English 305: Technical Writing

Syllabus, Assignments, and Assessments

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SYLLABUS

English 305/7W1  CRN 17722  Technical Writing  Instructor: Gregory A. Thumm

112 Colson Hall  304.293.9734  Office Hours: 2:30-4:00 pm TR or by appointment

E-mail: Use eCampus e-mail or Greg.Thumm@mail.wvu.edu (if eCampus is unavailable)

There is a great deal of important information here, so please read it very carefully. The material here is (like an on-site course syllabus) subject to change upon notification. In the event that something changes, I will notify you via eCampus. It is your responsibility to stay current with all course changes and updates.

Course Description and Goals

This course is designed to introduce you to strategies for translating between discipline-specific knowledge and interested outsiders. While this may include topics traditionally understood as "technical," such as those in engineering, architecture, and computer science, technical writing
encompasses any topic, which must be explained to an involved, but not expert, audience.

**Primary Course Objectives:**

- Develop your understanding of the effects of word choice, sentence structure, organization and document design on the meaning and effectiveness of documents.
- Demonstrate an understanding of the rhetorical principles that will help you shape your technical writing to suit a range of readers in a variety of writing situations.
- Use databases and other electronic sources to find information
- Choose relevant sources to support a written final report
- Choose relevant sources to create a presentation
- Evaluate and modify a document to ensure its usability and persuasiveness for an audience.
- Learn to more effectively communicate with other people about and with technology.
- Learn to identify more accurately and thoroughly the needs of a professional audience and use that understanding to design documents.
- Interact professionally with other writers and their writing.

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**Required Texts and Materials:**

Regular access to the English 305 eCampus course site and Syllabus.


(Although they are not meant to be a substitute for reading the text, there are pdf. summaries highlighting the main points of the readings in each module folder).

**E-mail Conferencing and Office Hours**

Please use the e-mail available through WVU eCampus to contact me. If the WVU eCampus server is unavailable, you can contact me at Greg.Thumm@mail.wvu.edu (please be sure to include “English 305” in the Subject line). To use WVU eCampus email, select “Send Email (External)” from the left-hand side menu, locate the intended addressee from the appropriate user group, and then compose and send your message as you
would with any other email service. However, please post questions about
course content or assignments to the “Questions about the Course and
Assignments" thread on the Discussions board so that others may respond
and benefit from the discussion.

This course is based on tutorial-style learning, so feel free to contact me at
any time for help. It is very important that you take a personal, vigorous
initiative for your own learning in this course. I will act as your mentor, not
as a lecturer or a day-to-day monitor of your learning. This style of learning
represents an enormous change from the "in school" instruction you may be
used to. All the materials are here--but you have to have the self-direction
to keep track of the calendar, work steadily throughout the semester,
contact me if you need assistance, and keep records of what you've done.

Course Policies

Attendance: This online course has an attendance requirement. I expect
you to visit and interact with this course site regularly, and it is your
responsibility to stay current. The WVU eCampus technology makes it
possible for me to track how often you visit the course site.

This course generally has one weekly deadline on Sunday at 11:59 PM.
However, some earlier posts of peer responses or discussions may
be required. There may also be some variance on due dates to
accommodate for the University’s schedule. It is up to you to check
eCampus for the posted due dates.

Late work will NOT be accepted. It is especially important in an on-line
class that you look ahead and make sure that you keep yourself current with
upcoming projects and weekly assignments. I will not remind you of work
that is due; that is your responsibility.

Special Needs: "The West Virginia University community is committed to
creating and fostering a positive learning and working environment based on
open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of
accommodation in order to participate in this class, please advise me and
make appropriate arrangements with the Office of Accessibility Services
(293-6700). For more information on West Virginia University's Diversity,
Equity, and Inclusion initiatives, please see http://diversity.wvu.edu."

Plagiarism Policy
Academic Integrity and Dishonesty

Students of West Virginia University are citizens of a broader academic community. As such, the University expects that every member of its academic community share its historic and traditional commitment to honesty, integrity, and the search for truth. To meet these standards, academic dishonesty will not be tolerated.

Academic Dishonesty Defined

The term "academic dishonesty" means plagiarism; cheating and dishonest practices in connection with examinations, papers, and/or projects; and forgery, misrepresentation, or fraud as it relates to academic or educational matters.

1. The term “plagiarism” means the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including, but not limited to, the unacknowledged use of materials prepared by another individual engaged in the selling of term papers or other academic materials.

2. The terms “cheating and dishonest practices in connection with examinations, papers, and/or projects” means (i) giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade; (ii) depending upon the aid of sources beyond those authorized by the instructor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (iv) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

3. The terms “forgery, misrepresentation, or fraud as it relates to academic or educational matters” means (i) wrongfully altering, or causing to be altered, the record of any grade or other educational record; (ii) use of University documents or instruments of identification with the intent to defraud; (iii) presenting false data or information or intentionally misrepresenting one’s records for admission, registration, or withdrawal from the University or from a University course; (iv) knowingly presenting false data or information or intentionally misrepresenting one’s records for personal gain; (v) knowingly furnishing the results of research projects or experiments for the inclusion in another’s work without proper citation; or (vi) knowingly furnishing false statements in any University academic proceeding.

Submitting Required Work

Important: You will need to find out how you are expected to submit work (via WVU eCampus e-mail, via attachment, or via "Discussions" board) by reading the instructions very carefully for each assignment. Work submitted either incorrectly or late will not be graded. Some of the work for the course
may ask that you work in collaboration with other students, but you should only do so if the instructions explicitly require that as a part of completing the work.

Assignments and Grade Distribution

Module 1: Ethics of Writing/Concision and Clarity  20
Module 2: Professional Analysis Memo  20
Module 3: Creating Infographics  20
Module 4: Instructions  30
Module 5A: Annotated Bibliography  15
Module 5B: Background Information Report for Research Scenario  15
Module 5C: Final Report and Presentation  30
Final Revisions and Introduction  25

Peer Reviews  25

Total  =  200

Scale

200-180=A
179-160 =B
159-140=C
139-120=D
< 119=F

Final Revisions with Introduction

At the end of the term, you will submit revised drafts of some of your major papers along with an introduction that explains what revisions you made to each draft and your reasons for making them. Your introduction and revised drafts should demonstrate your ability to write for an audience and purpose, to use professional language and style, to design documents appropriately, to organize information clearly and appropriately, and to proofread and edit your documents.
Grade Descriptors

A—Exemplary work demonstrates originality and initiative. The content is mature, thorough, and well-suited for the audience; the style is clear, accurate, and forceful; the information is well-organized and formatted so that it is accessible and attractive; genre conventions are effectively used; mechanics and grammar are correct. The draft demonstrates a range of well-edited, well-written, well-argued, and well-documented texts that a company could use without further revisions, and might even use as examples when training new employees.

B—Good work. The documents generally succeed in meeting their goals in terms of audience, purpose, and genre without the need for further major revisions. They may need some minor improvements in content, presentation, or writing style/mechanics. In the workplace, a company would be able to use the documents without major revisions of any sort.

C—Satisfactory work. Documents are adequate in all respects, but require some substantial revisions of content, presentation, or writing style/mechanics; they may require further work in more than one area. For instance, central ideas may generally be apparent, but may often lack adequate explanations or documentation necessary for different audiences and purposes. In the workplace, the documents would be functional for an immediate deadline, but would require further revisions before being distributed or made part of a permanent record.

D—Documents are unprofessional. They generally require extensive revisions of content, presentation, writing style, and/or mechanics before the documents could be used by a company. The writer has encountered significant problems meeting goals of audience, purpose, and genre. In the workplace, a company would most probably have to reassign the project to another writer for successful completion.

F—Documents do not have enough information, do something other than is appropriate for a given situation, or contain major and pervasive problems in terms of content, presentation, or writing style/mechanics that interfere with meaning. The draft may be incomplete, or plagiarism may compromise the draft on ethical grounds. A company would most probably dismiss the writer from current projects.

Participation Descriptors

A—Superior participation shows initiative and excellence in written work. The student helps to create more effective discussions and workshops
through his or her written contributions. Writing assignments are always
completed on time and with attention to detail. In peer reviews, suggestions
to group members are tactful, thorough, specific, and often provide other
student writers with a new perspective or insight.

**B—Strong** participation demonstrates active engagement in written
work. The student plays an active role in discussions but does not always
add new insight to the discussion at hand. Writing assignments are
completed on time and with attention. In peer reviews, suggestions to
group members are tactful, specific, and often provide other
student writers with a new perspective or insight.

**C—Satisfactory** participation demonstrates consistent, satisfactory written
work. Overall, the student completes assigned writings, and contributes to
discussion groups. Writing assignments are completed on time. In peer
reviews, suggestions to group members are tactful and prompt, but could
benefit from more attentive reading and/or specific detail when giving
comments.

**D—Weak** participation demonstrates inconsistent written work. The student
may contribute infrequently or unproductively to discussion groups. Writing
assignments are not turned in or are insufficient. In peer groups,
suggestions to group members may be missing, disrespectful, or far too
brief and general to be of help.

**F—Unacceptable** participation shows ineffectual written work. The student
seldom contributes to discussion groups. Writing assignments are not
regularly turned in or are insufficient.

**ENGLISH 305—TECHNICAL WRITING   Schedule of Work Due for
Spring 2015**

**Write:  PRE-TEST – PLEASE COMPLETE BY 11:59 PM ON TUESDAY,
JANUARY 20**

**Orientation to the Class—All work must be completed on Sunday,
January 20 by 11:59 PM**

**Read:**

- The Syllabus
- Ch. 1 “Communication, Your Career, and This Book” pp. 2-20 (pdf
  link to Chapter 1 overview is at the bottom of the page)
- “Brief Overview of Logos, Ethos, and Pathos” (pdf) in this
  Orientation to the Class Course Content folder.
Write and Submit:

- **English 305 Survey:** Submit your completed responses to the "English 305 Start-of-Term Student Survey" posted below.
- **Post a short introduction** to the "Introduction Forum" under Discussions. Tell where you are from, your major and/or occupation, information about your family, discuss your hobbies, and what you believe makes you unique. Click on "Discussions," and then select the "Introduction Forum" to contribute your introduction.
- **Respond** to at least four other introductory notes on the Discussions Board.
- **Post any questions** you have about the Course Guidelines, Schedule of Work Due, or readings to the “Questions about the Course and Assignments” thread under the Discussion Board.

Module 1: Ethics of Writing due on Sunday, February 1 by 11:59 PM

Read:

- Ch. 3 “Defining Your Communication’s Goals” pp. 60-83; Ch. 4 “Planning for Usefulness” pp. 88-102; Ch. 5 “Planning Your Persuasive Strategies” pp. 104-126; Ch. 6 “Conducting Reader-Centered Research” pp. 132-151; Ch. 7 Using Five Reader-Centered Research Methods 154-178

View:

- Watch the video "What's the Deal with Peer-Reviewed Journals?"
- Summon Demonstration

Write and Submit:

- Response to Ethics of Writing Discussion by Sunday, January 25 at 11:59 PM.
- Write and Submit completed Ethics of Writing Assignment

Module 2: Professional Analysis Memo Due on Sunday, February 15 by 11:59 PM

Read:

- Module 2 Readings and Videos as assigned in eCampus: Ch. 8 “Drafting Paragraphs, Sections, and Chapters” pp. 207-234; Ch. 9 “Using Nine Reader-Centered Patterns for Organizing Paragraphs, Sections, and Chapters” pp. 204-227; Ch. 10 “Developing an Effective,
Professional Style” pp. 230-250; Ch. 11 “Beginning a Communication” pp. 253-266; Ch. 12 “Ending a Communication” pp. 268-274; Ch. 23 “Writing Reader-Centered Letters, Memos, E-mails and Digital Exchanges” pp. 470-482.

**View:**
- What’s the Deal with Trade Journals? video
- Using ABI / Inform to Find Trade and Peer-Reviewed Journals tutorial

**Write and Submit:**
- Draft of Professional Analysis Memo
- Peer Review
- Completed Professional Analysis Memo

**Friday, February 27  Mid-Term**

**Module 3: Creating Infographics due on Sunday, March 1 by 11:59 PM**

**Read:**
- Ch. 14 “Creating Reader-Centered Graphics” 292-313; Ch. 15 “Creating Eleven Types of Reader-Centered Graphics” pp. 315-333; Ch. 16 “Designing Reader-Centered Pages and Documents” pp. 334-352; “The Purpose of Visuals”; “Design Concepts and Terms”; “Graphics and Tables”; “The Meaning of Colors” (links to supplemental readings are located in the Module 3 folder in eCampus).

**Review:**
- Links to infographic creators on the web
- Lifehacker article

**Write and Submit:**
- Draft of Infographic
- Peer Review
- Completed Infographic
- Reflective Memo
Module 4: Instructions due on Sunday, February 15 by 11:59 PM

Read:
• Ch. 28 “Writing Reader-Centered Instructions” pp. 572-597; Instructions Assignment Sheet; Evaluation Criteria; Instruction Example-Tuning a Guitar with an Electronic Tuner

Write and Submit:
• Draft of Instructions
• Peer Review
• Completed Instructions

Module 5A: Scenario-Based Annotated Bibliography due on Monday, March 30 by 11:59 PM

Read:
• Research Scenarios list
• Assignment sheet for the Annotated Bibliography

Email
• Email Prof. Thumm by Friday, March 20 to let him know which scenario that you picked.

View
• Research Therapy: Annotated Bibliographies
• What's the Deal with Annotated Bibliographies?
• APA Citations
• Database Demonstrations

Write and Submit:
• Annotated Bibliography

Module 5B: Background Information Report for Scenario: Rough draft due Sunday, April 5 by 11:59 PM; Final Draft due Sunday, April 12 by 11:59 PM

Read
• Assignment sheet for the Background Information Reports

Write and Submit:
• Draft of Background Information Report by April 5
• Peer Review of Background Information Report
• Background Information Report by April 12
Module 5C: Final Report and Visual Presentation due on Sunday, April 26 by 11:59 PM

Write and Submit:
- Background Report (revised)
- Policy Document
- Visual Presentation

Introduction and Final Revisions due on Friday, May 1 by 11:59

Read:
- Final Revisions Introduction Assignment pdf in Module 6 folder
- Ch. 17 “Revising Drafts” pp. 360-377

Write and Submit:
- Introduction and Final Revisions

1. AN INTRODUCTION: Your revision introduction should be 1.5 to 3 pages and include, at minimum, a well-developed paragraph about each document that explains why you made the choices you did about design and content for your specific, imagined audiences and purposes; you should also discuss what revisions you made and why. Specific references to principles discussed in the textbook will strengthen your introduction. YOUR "INTRODUCTION" SHOULD MAKE AN ARGUMENT FOR ALL THAT YOU HAVE LEARNED AND WORKED ON IN THIS CLASS.

2. REVISED VERSIONS of your Professional Analysis Memo, Infographic, and Instructions draft.

COMPLETE THE ESEI COURSE EVALUATION
ASSIGNMENTS

English 305: Module 1, Ethics of Writing

NAME:

PART A: Preliminary Research
I) Read the newspaper article from the Charleston Gazette about a scientific study; it’s included in this week’s module. Summarize the main point of the article in three to five sentences.

II) Now, collect evidence from the newspaper article before searching for the original study.
   • One of the authors of original study?
   • Date range when original study was published?
   • Journal in which original article appeared?
   • Trade name of drug?
   • Use Google to find generic name of drug; this is the name that will be used in the original peer-reviewed article. What is it?

III) Now, use Summon to find the original peer-reviewed article; you’ll find a link to Summon in this week’s module. Give the article’s citation in APA format:
IV) Describe how you searched for the original peer-reviewed article: give search terms used, limiters, what you tried, how you needed to revise your search, and so on.

V) Read the abstract of the original peer-reviewed article. Discuss in detail the differences and similarities between the abstract and the newspaper article.

VI) Now, read a rebuttal to this study:
Doctors, patients, and the drug industry
*BMJ* 2009; 338 doi: http://dx.doi.org/10.1136/bmj.b463 (Published 05 February 2009)
http://www.bmj.com/rapid-response/2011/11/02/clinical-trials-therapy-versus-medication-even-tie-medication-wins

- What problems do the authors point out about the original study?

VII) Now, using what you know about this case (names of the major players, the journals involved, and so on), find an article or blog post current with this controversy that also addresses the issue. This article or blog post should not simply repeat what happened but should offer new evidence or an informed opinion or new reporting.

- Citation of new source:

- Summary of new source: address any new information or opinions outlined in this new source:
PART B: Reflecting on Ethics
I) In a few paragraphs, outline the ethical issues presented in this case. Think back to the issues outlined in the video “What’s the Deal with Peer-Reviewed Journals?” Could the participants have behaved more ethically? How so? Would you want a loved one to take Lexapro after s/he had suffered a stroke? Explain and defend your points.

PART C: Revision for Clarity and Concision
I) In a separate document or page, rewrite (not re-edit) the newspaper article so that it more accurately reflects the study and the issues surrounding it. Include a reflective memo outlining the choices you made revising this new article.
ASSIGNMENTS

English 305

Assignment 2: Professional Analysis Report

For this assignment you will do research about your potential career and produce a report that gives a reader informational background about your chosen profession or field. You should research specifically the following information:

- any library or internet resources that are specifically helpful to people entering this profession
- professional associations and conferences
- trade and peer-reviewed journals
- social media resources

As you research, it will be helpful to read widely so you can draw from a number of different sources. Remember, if you quote or paraphrase a source, you must give that source credit (we will discuss documentation styles later in the course, so for now, cite your sources in the way you believe they should be cited).

This memo should include the following sections:

- **Introduction**: Discuss what your chosen area or field is and why you are interested.

- **Job Description**: Consult the Bureau of Labor Statistics Occupational Handbook website (http://www.bls.gov/ooh/) about your field. Search the site by using a job title in your field (librarian, professor, real estate agent). You may have to try using different synonyms for your chosen career. For the memo, summarize, in your own words the following:
  
  - the kinds of positions that are available, at entry-level and above, and what kind of training and experience each requires
  - the tasks required for these positions
  - the salary range, especially for entry-level positions and for a career average (if this differs by geographical location, note that)
  - the market for this career (are employers scrambling to find people? are there a lot of out-of-work professionals?)

- **Professional Associations and Conferences / Meetings**: Give web addresses for professional associations for your field. Remember that a professional association is an advocacy group for people in that profession, not a company who hires people in that
profession. For example, the American Libraries Association is a professional association for librarians while the Library of Congress hires librarians. Discuss the mission of your chosen professional association. Other questions to consider include: Who may join it? What are the membership fees? What are the benefits for members? When and where are meetings held? Are there regional associations? Does the association produce any publications? Include any other information that you believe is relevant.

- **Professional Trade Journals / Peer-Reviewed Journals**: Depending on your knowledge of your field, it may help you to review journals and trade publications. Find and examine one or two issues of one peer-reviewed journal and one trade journal related to your field. How often are there journals published? Who seems to be the audience for each one? In other words, how specialized is this journal? What types of articles are in each journal? How would these journals be of help to someone in your field? Include any other information which you think would be relevant.

- **Social Media**: What are the best social media resources for this profession? Find one blog and one twitter feed: discuss who authors each; why the authors are experts; what kinds of information they share. Include any other information which you think would be relevant.
For this assignment, you will create an infographic, a visual representation of the information and data, for your Professional Analysis Memo. Consider your audience to be either high school seniors or first-year college students who are trying to decide upon a major. Create your infographic with the information needs of this audience in mind.

You will also write a reflective memo explaining your design choices: what information you chose to highlight and why, design and color choices, layout, and so on.

Your infographic will be evaluated on how effectively you integrate your text and visuals as you present your information in a primarily visual format. You should consider using bulleted lists instead of long blocks of text, but be careful not to oversimplify your data. Remember to add photographs, tables, drawings, charts, or any other visual elements that make it easy for your reader to understand your information.

Be sure to consult the readings in the Module 3 Readings folder and the LifeHacker article, How to Create Stunning Infographics in 30 Minutes or Less.

Also check the links to infographic generators on the web; you can find the links under Resources for This Assignment in this week’s module.
ASSIGNMENTS

RESEARCH SCENARIOS

Business / Communication
Your workplace, a campus coffee shop, has a new owner. She thinks that the shop needs a greater social media presence to appeal not only to students, but faculty, staff, and other “townies.” In addition to a greater social media presence, she believes that if business has a social media presence, it also needs a social media policy. She has asked you to write a report on which social media platforms the coffee shop should use and to write up a policy for people representing the coffee shop on social media. She also wants you to present these ideas to current staff, two shift leaders, a business manager, two full-time staff and four part-time staff, to convince them that this is a good idea. The business manager, one shift leader, and one of the full-time workers are over 45 and older.

Consider covering the following areas: what social media platforms are available and which one would be best for this business; who should be in charge and what and when should s/he post? Also make sure you have a policy document separate from your fact-finding report. Include anything else that you believe to be of value.

Assignments:

Module 6
- Annotated Bibliography of sources relevant to scenario
- Background Report on social media for small business, particularly those in the hospitality industry

Module 7
- Recommendation Report on what social media venues the coffee shop should choose and why; include the policy document.
- Graphical Presentation to co-workers

Your fact-finding report and policy documents needs to be detailed, organized, and have cited sources. For your presentation, consider your audience and what information you’ll need to include and exclude and how to present it effectively.
**Agriculture & Forestry**

The Rainbow Family is planning on holding their yearly gathering in the National Forest in which you work. Your supervisor is concerned about the effects of the Rainbow Family’s presence and how the neighboring town of Pixley (population 2000) will react to the influx of visitors. He asks you to write a report on the group and to prepare and give a presentation to Pixley’s sheriff, two part-time deputies, the Pixley city council, and a group of concerned citizens.

Consider covering the following areas: brief history and description of the Rainbow Family; purpose to gather on Federal lands; past impact on forests and land; gathering on public land; what legally they can do on public land; potential problems; and anything else that you believe to be of value.

**Assignments:**

**Module 6**
- Annotated Bibliography of sources relevant to scenario
- Background Report on The Rainbow Family and their yearly gathering.

**Module 7**
- Recommendation Report on potential problems and how the town can legally and effectively handle this group of people.
- Graphical Presentation to Pixley stakeholders.

Your report to your supervisor needs to be detailed, organized, and have cited sources. For your presentation, consider your audience and what information you’ll need to include and exclude and how to present it effectively.
Public Health

You are a nurse working for the County Public Health department. People have contacted your supervisor, who has not practiced medicine for a while, about news accounts regarding measles outbreaks. He asks you to write a fact-finding report about the current state of outbreaks of typical childhood diseases, but with a focus on measles. He also wants you to give a presentation to a parents group addressing their concerns about possible outbreaks.

Consider covering the following areas: brief overview of common childhood diseases; available vaccines; detailed overview of measles, its symptoms and longterm effects for adults and children, and treatments; current epidemiology and mortality rates; reasons for increased number of cases, if applicable. Include anything else that you believe to be of value.

Assignments:

Module 6
- Annotated Bibliography of sources relevant to scenario
- Background Report on the current state of outbreaks of typical childhood diseases, but with a focus on measles.

Module 7
- Recommendation Report on what the County Public Health Department can do to prevent outbreaks in the county.
- Graphical Presentation to a parents group.

Your fact-finding report needs to be detailed, organized, and have cited sources. For your presentation, consider your audience and what information you’ll need to include and exclude and how to present it effectively.
Psychology / Education

You have a part-time job at the local public library while you finish your degree. Your supervisor, the library director, has extra money from a county grant that she would like to use to start a summer reading program for elementary school children. She asks you to write a report for outlining the benefits of such a program and the best way to run such a program. She also wants you to present the case for spending this money on a summer reading program to a meeting of the county commissioners who will have final say on how the money is to be spent.

Consider covering the following areas: the benefits of summer reading programs (children, parents, community); why public libraries are effective locations; logistics of running them; socio-economic conditions of children in your county. Include anything else that you believe to be of value.

Assignments:

Module 6
• Annotated Bibliography of sources relevant to scenario
• Background Report on public libraries and summer reading programs and their benefits.

Module 7
• Recommendation Report on why the public library should run such a program and the logistics of running it.
• Graphical Presentation to the County Commissioners.

Your fact-finding report needs to be detailed, organized, and have cited sources. For your presentation, consider your audience and what information you’ll need to include and exclude and how to present it effectively.
**Engineering**

You work at a small architectural firm that has been in business since 1955, run by the same family. They are a little old-fashioned and a bit reluctant to change. You would like the company to purchase a 3D printer for modeling and other uses. Your immediate supervisor likes the idea, but wants to have research in hand before she asks the owners for money. She asks you to write up a report explaining what these printer are and their benefits for this firm. She also asks you to create a presentation for the two owners about the benefits of this device as they believe 3D printers are a fad.

Consider covering the following areas: what a 3D printer does; business uses for it; how they benefit architectural firms; cost and benefit analysis; best models to purchase and any supporting hardware / software. Include anything else that you believe to be of value.

**Assignments:**

**Module 6**

- **Annotated Bibliography** of sources relevant to scenario
- **Background Report** on 3D printers: what they are, what software and hardware they need to operate, how they work for architectural firms, what brands are available, and cost.

**Module 7**

- **Recommendation Report** on at least two, preferably three, choices of 3D printers for your firm and why these are good choices.
- **Graphical Presentation** to the two owners.

Your fact-finding report needs to be detailed, organized, and have cited sources. For your presentation, consider your audience and what information you’ll need to include and exclude and how to present it effectively.
Public Health
You’re a physician’s assistant working for Student Health at a major land-grant university. Your supervisor has noticed students on Twitter talking about taking buying, selling, and giving away Adderall, and other ADHD drugs, as a study aid and to stay awake. He is concerned with this improper use of prescription medication. He asks you to write a report about student abuse of Adderall, and other ADHD drugs. He also wants you to create a presentation for undergraduate students about its dangers of taking un-prescribed ADHD medication.

Consider covering the following areas: the effects of Adderall and why it’s prescribed; normal side-effects; normal dosage; effects of Adderall on someone who isn’t prescribed the medicine; extent and effects of student abuse. Include anything else that you believe to be of value.

Assignments:
Module 6
• Annotated Bibliography of sources relevant to scenario
• Background Report on student misuse of ADHD drugs, how prevalent, the side effects, and dangers.

Module 7
• Recommendation Report on what Student Health can feasibly do to help prevent this misuse.
• Graphical Presentation to undergraduate students.

Your fact-finding report needs to be detailed, organized, and have cited sources. For your presentation, consider your audience and what information you’ll need to include and exclude and how to present it effectively.