LMC3403, Unit 3: Service Learning Project

Introduction

In teams of four or five students, you will complete a service learning-based project that manages some form of complexity that you identify around campus. What exactly do I mean by "service learning?" According to "The National and Community Service Act of 1990 and US Code 12511, "The term "service learning" . . . means a method:
(A) under which Corps members learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs; (B) that provides structured time for a Corps member to think, talk, or write about what the Corps member did and saw during an actual service activity; (C) that provides Corps members with opportunities to use newly acquired skills and knowledge in real life situations in their own communities; and (D) that helps to foster the development of a sense of caring for others, good citizenship, and civic responsibility." Your goal for this project is to respond to a need of the Georgia Tech community, develop your abilities to meet that need, and knowledgeably explain the process and rhetorical choices that you made to achieve your project's aims.

As a team, you will identify a problem or need of the Georgia Tech community that can be resolved with technical communication (e.g., poster, website, brochure, video, podcast, instruction manual, etc.). You will research any prior attempts at resolving the problem, how it is currently being managed, and how might the community want the problem resolved. Then, you will write a proposal that outlines your proposed technical communication-based solution as supported by your research. Next, you will follow through on your proposal, create a draft deliverable, and perform usability testing of the deliverable with its intended audience of users. Then, you will revise your deliverable into a final form based on your usability testing and deliver an extensive presentation on your research, process, and deliverable. Finally, each team member will write a project narrative memo and team assessment questionnaire. Your team deliverable will count for 20% of your final grade and your individual contribution (based on the questionnaire and my observations) and project narrative will count for 10% of your final grade. These two parts combine for 30% of your final grade. This project is **a lot of work**, but you also have **a lot of time** to complete it in before the end of the semester. The keys to success are cooperation, collaboration, planning, and delegation.

Assignment Deliverables

All team members must keep track of each part of the assignment and upload a copy to T-Square on the Unit 4 Assignment. Simply, upload files when they are done or come due and choose to "Save Draft." When your project is completely done, double-check all of your attached files and then click "Submit." You should work on most of these files in their draft form on Google Drive. Once your work is solidified, you can move it into Microsoft Word or PowerPoint and save your work to a cloud-based shared folder, such as on DropBox. It is important and necessary that all members have immediate and always access to files during the composition process and nearing the submission deadlines on the proceeding schedule. Additionally, it is each team's responsibility to draft, review, and revise works that require a professional polish (think about audience—does your meeting minutes need as much scrutiny as your proposal or final deliverable?).

- **Meeting Minutes:** This will be an on-going Google Document that you create together. Assign a different person at each meeting to open your *single* meeting minutes document. Add a page break, title the page with the date, the recorder's name, and the present team members. Write bulleted points for the major topics of discussion and work accomplished for *every* meeting in or outside of class time. Each team member will submit a copy of this as a Word document.
- **The Pitch:** This will be your first component to the project. Together, brainstorm different problems that need to be addressed around campus. Choose a problem that can be fixed or managed with a technical communication solution. **It must be a solution that you can implement in the time available or a campaign promoting a solution that you would be unable to implement in the time available.** Prepare a 5-minute presentation to deliver in front of the class that explains the problem and your proposed solution. Only one team member is required to speak, but all team members must join the presenter in front of the class. The deliverables for this component include a script or outline and your PowerPoint file.
- **The Proposal:** Following Anderson's example of a proposal memo, you will collaboratively create a proposal for your project. Identify the current situation and problem, detail your research into its past and present on campus and off (Are others dealing with a similar problem? If so, what did they do?), include background data obtained from interviews and questionnaires with potential users of your solution, your technical communication-based solution (e.g., poster, website, brochure, video, podcast, instruction manual, etc.), your proposed timeline, your resources and personal experiences (why are you four-five the right team for the job), etc. A minimal proposal will be at least eight pages long, but it is very likely that your proposal will extend beyond that threshold. Your research must include observations, interviews, research in the *Technique*, Institute reports, and academic journals. The GT Archives are a good place to begin. It should include images as part of your evidence of a problem and an illustration of your proposed solution. For your research, include parenthetical citations and a concluding Works Cited list in MLA format.

- **The Project Deliverable:** Following the revision process of proposal, drafting, usability testing, and revising, you will create a draft deliverable and a final deliverable. The project deliverable must be a form of technical communication, which includes artifacts such as a poster, website, brochure, video, podcast, instruction manual, etc. Based on your research and your collective imaginations, you will propose your project deliverable in detail in the proposal document. You will then follow your plan and timeline to create a draft of this deliverable. Once completed, you will perform usability testing on a representative sample of users beyond team members (more than ten but not more than 50, unless you are very ambitious!). The results of this usability testing will be included in a usability testing summary memo. Use this data to revise the final form of your deliverable. Due to the value of the project and the ample time devoted to it, the successful final deliverable will be of high quality and feel professional. As far as the effectiveness of your project, I will be more concerned with how well your team used the process to create, test, and revise the deliverable. If your project does not perform as well as your team would have liked, fear not: I will consider what you identify as needing improvement and suggest a direction for the future in your final presentation.
- **Team Presentation:** With the final deliverable completed, your team as a whole will give a 20-minute presentation to the class detailing the major components of your project process: problem and research, proposed solution, draft deliverable, usability testing results, and final deliverable. This will be followed by a 5-minute q&a session. I will be looking for the other teams to ask probing and insightful questions. Your deliverables for this component will include a script for all parts and indicating who will be speaking at any given time and a supporting PowerPoint. Practice your presentation beforehand and record the practice presentation for submission. Come dressed in business attire on the day of your presentation.
- **Project Narrative:** While the preceding components are written collaboratively and include all team members' names, the final component of the project is a completed individually. It is minimum two-page memo that describes the project process, the rhetorical choices you made as a team, the way your project's components used overlapping WOVEN (written, oral, visual, electronic, and nonverbal) modes to maximize their usefulness, and a summary of each team member's contributions (including your own) from your perspective.
- **List of Project Files:** Each team member will need to submit these files following this naming convention. I highly recommend that you use Google Drive for drafting documents collaboratively (share a folder with all team members) and DropBox or other cloud service for sharing final drafts in one central location that everyone will have access to.

    - **These files are submitted to "Unit 3, Service Learning Team Project"**
        - gtid#.unit3.pitch-script.docx
        - gtid#.unit3.pitch-powerpoint.pptx
        - gtid#.unit3.proposal.docx
        - gtid#.unit3.progressreport.1.docx
        - gtid#.unit3.progressreport.2.docx
        - gtid#.unit3.progressreport.3.docx
        - gtid#.unit3.progressreport.4.docx

- gtid#.unit3.usability-testing.docx
- gtid#.unit3.deliverable.draft.[docx/pptx/jpg/zip/pdf/etc.]
- gtid#.unit3.deliverable.final.[docx/pptx/jpg/zip/pdf/etc.]
- gtid#.unit3.minutes.docx
- gtid#.unit3.presentation.script.docx
- gtid#.unit3.presentation.powerpoint.pptx

- o **These files are submitted to "Unit 3, Service Learning Individual Project"**
  - gtid#.unit3.narrative.docx

Schedule

Unit 3: Service-Learning Research Project					
9	M	3/3	*TC* Chapter 21: Managing Client and Service-Learning Projects Introduce Unit 3 Service-Learning Research Project.	Analysis.	**Submit Unit 2 deliverables to T-Square.**
	W	3/5	Form teams.	Develop project ideas and pitches.	
	F	3/7	*TC* Chapter 19: Creating Communications with a Team	Project pitches.	
10	M	3/10	*TC* Chapter 6: Conducting Reader-Centered Research: Gathering, Analyzing, and Thinking Critically About Information	Analysis. Team studio time.	**Previous week's progress report due before class.**
	W	3/12	*TC* Chapter 7: Using Five Reader-Centered Research Methods.	Analysis. Team studio time.	
	F	3/14	*TC* Chapter 16: Designing Reader-Centered Pages and Documents	Analysis. Team studio time.	
11	M	3/17	**Spring Break**		
	W	3/19	**Spring Break**		
	F	3/21	**Spring Break**		
12	M	3/24	*TC* Chapter 14: Creating Reader-Centered Graphics	Analysis. Team studio time.	**Previous week's progress report due before class.**
	W	3/26	*TC* Chapter 15: Creating Eleven Types of Reader-Centered Graphics	Analysis. Team studio time.	
	F	3/28		Team studio time.	
13	M	3/31	*TC* Chapter 22: Creating Reader-Centered Websites	Analysis. Team studio time.	**Previous week's progress report due before class.**
	W	4/2	*TC* Chapter 26: Writing Reader-	Analysis.	

			Centered Feasibility Reports	Team studio time.	
	F	4/4	*TC* Chapter 25: Writing Reader-Centered Empirical Research Reports	Analysis. Team studio time.	
14	M	4/7		Team studio time.	**Previous week's progress report due before class.**
	W	4/9		Team studio time.	
	F	4/11		Team studio time.	
15	M	4/14		Team presentations.	**Submit Unit 4 deliverables to T-Square including final progress report.** **Have one team member share a link to your practice video with the professor (Dropbox, Copy, OneDrive, etc.).**
	W	4/16		Team presentations.	
	F	4/18		Team presentations.	
Final Portfolio					
16	M	4/21	WPFE.	Portfolio workshop.	
	W	4/23	WPFE.	Portfolio workshop.	
	F	4/25	WPFE.	Portfolio workshop.	
17	Final exam week, 4/28-5/2		**Final portfolio due on T-Square by the end of your section's final exam period. No late portfolios will be accepted. Carefully note your section's deadline below.** **LMC 3403 E, MWF 3:05-3:55: April 30 (Wed), 2:50-5:40PM**		