

Unit 3: Career-Focused Communication



Introduction

At the conclusion of Unit 3: Getting a Job and Communicating in the Workplace, upload all of your drafts and final deliverable files here and use these naming conventions:

lastname-firstname-resume-experiential-draft.docx
lastname-firstname-resume-experiential-final.docx
lastname-firstname-resume-skills-draft.docx
lastname-firstname-resume-skills-final.docx
lastname-firstname-jobletter-draft.docx
lastname-firstname-jobletter-final.docx
lastname-firstname-job-ad.pdf
lastname-firstname-interview-report.docx
lastname-firstname-collaborative-presentation.pptx [the first slide should include all presenter's full names]

I will use the Writing and Communication Program's holistic grading rubric to evaluate your job portfolio and collaborative presentation (both your Powerpoint and the in-class presentation). The rubric is linked from the syllabus.

If you have any questions about the components of your portfolio, how they should be named, or what formats are permissible, please contact me as soon as possible.

Step 1, Create your Lego model

Using approximately 50 of your Lego bricks, build a model of a technology that in some way connects to your field of study or major interests. Take a photo of your model (make sure that your image is well lit, easy to see, and in focus), name it lastname-firstname-unit2-model.jpg and submit it to T-Square before September 1.

Step 2, Write a proposal memo for creating a set of instructions

Following the proposal memo format from the previous project, write a proposal for creating a set of instructions for building your Lego model that would be included with the model (printed, DVD, poster, etc.) or made available in an external medium (a poster, a YouTube video, a website, etc.). Your proposal should not over deliver, because you will have to create the set of instructions within the time allowed for this project. Your proposal should include a description of your approach to the instructions, allow for 1 usability test with a representative set of customers/clients, and allow for revision following your testing.

Name your proposal lastname-firstname-unit2-proposal.docx and submit it to T-Square before class on Wednesday, September 4.

Step 3, Follow Your Proposal: Build Instructions, Test, Revise

Using hand drawing, photography, videography, or 3D creation (LDRAW: <http://www.ldraw.org>, LIC: <http://code.google.com/p/lic/>, Lego Digital Designer: <http://ldd.lego.com/en-us/download/>), create a set of instructions that you believe anticipates the needs of your reader/user to easily and efficiently build your model.

Name your instructions as lastname-firstname-unit2-instructions-draft.[appropriate extension] or copy a link to its location online. Submit your instructions to T-Square before class on Monday, September 9.

Bring printouts of your instructions or a way of showing it to your test audience on that day. You will trade instructions/Legos with one (or two) other persons during class. After building one another's models, you will conduct a short interview and note the time taken to build the model.

Write a brief memo summarizing your usability testing. This should include data collected from your interview and the time taken by each test user to build the model. Describe what you will do to revise your instruction set. Name this memo lastname-firstname-unit2-usability-memo.docx and upload to T-Square before class on Wednesday, September 11. Begin your instruction set revisions for your final deliverable submission.

Step 4, Reflect on the project

In class on Wednesday, September 11, begin writing a brief memo that reflects on how your project was reader-centric, how you employed the process to create your final instruction set, how you managed the complexity of the project with technical communication, and a scenario of your invention that would benefit from this reader-centric, process-driven approach. Name this file lastname-firstname-unit2-reflection.docx.

Step 5, Submit your project deliverables

Before class on Friday, September 13, submit all components and deliverables for this project. Submit all drafts and parts already submitted again to the final project assignment on T-Square. Save all of your work—including anything online (such as on YouTube)—and submit it using these naming conventions:

- lastname-firstname-unit2-model.jpg
- lastname-firstname-unit2-proposal.docx
- lastname-firstname-unit2-instructions-draft.[appropriate extension] (these could be websites, if so, simply zip the site and include all supporting files)
- lastname-firstname-unit2-instructions-final.[appropriate extension]
- memo lastname-firstname-unit2-usability-memo.docx
- lastname-firstname-unit2-reflection.docx

| UNIT 2: Foundations of Technical Communication: Reader-Centered and Process Driven | | | | | |
|---|---|------|---|---|---|
| | F | 8/30 | Unit 2 Project: Learning Technical Communication Basic Skills Building Brick-by-Brick with Lego | Bring Lego bricks to class. Build model of your design to assignment spec. Write brief proposal for instruction manual. | Submit Unit 1 deliverables T-Square before class. Take a photo of your Lego model and upload it to T-Square during class. |
| 3 | M | 9/2 | Official Holiday, No Class | | |
| | W | 9/4 | <i>TC</i> Chapter 17: Revising Your Drafts | Proposal draft workshop. | Submit your proposal to T-Square. Bring three printouts of proposal for workshop. |
| | F | 9/6 | <i>TC</i> Chapter 28: Writing Reader-Centered Instructions | Bring your Legos to class. Instructions workshop. | |
| 4 | M | 9/9 | <i>TC</i> Chapter 18: Testing Drafts for Usefulness and Persuasiveness Visit: usability.gov | Bring your Legos to class. Test your instructions with classmates. Conduct interviews. Revise instructions as needed. | Submit your draft instructions to T-Square. Bring instructions deliverable to class (print or online for new media). |
| | W | 9/11 | <i>TC</i> Chapter 23: Writing Reader-Centered Letters, Memos, E-mails, and Digital Exchanges | Discuss and begin project summary memo. | Bring copies of your proposal, photo of Lego model, instructions, and interview questionnaire |

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| | | | | | results. |
| Unit 3: Getting a Job and Communicating in the Workplace | | | | | |
| | F | 9/13 | Unit 3 Major Project: Job Application Portfolio <i>TC</i> Chapter 2: Obtaining a Job | Discuss job application portfolio and job advertisements. | Submit Unit 2 Deliverables to T-Square. Create LinkedIn account and add instructor as connection. |

Holistic Grading

I grade your work holistically. First, this means that your work must be complete, on time, and done using the writing process. If these components are not met, you will likely lose points. Second, I evaluate your work using the attached grading rubric. I deduct points from a maximum score of 100 based on the weaknesses that I might find in your work. I will include constructive criticism and advice with your grade. **Remember to focus on strategic issues AND tactical issues.**

Grading Rubric

| Scale | Basic | Beginning | Developing | Competent | Mature | Exemplary |
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| Rhetorical Awareness Response to the situation/assignment, considering elements such as purpose, audience, register, and context | Ignores two or more aspects of the situation and thus does not fulfill the task | Ignores at least one aspect of the situation and thus compromises effectiveness | Attempts to respond to all aspects of the situation, but the attempt is insufficient or inappropriate | Addresses the situation in a complete but perfunctory or predictable way | Addresses the situation completely, with unexpected insight | Addresses the situation in a complete, sophisticated manner that could advance professional discourse on the topic |
| Stance and Support Argument, evidence, and analysis | Involves an unspecified or confusing argument; lacks appropriate evidence | Makes an overly general argument; has weak or contradictory evidence | Lacks a unified argument; lacks significance (“so what?”); lacks sufficient analysis | Offers a unified, significant, and common position with predictable evidence and analysis | Offers a unified, distinct position with compelling evidence and analysis | Offers an inventive, expert-like position with precise and convincing evidence and analysis |
| Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections within | Lacks unity in constituent parts (such as paragraphs); fails to create coherence among constituent parts | Uses insufficient unifying statements (e.g., thesis statements, topic sentences, headings, or | Uses some effective unifying claims, but a few are unclear; makes connections weakly or | States unifying claims with supporting points that relate clearly to the overall | Asserts and sustains a claim that develops progressively and adapts typical organizational | Asserts a sophisticated claim by incorporating diverse perspectives that are organized to |

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| and among paragraphs (or other meaningful chunks) | | forecasting statements); uses few effective connections (e.g., transitions, match cuts, and hyperlinks) | inconsistently, as when claims appear as random lists or when paragraphs' topics lack explicit ties to the thesis | argument and employs an effective but mechanical scheme | schemes for the context, achieving substantive coherence | achieve maximum coherence and momentum |
| Conventions Expectations for grammar, mechanics, style, citation, and genre | Involves errors that risk making the overall message distorted or incomprehensible | Involves a major pattern of errors | Involves some distracting errors | Meets expectations, with minor errors | Exceeds expectations in a virtually flawless manner | Manipulates expectations in ways that advance the argument |
| Design for Medium Features that use affordances to enhance factors such as comprehensibility and usability | Lacks the features necessary for the genre; neglects significant affordances, such as linking on the web; uses features that conflict with or ignore the argument | Omits some important features; involves distracting inconsistencies in features (e.g., type and headings); uses features that don't support argument | Uses features that support with argument, but some match imprecisely with content; involves minor omissions or inconsistencies | Supports the argument with features that are generally suited to genre and content | Promotes engagement and supports the argument with features that efficiently use affordances | Persuades with careful, seamless integration of features and content and with innovative use of affordances |