.• Draft your Application Package assignment and bring a printed copy* to class.• Practice your Elevator Speech and prepare to present at the start of class. <p><i>Deadlines—Before 11:59PM on Friday, June 14, via TurnItIn, submit your Application Package.</i></p>
Week 4—June 18	<p>Strengthen presentation skills. Craft and design reports and proposals. Plan collaborative projects and project management plans.</p> <p>To prepare,</p> <ul style="list-style-type: none">• Read and take notes on Chapters 6 and 8 in your textbook.• Outline your project management plan individually in preparation for your Individual Proposal. (Do not share your plan with your team. Consider the Assignment Description for the Team Recommendation Report and this Course Calendar in establishing the work plan and timeline for your project.)• Collaborate with your team members on your Team Contract (which should include Exercises 1–7 in Chapter 4 of your textbook).• Practice your Elevator Speech and prepare to present at the start of class. <p><i>Deadlines—Before 11:59PM on Friday, June 21, via TurnItIn, have your Team Leader submit your Team Contract.</i></p>
Week 5—June 25	<p>Propose your idea (Individual Proposal) for the Team Recommendation Report. Apply style and design principles. Use social media and consider intellectual property.</p> <p>To prepare,</p> <ul style="list-style-type: none">• Read and take notes on Chapter 10 in your textbook.• Draft your Individual Proposal and bring two printed copies to class.* (The draft should be at least 3 full singlespaced pages.)• Practice your Elevator Speech and prepare to present at the start of class. <p><i>Deadlines—Before 11:59PM on Friday, June 28, via TurnItIn, submit your Individual Proposal. Email* your Individual Proposal to your team members (via UTD email) and copy Dr. King (carie.king@utdallas.edu) on the email.</i></p>

Week 6—July 2	Presentation Preparation Week—No Meeting
Week 7—July 9	<p>Present your Individual Proposal to your team members.</p> <p>To prepare,</p> <ul style="list-style-type: none"> • Create slides per the standards in Chapter 3 of your textbook (e.g., number of slides per minute, maximum words and bullets, required slides, etc.). • Come prepared to present. We will draw numbers when you arrive to present. • Come prepared to evaluate other students’ presentations*. • Practice your Elevator Speech and prepare to present at the start of class. <p><i>Deadlines—Before 11:59PM on Monday, July 12 , via TurnItIn, submit* your slides. Dr. King will download them the following morning. (You may not submit slides after this deadline.)</i></p>
Week 8—July 16	<p>Collaboratively work through the writing process.</p> <p>Present as a team.</p> <p>Research and cite data in your Team Recommendation Report.</p> <p>To prepare,</p> <ul style="list-style-type: none"> • Review your notes from Chapters 2 (audience), 3 (design), 4 (collaboration), and 6 (reports). • Choose the Individual Proposal that serves as the framework for your Team Recommendation Report, and have your Team Leader email Dr. King the chosen topic (before class)*. • Begin to research feasible options and come prepared to brainstorm in class. <p><i>Deadlines—Before 11:59PM on Friday, July 19, via eLearning, submit your Individual Informative Presentation.</i></p>
Week 9—July 23	<p>Create instructive communication.</p> <p>Consider supplemental professional and technical documents.</p> <p>To prepare,</p> <ul style="list-style-type: none"> • Read and take notes on Chapter 7 in your textbook. • Work on your Team Recommendation Report. <p><i>Deadlines—Before 11:59PM on Friday, July 26, via UTD email, have your Team Leader send Dr. King a draft of your Team Recommendation Report.</i></p> <p><i>Before 11:59PM on Friday, July 26, via TurnItIn, submit your Revision.</i></p>
Week 10—July 30	<p>Conduct team conferences.</p> <p>Prepare the final version of your Team Recommendation Report.</p> <p>To prepare,</p> <ul style="list-style-type: none"> • Prepare a list of questions for Dr. King during your team conference. (Bring a further draft of your Team Recommendation Report to go over with Dr. King.) • Come at the assigned time to meet with her as a team. <p><i>Deadlines—Before 11:59PM on Friday, August 2, via TurnItIn, submit your Final Reflection Memo and your UTD Course Evaluation (for 10 extra points).</i></p>

Week 11—August 6	<p>Present Team Recommendation Reports. Conclude ECS3390.</p> <p>To prepare,</p> <ul style="list-style-type: none">• Create slides per the standards in Chapter 3 of your textbook (e.g., number of slides per minute, maximum words and bullets, required slides, etc.).• Come prepared to present. (We will draw numbers when you arrive to present.)• <i>Practice, practice, practice, ...</i>• Come prepared to evaluate other students' presentations*. <p><i>Deadlines—Before 11:59PM on Tuesday, August 6, via TurnItIn, have your Team Leader submit your final Team Recommendation Report.</i></p>
Final Exam—TBD	<p>Evaluate your team.</p> <p><i>Deadlines—Before 11:59PM on Tuesday, August 6, via TurnItIn, submit your Team Evaluation (using the template provided on eLearning).</i></p>



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Summer 2019 (8:30AM–12:45PM)
Assignment Descriptions**

If you have questions, contact the instructor. Plan in advance, as you should allow 48 business hours for a response to all email communication. If you have questions, consider calling or visiting during office hours.

Application Package

For this assignment, we will meet the following outcomes:

ABET Student Outcomes

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

- An understanding of professional and ethical responsibility
- An ability to communicate effectively

For the CS Program (Computing Accreditation Commission)

- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences

Course Learning Outcomes

From the course objectives, we will

- Enhance credibility through communication that adheres to professional and ethical norms.
- Adapt to different purposes, constraints, and audiences.
- Develop arguments with front-loaded claims and appropriate evidence.
- Use visual rhetoric to enhance message effectiveness.
- Research, draft, and edit documents that adhere to technical and professional standards.

Assignment Details

Your assignment is to find a job advertisement for an internship or position for which you currently qualify and to create a cover letter and resume for that job. (I will know for which job you are applying by the first paragraph of the cover letter. Do not include the job advertisement in the package; address the job by title, number, advertisement location, and other identifying information in the first paragraph, as noted below.)

*You may have previously created a resume or gotten a job, but that does not mean your document meets standards. Read the chapter and take notes in class to apply critical thinking to your resume package. Create a custom cover letter and resume for the job for which you found an advertisement. **Do not use a template or table or a previous resume.** 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. (You will lose points if you use a template or table.) *Create one Word document with a section break so you can number pages correctly.**

Use strong style (old/new pattern, actor in the subject, active verbs, etc.) and design (left align, contrast, serif font for body text, etc.) principles.

The organization of a good cover letter is

1. First Paragraph—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. Second Paragraph—Note the requirements for the job and link your skills to those wanted for the job.
3. Third Paragraph (sometimes 2–3 concise and relevant paragraphs)—Address the characteristics that you bring to the job. Describe projects that you have completed and additional skills and characteristics you offer.

4. Final Paragraph—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.

For this document you need to format section and page breaks in Word. The cover letter always comes first. *Create ONE document with two sections:* the cover letter (that references the specific job) and a resume (up to two pages) with a separately formatted page of references. The first page of a document should not have a page number; therefore, the cover letter and the first page of your resume should not have page numbers. If your resume expands to two pages, ensure that the second page is labeled and numbered as page 2 of your resume.

Individual Informative Presentation

For this assignment, we will address the following outcomes:

ABET Student Outcomes

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

- An ability to communicate effectively

For the CS Program (Computing Accreditation Commission)

- An ability to communicate effectively with a range of audiences

Course Learning Outcomes

From the course objectives, we will

- Enhance credibility through communication that adheres to professional and ethical norms.
- Adapt to different purposes, constraints, and audiences.
- Research, draft, and edit documents that adhere to technical and professional standards.
- Prepare organized speeches and present them with appropriate verbal and nonverbal delivery.

This assignment is created to encourage you to think about presenting, to practice, to plan content, and to become comfortable as you speak to a camera and plan for a recorded message—a skill that is relevant for the workplace.

Assignment Details

Your assignment is to prepare and record a 3- to 5-minute informative presentation.

1. Draft an outline/script for a presentation on a topic that you know well. You may address a hobby, an academic subject, a personal experience, a volunteer opportunity, etc. (If you research anything about this, be sure to provide citations for the intellectual property!) Consider visual aids that you may need and integrate those into the script and thus your presentation.
2. Practice your presentation so you are comfortable and you know the script. (I suggest that you practice in front of a mirror and in front of a live audience to ensure that you are not nervous.)
3. Dress appropriately for a presentation and ensure that your setting is well lit and quiet. (I do not want to hear your cat, dog, or roommate in the recorded presentation. I do want to hear and see you presenting a professional, informative presentation.)
4. Record your presentation. You may record it multiple times; please send me your best work.
5. Save your presentation to your hard drive and title it Inform_LastNameFirstName. For example, mine would be Inform_KingC.
6. Upload your final presentation on eLearning via instructions on the page.

Duplicated information will result in a referral for academic dishonesty to the UTD Office of Student Conduct. Students sharing information without citing sources will also receive a referral to the UTD Office of Student Conduct.

In preparing your presentation, consider the following:

Organization

Although you may be familiar to this topic, your audience member may know little about your topic. Therefore, you need to deliver a well-organized, concise, informative topic that answers the audience's questions. You should not ramble, and you should not present an impromptu presentation. Plan and organize your presentation. (An outline helps.)

Appropriate Content

Ensure that your content is appropriate for a brief presentation but is also of substance. Present information that shows depth of knowledge rather than superficial address of the topic. Consider using visual aids that your audience needs.

Engagement

Engage your audience. Be interesting; you want to ensure that your audience is awake during your presentation!

Concise

Adhere to the time limit for this recording; even experts have a time limit. You must accomplish your goal in the allotted time, which requires planning, practice, and (possibly) multiple recordings.

Individual Proposal and Individual Persuasive Presentation

For this assignment, we will address the following outcomes:

ABET Student Outcomes

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

- An understanding of professional and ethical responsibility
- An ability to communicate effectively

For the CS Program (Computing Accreditation Commission)

- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences

Course Learning Outcomes

From the course objectives, we will

- Enhance credibility through communication that adheres to professional and ethical norms.
- Adapt to different purposes, constraints, and audiences.
- Develop arguments with front-loaded claims and appropriate evidence.
- Use visual rhetoric to enhance message effectiveness.
- Research, draft, and edit documents that adhere to technical and professional standards.
- Prepare organized speeches and present them with appropriate verbal and nonverbal delivery.

Assignment Details

This Assignment Description is my “Request for Proposal” (RFP), and you will respond by writing a proposal to your team. You will write persuasively, personally, and professionally, keeping your purpose in mind. Present all data and arguments ethically using quotes, summaries, and paraphrases and citing all sources per IEEE citation style with in-text and end-of-text citations.

You will follow the deadlines in the Course Calendar and submit the assignment per the instructions. If you have a conflict, you should contact your instructor *before the deadline*.

Individual Proposal

You will submit a formal, 5-page letter to your team members to propose your project management plan (topic, recipient, and workplan with schedule) for the Team Recommendation Report.

Format your proposal as a formal letter (form—see Chapter 5 of your textbook for an example of a block letter) with a proposal to your team embedded in the letter (format). Organize the proposal (within the conventional elements of the formal letter) according to the following outline (with descriptions of sections below):

- Executive Summary
- Introduction

Discussion
Conclusion
References
Appendixes (as needed)

The Executive Summary is 10% of your document's total length and is a summary; it should not reference the following document or elements within the proposal. It should be a condensed version of the full document. (See pages 138 and 149 of your textbook.)

The Introduction should introduce the proposal to come, identifying the purpose of the document. (Refer to the RFP and the Assignment Description for the Team Recommendation Report for details.)

The Discussion is the detailed presentation of your team's Need Statement and your Solution Statement. The team's need is to determine the rhetorical situation for the Team Recommendation Report. The solution is your proposed topic, recipient, and plan. After the general statement (To solve our need for..., I propose that we...), the Solution Statement should contain

Work Plan (a list of steps using action verbs to propose your team's work to complete this assignment)

Timeline (a Gantt timeline that shows the steps from the work plan with a schedule)

Resources (a list of sources of information that you have already identified to build the report)

Benefits (personalized narrative addressing how your team members will benefit from your proposal)

For every fact that you state in the document, you should cite supporting evidence with IEEE-formatted references.

While your Individual Proposal should be about 5 pages (without visual aids), the goal is to write a complete, concise proposal rather than to fill pages.

Apply design and style principles.

Follow these directions (as your checklist):

- Use 8.5"x11" paper with 1" margins.
- Use 12-point serif font for the body text with a contrast for headings and subheadings. Include navigational cues such as headings and subheadings and page numbers (but no page numbers on first page).
- Single-space your document.
- Left align all text without paragraph indentions and add a return between paragraphs. Do not center or all-cap text.
- Use appropriate visual aids, *numbered and titled 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.

Note that the Individual Project—the proposal and the presentation—are required for a student to pass the course. Students not submitting the document or missing their presentations will be automatically failed, per ECS3390 policy.

Individual Presentation

Your presentation will be a 10-minute formal presentation to your class with 2 minutes of questions and answers (12-minute total). You should use visuals, and you **must** include a bibliography for your cited sources with IEEE-formatted in-text and end-of-text citations for *all* sources.

Upload a copy of your presentation to turnitin.com before your presentation to earn credit and access comments. 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.

Team Contract, Team Recommendation Report, and Team Presentation

For this assignment, we will address the following outcomes:

ABET Student Outcomes

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

- An understanding of professional and ethical responsibility
- An ability to communicate effectively

For the CS Program (Computing Accreditation Commission)

- An understanding of professional, ethical, legal, security, and social issues and responsibilities
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- Enhance credibility through communication that adheres to professional and ethical norms.
- Adapt to different purposes, constraints, and audiences.
- Develop arguments with front-loaded claims and appropriate evidence.
- Use visual rhetoric to enhance message effectiveness.
- Collaborate in a team to research, plan, and present information.
- Research, draft, and edit documents that adhere to technical and professional standards.
- Prepare organized speeches and present them with appropriate verbal and nonverbal delivery.

Assignment Details

Your assignment is to collaboratively identify an issue and write a report with all feasible options and a professional recommendation to an appropriate recipient. As a team, research the issue, identify feasible options, research those options, recommend the best solution, and write a Recommendation Report to the appropriate recipient (a decision maker who can act on your recommendation. (You *must* identify one individual to be the recipient of your report.)

Team Contract

As a team, write a Team Contract that documents how you are going to work as a team. You will find information about working and writing collaboratively in your textbook and you should apply those principles. Additionally, you will receive information from the instructor's video and communication. (Only the Team Leader will submit this document.)

Topic Proposal

Your team leader will email the instructor (carie.king@utdallas.edu) of the issue you are investigating after all team members have presented their individual proposals. (In the situation when two teams are considering the same topic, the team that claims the issue first has priority on that issue.)

Formal Report

Submit approximately 20 pages (text) in a collaboratively written formal report. (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.) Your Team Recommendation Report should include appropriate conventional elements for a report, and you should use correct mechanics and strong style.

Apply design principles that we discuss in class and read in Chapter 3 of your textbook. Additionally, follow these specifications:

- 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.
- Single-space your document with a return (double-space) between each paragraph. (Don’t 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.)
- 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 turnitin.com from your team leader ONLY.

Your report must include standard sections in a formal report:

Introduction
Discussion
Conclusion
References
Appendixes (as needed)

The Discussion of the report should identify the issue, propose feasible options (in parallel format), and present a strong recommendation. The report 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

Your team presentation will be a 20-minute formal presentation to your class with 5 minutes of questions and answers (25 minutes total). Prepare and practice to ensure that the presentation is the appropriate length and 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.

You should dress professionally (per the standards in the textbook) and consistently (as a team).

Team Evaluation

Each member of your team will *confidentially* submit an evaluation for self and team members. Complete the template and submit per instructions in the Course Calendar. Accurately evaluate how students did and include a brief justification of the student’s grade for performance. *Evaluations not submitted by the deadline will result in a zero for the evaluation.*

Upload a copy of your presentation to TurnItIn, per the Course Calendar instructions. Visit your textbook for details about how to organize your presentation; you may follow the same format as your written report for the body of the presentation.

If you have questions, contact the instructor. Plan in advance, as you should allow 48 business hours for a response to all communication.

Revision

Revision instructions will be released later in the semester. Watch emails and announcements for more information.

Final Reflection Memorandum (Memo)

For this assignment, we will meet the following outcomes:

ABET Student Outcomes

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

- An understanding of professional and ethical responsibility
- An ability to communicate effectively

For the CS Program (Computing Accreditation Commission)

- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences

Course Learning Outcomes

From the course objectives, we will

- Enhance credibility through communication that adheres to professional and ethical norms.
- Adapt to different purposes, constraints, and audiences.
- Develop arguments with front-loaded claims and appropriate evidence.
- Use visual rhetoric to enhance message effectiveness.
- Research, draft, and edit documents that adhere to technical and professional standards.

Submit a memorandum to Dr. Carie S. Tucker King, Clinical Professor of Communication, reflecting on your learning in ECS 3390. Use this memorandum to reflect on what you take from the class and how it will help you in your Senior Design Project, your internship search, your job search, your continued coursework, and your professional endeavors. Submit the memorandum under “Final Reflection/Revision” on turnitin.com by the deadline. All memorandums will be graded for format, design, style, mechanics, and critical thinking/content.

Low-Impact and Professionalism

Your low-impact assignments include any in-class exercise that we complete during the semester: e.g., your Autobiographical Memo, your Course Syllabus Contract, your UTD Talent Form, your Citation Exercise, and your Instruction Exercise. Low-impact assignments cannot be made up. Therefore, you should pay attention to all deadlines in the Course Calendar and ensure that you attend class and complete all work.

This grade also involves your participation in collaborative exercises, class discussion and activities, and presentation evaluations and your professionalism in all class-related communication (per the instructor’s observations). Your attendance will impact this grade. Note in the Course Syllabus that you are expected to attend class and absences will result in point deductions. Note the penalties and requirements for excused absences. (There will be no exceptions.)

For these low-impact assignments, we will address the following outcomes:

ABET Student Outcomes

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

- An understanding of professional and ethical responsibility
- An ability to communicate effectively

For the CS Program (Computing Accreditation Commission)

- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences

Course Learning Outcomes

From the course objectives, we will

- Enhance credibility through communication that adheres to professional and ethical norms.
- Adapt to different purposes, constraints, and audiences.
- Develop arguments with front-loaded claims and appropriate evidence.
- Use visual rhetoric to enhance message effectiveness.
- Collaborate in a team to research, plan, and present information.
- Research, draft, and edit documents that adhere to technical and professional standards.
- Prepare organized speeches and present them with appropriate verbal and nonverbal delivery.

References for Course Documents

- [1] J. Dulevicius, L. Nagineviciene, "Engineering communication," *Global Journal of Engineering Education*, vol. 9, no. 1, pp. 19–25, 2005.
- [2] Evergreen Writing Center, "Parallel structure," *Handouts: Grammar*,
<https://www.evergreen.edu/sites/default/files/writingcenter/handouts/grammar/parallel.pdf>.
- [3] L. Berger, "How to Create Your 30 Second Elevator Pitch!," *The Grammar Queen YouTube Video*,
https://www.youtube.com/watch?v=Lb0Yz_5ZYzI.



**ECS3390.0U2 (Tuesday)
Professional & Technical Communication
Summer 2019 (8:30AM–12:45PM)
Course Syllabus Contract**

I have read the syllabus for ECS3390 and the university policies (<http://coursebook.utdallas.edu/syllabus-policies>).

I understand that content and communication related to this course may be used for future examples and research but that my identity will be blinded and my confidentiality will be protected if content is used.

I also understand that my contact information listed on this contract will ONLY be used for course-related activities and information.

By signing this contract, I acknowledge that I have read the policies and this syllabus and that I am expected to abide by ALL university policies; to attend class; and to submit quality, unique work by all deadlines to fulfill requirements for this class.

Signature

Date

Printed Name

Student ID Number

Mobile Telephone Number



**ECS3390.0U2 (Tuesday)
Professional & Technical Communication
Summer 2019 (8:30AM–12:45PM)
UTD Talent Release Form**

THE UNIVERSITY OF TEXAS AT DALLAS

The University of Texas at Dallas
P.O. BOX 830688
Richardson, Texas
(972) 883-2111

For valuable consideration, I do hereby authorize The University of Texas at Dallas, and those acting pursuant to its authority, to

- a. Record my participation and appearance on videotape, audiotape, film, photograph or any other medium.
- b. Use my name, likeness, voice and biographical material in connection with these recordings.
- c. Exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose, which The University of Texas at Dallas, and those acting pursuant to its authority, deem appropriate.
- d. Exhibit or distribute any written documentation in whole or in part without restrictions or limitation for any educational or promotional purpose, which The University of Texas at Dallas, and those acting pursuant to its authority, deem appropriate.

This release shall remain in effect unless revoked in writing.

Name: _____

Address: _____

Phone No.: _____ Email: _____

Signature: _____ Date: _____

Witness: _____ Date: _____