Course Textbook:

Course Description: HU3120: Technical and Professional Communication

HU 3120 is a study of written, oral, and visual communication in professional settings. It emphasizes understanding of audiences, writing processes, genres, collaboration, professional responsibility, and effective expression.

Course Goal & Objectives

HU 3120 familiarizes students with representative communication demands of today's workplace. Specifically, its objectives are to offer students professional strategies for:

- Planning, drafting, and revising
- Writing for a variety of audiences
- Identifying purpose and writing/designing to accomplish it
- Communicating with colleagues
- Collaborating with a team
- Designing visually effective texts
- Reviewing and editing written and visual texts
- Producing rhetorically sensitive documents

Technology Requirements

Participants in HU3120 will be required to work collaboratively in an online environment, using a variety of word processing, design and presentation software tools. By signing up for an online course, you are agreeing that you will have reliable access to the internet and a computer. Some basic technological requirements for this course are:

1. A multi-platform web browser (such as Mozilla Firefox, Google Chrome)
2. Word Processing Software (such as Microsoft Office 365)
3. PDF Compatible Readers/ Annotators (such as Adobe Acrobat)
4. Access to Google Drive and Canvas through your MTU email and ISO password.

Technology Note: As a MTU student, you should be able to download Microsoft Office 365, Adobe Acrobat Pro and Google Chrome to your personal computer as part of the Campus
Common CORE software program. Visit IT’s software website here: http://www.it.mtu.edu/campus-common-core-software.php, then sign in to the ‘downloads’ page.

Course Overview and Schedule: (Course Schedule Subject to Change)

The course will be divided into several parts. There are two main projects: 1. A collaborative project where you will work in small groups to research, design and communicate a series of documents geared towards specific audiences in a professional or community based setting. This project emphasize specific communication skills such as rhetorical analysis, usability testing, collaborative writing and design, academic research, process writing and strategic planning. 2. The other major project for the course is to develop a professional portfolio. This portfolio will allow you to target a specific industry or project that you will then research in order to develop several professional documents that you can use in the future. The portfolio will include a cover letter, CV, resume ect; however, this professional portfolio will also include a research report on a specific interest related to your professional goals. 3. For the final project you will be given the option to develop a professional website based on your professional portfolio, or develop a professional presentation based on your materials. 4. The other grading component required for the course is participation in online discussions, readings and peer/self review assignments, and other individual writing/research assignments designed to meet the goals for the course and help facilitate completing your projects.

Each week, I will post new assignments on Canvas related to each of the projects. Each assignment will be given a due date and a point value, with some assignment given more value than others. I will give ample time for you to complete assignments, and due to the nature of online learning, I ask that you remain flexible as well. I may ask you to revise and resubmit certain assignments, or ask for clarification about your project choices. A big component of this class is to learn how to give and receive feedback in a professional communication setting. Thus, I will ask that you learn to use technology and software that may be new to you. Of course, this requires flexibility and communication for all of us as well.

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<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>6/29-7/2</td>
<td>(Class Begins)</td>
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<tr>
<td>Week 2</td>
<td>7/6-7/9</td>
<td>Proposals Due (Group Project)</td>
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<tr>
<td>Week 3</td>
<td>7/13-7/16</td>
<td>Proposals Due (Professional Portfolio Project)</td>
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<td>Week 4</td>
<td>7/20-7/24</td>
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<td>Week 5</td>
<td>7/27-7/30</td>
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<td>Week 6</td>
<td>8/3-7/6</td>
<td>Group Project Portfolios Due</td>
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<td>Final Projects Due (Course Ends)</td>
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<td>Week 7</td>
<td>8/10-8/13</td>
<td>Professional Portfolios Due</td>
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Grading Policy & Distribution:

Grades for individual and group assignments will be distributed with the following percentages:

- Group Collaboration Project - 30%
- Professional Portfolio Project - 30%
- Weekly Assignments, Readings, Discussions & Collaborative Tasks - 30%
- Final Project - 10%

Note: Each grading area will have multiple assignments/tasks assigned to it, with various point values for individual assignments. Grades for group assignments will be explained when assigned.

New assignments will be added each week throughout the entire course, so it is important that you check Canvas often to keep up with assignments and due dates. All assignments should be submitted to Canvas under the proper assignment heading, unless otherwise instructed.

Group project drafts and communications will be required to submitted on canvas or shared with me via a Google Drive folder. If your group turns in just a single document, make the document includes each group member’s full name so they will receive credit.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% &amp; above</td>
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<tr>
<td>AB</td>
<td>87% - 92%</td>
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<tr>
<td>B</td>
<td>82% - 86%</td>
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<tr>
<td>BC</td>
<td>76% - 81%</td>
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<tr>
<td>C</td>
<td>70% - 75%</td>
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<tr>
<td>CD</td>
<td>65% - 69%</td>
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<tr>
<td>D</td>
<td>60% - 64%</td>
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<tr>
<td>F</td>
<td>Don’t do it</td>
</tr>
</tbody>
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Course Procedures Expectations:

- All work will be submitted on Canvas by the due date unless other instructions or arrangement are given

- All group members are responsible for communicating and making arrangements with the rest of the group. Also, groups will be required to report activities and give me regular updates. I expect all participants treat this class as a professional and academic setting.

- Please contact me with any questions or concerns about the content of the course, or your learning experience. There’s always a variety of technical abilities and difficulties, so I expect flexibility and understanding as this is a learning environment.

- I expect group members to agree to the duties decided by the group, and to keep to the deadlines. Although many of the assignments can be completed on individual timelines, please communicate with me if there is a problem meeting the deadlines given. I think you will find me to be flexible with work and school schedules.
Academic Conduct:

I expect participants in the course to understand and follow MTU's guidelines for Academic and Community Conduct: http://www.mtu.edu/conduct/policies/student-conduct/

Academic Integrity:

Please review the university policy on academic integrity. It can be found at: http://www.mtu.edu/conduct/integrity-center/students/ - If you are ever in doubt about intellectual property or whether or not something would be considered plagiarism, please ask before you turn your work in.

Accommodations:

Americans with Disabilities Act - If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education and services at MTU, please call Dean of Students Office at 487-2212. For other concerns about discrimination, you may contact your advisor, department head/chair, or the Affirmative Action Office at 487-3310. For more information, visit: http://www.mtu.edu/deanofstudents/students/disability/

A Commitment to Diversity:

Diversity and Inquiry are two of the key concepts that I’ve built into this class, and I have found these to be essential to learning and effectively communicating in a professional environment. Questions are what drive learning in a collaborative environment, and hopefully you will learn some specific strategies during this course that will help focus and sharpen the questions you ask in order to produce more effective communication. However, proper inquiry also requires an openness to a wide range of human perspectives. There’s a natural tendency with any communication situation to narrow and specify information for a particular audience, but one quality of an effective communicator is to identify the multitude of social and cultural dimensions that make up a potential audience. Thus, as part of creating a positive learning environment, I ask the class participants to construct questions in the spirit of honest inquiry and inclusion that address general concerns and thoroughly consider the outliers as well.


“Michigan Tech is committed to a diverse and inclusive community of and for scholars that is conducive to excellent teaching, innovative research, and the personal and intellectual growth of its students, faculty, staff, and alumni. This commitment is based upon the mutual and respectful exchange of our perspectives, personal experiences, and ideas that enhance the quality of our learning, interactions and world view. Diversity encompasses the differences that we each bring with us through our individual backgrounds, which include race, ethnicity, religion, color, national origin, age, sex, sexual
orientation, gender identity, height, weight, genetic information, socioeconomic class, marital status, disability and veteran status. Equity and inclusion encompass overcoming obstacles to access along with the active, intentional, and ongoing engagement with diversity in our various communities (intellectual, social, and cultural) to increase one's awareness, knowledge, and empathetic understanding of the complex ways individuals interact. The principles of diversity, equity, and inclusion must work together to facilitate full engagement in University life. Michigan Tech strives to build upon this keystone of diversity, equity, and inclusion as a foundational piece of our university. We challenge the members of our community to engage differences as strengths in order to continuously improve campus culture and to develop an exceptional and diverse community that ensures equality of access, opportunity, participation and representation for all.”

For more information on MTU's Affirmative Action and Equal Opportunity programs: http://www.mtu.edu/affirmative-programs/

Information on MTU's Center for Diversity and Inclusion (CDI) http://www.mtu.edu/diversity-center/

Information on MTU's Safe Place Program: http://safeplace.mtu.edu