EE 333T Syllabus
Fall 2019

Instructor:	**Professor Bill Fagelson**
E-mail:	bfagelson@mail.utexas.edu
Office:	EER 4.806
Office Hours:	Tuesdays, 12:00–3:00 pm
	Wednesdays, 2:00–3:00 pm
	Thursdays, 9:30 am–12:00 pm
	Additional hours by appointment
TAs:	**Jamie Barber**, jamie.barber@utmail.utexas.edu (9:00 and 11:00 sections) (office hours and location TBA in Canvas)
	Chris Zimmer, chris.zimmer.sd@gmail.com (1:00 section) (office hours and location TBA in Canvas)

EE 333T teaches students about the communication process and its relationship to professionalism, ethics, and the practice of engineering design. The class presents writing and presenting as iterative processes that require planning, drafting, revising, and outside input.

COURSE OBJECTIVES
Engineering Communication is based on a simple premise: all the technical knowledge and skill that students acquire in their education will be wasted if they are not able to explain their work and ideas to potential employers, colleagues, managers, and clients in writing and orally. The goal of the course is for students to practice and improve their ability to do the following:

Writing and Speaking
- Generate written reports that conform to strict standards of content and format
- Develop an effective and efficient communication writing and presentation style
- Identify audiences for technical communication
- Properly cite sources and understand what constitutes plagiarism
- Appreciate writing and speaking as processes that require time and revision

Career Development and Professionalism
- Produce effective job-related documentation, including resumes and cover letters
- Communicate effectively with potential employers at career fairs, in interviews, and in other contexts
- Demonstrate effective self-management (including time-management)
- Take initiative in problem-solving
- Accept responsibility for understanding and following course policies
- Adopt a professional tone and etiquette when communicating with others

Engineering Design
- Describe emerging engineering technologies and issues
- Understand the need for, and limitations of, standards related to engineering
- Understand engineering design as an iterative process
- Recognize the role of problem-solving and critical thinking in the design process

Ethics, Leadership, and Collaboration
- Demonstrate knowledge of professional codes of ethics and understand the role of professional societies
- Recognize existence of ethical issues in case studies
- Consider the ethical implications of an engineering career
- Work effectively with people bringing different skills, expertise, and perspectives
- Participate in team building and develop effective methods for team management
- Sustain a long-term design project on a multidisciplinary team

Writing Flag Course

This course carries the Writing Flag. It is designed to give students experience with writing in an academic discipline. Expect to write regularly during the semester, complete substantial writing projects, and receive feedback to help you improve your writing. A substantial portion of your grade comes from your written work. You will also have the opportunity to revise some assignments and will read and discuss peers' work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Ethics Flag Course

This course carries the Ethics Flag. It is designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

COURSE PREREQUISITES

Prerequisites for this course are a grade of at least a C– in (1) EE 312 or 313, and (2) one of the following: English 316L (or 316K), 316M (or 316K), 316N (or 316K), or 316P (or 316K).

COURSE TEXTS

This course does not require you to purchase traditional texts, but the course materials include a required (free) Grammarly subscription, two recommended texts (also accessible free online), and a combination of required and relevant optional readings available in Canvas.

Required Grammarly Registration

In order to maximize the feedback we can provide, we require all students to register for and use *Grammarly*, an automated proofreading system. This service is free; although you are welcome to pay for the Premium version, we require only the free version. More information will be available in Canvas (see also the "Assignment Submission" policies below)

Recommended Reference Texts
On questions relating to formatting, mechanics, and usage **not** covered in the ECE Style Guide (available in Canvas), students should defer to the standards for mechanics and spelling in the following two texts:

1. *Merriam-Webster's Collegiate Dictionary* (11th ed)
2. *The Chicago Manual of Style* (17th ed)

Both texts are available in the library and online (links in Canvas); however, they are valuable reference tools that should be useful well beyond this class if you decide to purchase them.

Readings in Canvas
Additional *required* readings (listed in the syllabus below and to be announced), as well as a number of relevant *optional* readings, will be available as pdfs or web links in Canvas Modules. The schedule below lists Module titles rather than specific readings, and the Modules themselves will indicate required versus recommended readings.

ASSIGNMENTS
During the semester, you will complete a series of *Major Assignments*, for which you will receive substantial feedback, and a number of *Action Items*, smaller assignments meant to allow regular practice in communication and that will receive less substantial feedback. **You are expected to complete all of these**, but—as explained below—completion may take more than one attempt. For information about assignment *grading*, see "Assessment of Assignments" in the policies section below.

> **Note:** Unless individual assignment instructions state otherwise, **all written assignments must follow the "ECE Writing Style,"** available in Canvas. If you are unclear on assignment expectations or formatting expectations, it is your responsibility to seek clarification in class, during office hours, or via e-mail.

Major Assignments
Major assignments are meant to help you practice professional-level reporting and documentation. They include a combination of individual assignments and team assignments:

Ghostwritten Job Letter
Expertise Presentation
Article Summary
Data Set
Ethics Project (*team*)
Technical Description
Technical Presentation
Job Packet

Several of these submissions are iterative (or cumulative). For instance, the *Ghostwritten Job Letter* and *Technical Description* will both undergo peer review prior to submission of the final version, and the *Technical Description* will each receive instructor or TA feedback on a preliminary submission. In addition, you will use the content from the *Technical Description* as

the basis for the oral *Technical Presentation*, and the team will develop content for the *Ethics Project Report* in prior documentation.

A description of each major assignment and related material will be available in an associated Canvas Assignment. Each Major Assignment has an accompanying *rubric* that the instructor or TA will use to provide feedback. **You should also take advantage of opportunities to discuss or ask questions about assignments in class.**

Action Items
Action Items are smaller assignments meant to provide students with regular practice in communication and/or reflection. There are no rubrics associated with Action Items, and these assignments will receive more limited feedback. In Canvas, you will find a list of scheduled Action Items, and descriptions appear in each associated Canvas Assignment. There may be additional minor Action Items announced—and usually to be completed—in class.

COURSE PARTICIPATION
Active and thoughtful participation is important to both your learning process and that of other students, in that it contributes to a productive learning environment. In short, students learn by doing, and the worst way to develop as a communicator—and as a student more generally—is to be passive. In general, full participation means engaging fully in the course—that is, more than simply arriving on time and paying attention. There will be regular opportunities to participate in one form or another, but the following are common ways to engage fully in the course:
1. Show up on time and prepared at the start of class
2. Ask questions and speak up regularly in class, via Canvas, and by e-mail
3. Be prepared to discuss assigned reading (with readings in hand)
4. Bring requested materials to class
5. Volunteer for class exercises and activities
6. Use office hours regularly and appropriately to seek feedback, advice, or assistance
7. Providing thoughtful feedback to peers and instructor
8. **Adhere to course policies,** including those related to e-mail, office hours, submissions, and *technology use*

THE LEARNING RECORD
This course uses the Learning Record (LR) for assessment. You will help determine your course grade by monitoring your progress against the grading criteria (described below) over the semester, and documenting your development and achievements in a portfolio of work (the assignments you submit), Observations and other Work Samples, and a formal reflection on your work at the beginning, middle, and end of the semester. All of this material will provide *evidence* from which you will build an assessment of your performance in the class. **It is important to recognize that the LR itself is not an assignment receiving a grade. Think of it as the rubric you will use to grade the entirety of your work this semester.**

You will assess your work and progress related to three *Course Strands* (broad-level goals that cover a variety of skills) and gauge your experience across five *Dimensions of Learning* (measures that are common to many different learning experiences for many "kinds" of learners).

Your LR content will discuss and analyze how your work measures on those Dimensions of Learning in terms of the Course Strands:

Course Strands

Written Communication
In this class, you will compose documents across several genres, with the goal of developing both your basic writing skills and your ability to produce professional documentation. We will work to understand the writing process, the basic elements of effective writing, and the ethics of communication. The class carries a Writing Flag (see above).

Public Speaking
You will present your ideas and work to the class both individually and as part of a team in several contexts. We will discuss what makes for successful presentations, interviews, and contributions to meetings, and you will have the opportunity to review your peers' presentations as well as your own.

Professionalism
Professionalism reaches into just about every aspect of the course but is not always the specific focus. It incorporates things such as tone of communication, self-management, development of professional etiquette, teamwork, and ethical behavior. This last aspect, ethics, includes things such as ethical decision-making, professional ethics, and ethical obligations to collaborators and peers (see information on the Ethics Flag above). Also, see the information on "Professionalism in Class Communication" below.

The Five Dimensions of Learning:

Confidence and independence
We see growth and development when learners' confidence and independence start to reflect their actual abilities and skills, content knowledge, use of experience, and reflectiveness about their own learning. It is not simply a case of "more (confidence or independence) is better." In a lab class, for example, an *over*confident student who has relied on faulty or underdeveloped skills and strategies learns to seek help when facing an obstacle; or a shy student begins to trust their own abilities, and to insist on presenting their own point of view in discussions. In both cases, students develop along this dimension of learning.

Knowledge and understanding
Knowledge and understanding refers to the "content" knowledge gained in particular subject areas. It is the most familiar dimension, focusing on the "know-what" aspect of learning.

Skills and strategies
Skills and strategies represent the "know-how" aspect of learning. When we speak of "performance" or "mastery," we generally mean that learners have developed skills and strategies to function successfully in certain situations.

Use of prior and emerging experience
The use of prior and emerging experience involves learners' abilities to draw on their own experience and connect it to their work. A crucial but often unrecognized dimension of learning is the capacity to make use of prior experience as well as emerging experience in new situations.

Reflection (critical self-evaluation)
Reflect refers to developing awareness of your own learning process, as well as more analytical approaches to the subject of study. In particular, it refers to the development of your ability to step back and consider a situation critically and analytically, with growing insight into your own learning processes. It provides the "big picture" for the specific details. Learners need to develop this capability in order to apply what they learn to other contexts, to recognize the limitations or obstacles confronting them in a given situation, to take advantage of their prior knowledge and experience and to strengthen their own performance.

Note: One strength of the LR is that it is not a one-size-fits-all grading criterion; ideally, every LR tells a story different from the next. Each of you comes to this class with different strengths, and different goals. Over the semester, each of you will produce work that moves you toward the various Course Strands to differing degrees—and that is great!

After reviewing your analysis and assessment, I will either agree with or revise the estimate on the basis of the evidence provided in your LR and *in your performance and activity related to class*. If we are in disagreement after my review, we will discuss it individually to come to agreement.

Your LR is an interpretive document, and its strength will depend on (1) the available evidence and (2) the quality of the analysis. A good LR contains a sufficient level of substantive evidence, and we make examples from past students available to you. *It follows that an LR with limited evidence cannot support a higher grade*. The strongest Observations and Samples do more than present basic facts or parrot back the basic ideas of the course; ***they also offer insight into how you are processing your own, unique learning experience***.

That said, the facts are important as well, and your analysis must match reality. Your TA and I will be aware generally of your performance on assignments, your participation and behavior in class, your use of office hours, and even your informal communication in and out of class. **I will remind you in my response if any of those facts conflict with your interpretation in relation to the grading criteria** (see Table 1 on the next page)**.**

We will use time in class to discuss the LR, close to the submission of Parts A, B, and C, but ***it is your responsibility to ask questions—in class, during office hours, or by e-mail—as they arise.***

Final Grades and the LR
Table 1 on the next page lists *general* criteria for the final grade assessments. These descriptions are of necessity broad, and no two students will look precisely the same. Each individual's performance will also fall along a spectrum, so consider that plus grades will be at the high end of any given assessment category, and minus grades at the low end. Another way of understanding those descriptions is that work at a given level should generally map to its related description, and that an A, for example, will reflect close agreement with *nearly all* criteria in that assessment category.

Table 1. Grading Criteria

A	**Excellent.** Represents outstanding engagement in all course activities. Student engagement and the LR reflect activity that goes significantly above and beyond the standard required coursework in one or more strands: • All assigned work is completed, *on time*, with exceptionally high quality. • There are no absences or late arrivals to class. The student is an active participant in class and adheres to the course technology policy. • The student uses Office Hours—including multiple visits outside the required consultation and Mock Interview—and e-mail productively to seek help from the instructor and/or TA. • The level of the student's incidental communication (e-mail and face-to-face conversation) reflects a high level of professionalism in style and tone. • There is evidence in the LR of *significant* development across the five dimensions of learning; the LR makes meaningful, original connections between the course content and the student's unique experiences (vs. simply repeating back the lessons of class)
B	**Above Average.** Represents good engagement in all course activities: • All assignments are complete, though not all on time. Assigned work represents average to above-average quality overall. Some assignments may have required additional revisions to earn a completion grade (i.e., initially received an "incomplete"). • There are a few absences and/or some late arrivals to class. The student is participates in class at an average level and may have violated the course technology policy intermittently. • The student has used Office Hours minimally outside of the required visits. • There is evidencein the LR of *marked* development across the five dimensions; the LR reflects an understanding of course content and an occasional (but not consistent) ability to make independent connections between those ideas and the student's unique experience.
C	**Average.** Represents fair engagement in all course activities: • Most assignments are complete, and not all on time. Assigned work represents average quality at best. Some assignments required additional revisions to earn a completion grade. • There are several absences and/or numerous late arrivals to class. The student is participates in class at an average level and may have violated the course technology policy regularly. • The student has not used Office Hours outside of the required visits. • There is evidence in the LR of *some* development across the five dimensions of learning; the LR reflects a basic understanding of course content but not much evidence of an ability to make independent connections between those ideas and the student's unique experience.
D	**Below Average/Requires Intervention.** Represents uneven engagement in course activities: • Not all assigned work is completed, and several assignments have been late. Assigned work represents lowee than average quality overall. Several assignments required additional revisions to earn a completion grade (i.e., initially received an "incomplete"). • There are excessive absences and/or late arrivals to class. The student's participation in class is minimal and may even have been disruptive. • The student has not used Office Hours outside of the required visits. • Evidence in the LR of development across the five dimensions of learning in partial or unclear; the LR does not adequately connect to the course content.
F	**Insufficient/Unacceptable.** Represents minimal engagement in course activities, with serious gaps in assigned work completed, frequent late submissions, limited attendance, or very low quality in coursework. Evidence of meaningful development is not available.

Note: Students must earn a C– or higher in EE 333T to continue to EE 364D/E

As the grading criteria suggest, **an A-level performance requires that one has gone well above and beyond what is expected of *all* students in the class**. Students often ask what they need to do to get an A. The answer is to do most or all of the following:
- Participate productively and at a high-level in class discussions and activities (see participation section above)
- Use course resources (including Office Hours) productively and regularly
- Demonstrate professionalism in class communication (e-mails, face-to-face conversation)
- Complete several *optional* revisions
- Use the LR to make meaningful connections to your learning within the course strands (but **consider that an *overreliance* on outside work in the LR might signal a *lack* of full engagement in 333T itself.)**
- Complete and process *recommended* readings (the Observations portion of the LR is a good place for this activity, as is using that material in class discussions)

At the same time, evidence that will make it much more difficult to support an estimate of an A (or even an A–) include the following:
- Regular inappropriate technology use (see policies below) or other distracted or distracting behavior in class
- Regular failure to follow other policies (see below)
- Failure to complete readings on time or bring required materials to class (see schedule)
- Lack of professionalism in communication with Prof. Fagelson, the TA, or other students
- Limited LR content, or LR content that does not go beyond stating the obvious
- Missing or late Grammarly performance reports (see policies below)
- Repeated late submissions (including the LR)
- Recurring incompletes (see grading policies below)
- Missed office hours appointments
- Regular absences and/or late arrivals

Important: a missing or incomplete LR means there is no support for any grade but an F. You must submit those materials to receive a passing grade in EE 333T. Late submissions of the LR at any of the three submission dates will also factor into the criteria for your final grade.

PROFESSIONALISM IN CLASS COMMUNICATION
Because this class is about professional skills more generally, and *professionalism* itself is one of the course strands, you will find opportunities daily to practice maintaining a professional environment in your classroom behavior as well as in your other class-related communication (e.g., e-mail, office hours, conversations before and after class).

Good participation includes maintaining a professional environment. Our class involves a lot of risk-taking and self-revelation, so it is crucial that everyone respect and support each other. One way to do this is to respect each other's views. Debate is encouraged, but it is possible to discuss contentious ideas without being rude or disrespectful. Another is to be a supportive, attentive audience when someone is presenting. Whether arriving late to class, being distracted by electronic devices (see technology policy below), or being a distraction yourself through

talking or other activity, be aware of the possible disruption your behavior can have on others, *particularly students who are presenting*.

You should also strive to be *professional* in all of your course-related communication (with instructors and with classmates), not just in structured assignments. Review the reading on e-mailing professors (assigned for the start of the semester) as well as following the general approaches to memos and other internal communication we discuss in class. Also be sure to read the policies below on e-mail in 333T. Remember that these guidelines for professionalism extend to your communication with classmates, especially partners on team projects.

Finally, consider applying these principles to your communication outside of the course, whether it is in the context of work, extracurricular activities, or interactions with instructors and peers in other courses. ***Revealing that work in your LR (Observations and Samples) is a good way to produce a strong case for your growth in this area.***

GENERAL COURSE POLICIES

We have developed policies for EE 333T to ensure that all students work according to the same standards and to improve course management. Some may seem arbitrary, but each has a purpose. Understanding and adhering to organization policies is also an important lesson in professional development, one your manager will assume you have learned by the time you are in industry.

Note: These policies are not designed to ask the impossible. Bear in mind the following:
- **If you foresee any trouble adhering to *any* policy below**, speak to the instructor about reasonable accommodations.
- **If any policy below is unclear**, you are responsible for seeking clarification in class, in office hours, or via e-mail. *Otherwise, we assume they are clear*.
- **If you do not have time to ask but feel you have good reason to violate a policy**, use your common sense and judgment; however, the *professional* way to handle it is to voluntarily acknowledge and explain that violation when it occurs.

---

1. **Attendance**
   Regular and timely attendance is absolutely mandatory and necessary if you wish to earn an A in the class. Much of the coure content is conveyed through in-class discussions and activities, which cannot be replicated online. Furthermore, work in class on assignments, exercises (freewrites and impromptu presentations), and possible quizzes factor into your completion of course activities (via the LR) and cannot be made up at a later date.

   The following are the policies for attendance (absences and late arrivals):
   a. **Students are expected to attend <u>all</u> scheduled class sessions on time and prepared for the day's class activities.**
   b. **Students arriving more than 10 minutes late to class will be considered absent for the day.** There is no direct penalty for accumulating regular late arrivals (i.e., arriving fewer than 10 minutes late), but see the grading criteria above for their impact on any final estimate in the LR.

c. **We do not distinguish between excused or unexcused absences**. Whether it is due to sickness, personal emergency, commuting delays, and/or other impediments, an absence is an absence. You are responsible of managing your own absences, and consider that *choosing to miss classes early in the semester leaves you less room for unexpected absences (such as for illness) later in the semester*.

d. **There are consequences for *excessive* absences.** No *direct* academic penalty is applied if students miss up to <u>four</u> class sessions (but see grading criteria above regarding the potential impact of attendance). If students miss additional classes, those absences will limit the highest *possible* final course grade, as noted in Table 2.

e. **A student will automatically fail the course if they miss more than 20% of total classes (i.e., if they exceed 8 absences)**.

Table 2. Absences and Final Grades

Number of absences	Highest possible course grade
5	B+
6	B
7	B-
8	C+

For students who miss up to 20% of the total course hours due *entirely* to extenuating circumstances, there may be exceptions to the attendance policy, but those students *must* communicate with Prof. Fagelson early and regularly about those circumstances and the activities or material they miss.

In addition, **if you *must* miss or be late to class**, let Prof. Fagelson know *as soon as you know*. There are times when a missing student affects a classroom activity. Your absence creates a problem, and—as in industry--your professional obligation is to (1) acknowledge the problem promptly and directly, and (2) take initiative to help solve the problem. ***Students who fail to communicate effectively (or at all) put the burden for initiating solutions on Prof. Fagelson, the TA, and other students.*** (Also see the e-mail policies below.)

2. **Canvas**
This class uses Canvas to distribute course materials, communicate grades, and manage student submission of and other materials. Be aware of the following:

- Prof. Fagelson and your TA often use Canvas to e-mail, so *make sure the e-mail address listed for you in Canvas is correct and one you check regularly*.
- We use the Gradebook to report and record completion grades. Please let us know if you see something reported incorrectly there (i.e., it does not reflect what you have seen in hard copy or in conversation with us).
- Not all Canvas Assignments have a deadline assigned to them, which means you cannot depend on Canvas to tell you when everything is due. *The schedule in this syllabus is there for that purpose*.

- Some feedback in Speedgrader appears as inline annotations on the submission. These comments are not immediately visible, so students will need to click through to see them. ***See the Canvas Page on inline feedback for more information.***

We have done our best to make information accessible in Canvas; however, we are imperfect people, and Canvas is an imperfect technology. If you see a problem or missing content in Canvas, please let both Prof. Fagelson and the TA know immediately. You can also find Canvas support at the ITS Help Desk at 512-475-9400, Monday–Friday, 8am–6pm.

3. Assignment Submission

Timely submission of *all* assignments is necessary if you wish to earn an A in the class. Most assignments (whether a Major Assignment or Action Item) required the use of Canvas, and submissions must follow course file-naming conventions to help us manage all of that documentation.

Please name files submitted to Canvas using your last name, or your team name, followed by the document type (e.g., "Fagelson_Resume.docx"). Doing so will make it much easier for Prof. Fagelson and the TA to manage submissions offline.

Unless you are notified otherwise, ***all written Major Assignments must be submitted as both a hard copy and a soft copy***:
- **Hard copies** are due at the start of class on the due date (see the schedule below).
- **Soft copies** are due (via Canvas) before class starts, on the due date.

A written Major Assignment will be considered late if both of those submissions are not completed on time.

In addition, **written Major Assignments** (except for any required slide submissions) ***must be accompanied by a Grammarly performance report*** (explanation and instructions available in Canvas).

Most Action Items are due on Canvas only, as soft copies, but some, such as drafts for peer review, must also be submitted as hard copies. There is no Grammarly report required for Action Items. See the schedule and the instructions for each assignment for more.

Assignments submitted after the start of class on the date they are due (unless a different time is listed in the schedule below) will be considered ***late***. Remember, though, that *you are much better off submitting something late than submitting nothing at all*.

Important: Students have until the start of class on **the Monday of Week 15** (see the schedule) to submit late assignments, including late resubmissions (see below). ***We will not accept any material for assessment after that date.***

4. Assessment of Assignments

Major Assignments and Action Items will *not* receive a normal letter grade but will receive a basic completion grade. A submission may receive an "incomplete" if it falls well below acceptable standards and/or demonstrates insufficient effort. We generally try to return

feedback within one week. (**Note:** an unsubmitted assignment will not receive even an "incomplete"; rather, it will be left ungraded, to distinguish it from those "incompletes.")

On team assignments, the entire team will receive the same completion grade; however, we reserve the right to provide a separate "incomplete" to a student if it is clear that they did not contribute in any meaningful way to the assignment.

You may revise any assignment (except for in-class presentations and the LR) **up to two weeks after the return of feedback**, subject to the following policies:
   a. **"Incomplete" assignments** submitted *after* that deadline will be assessed fully but will be considered late. Be aware that "incompletes" are by definition not *completed* assignments (akin to a missing assignment), so it is in your interest to revise them.
   b. **"Complete" assignments** will be accepted only up until that two-week deadline for reassessment.
   c. **The Monday of Week 15 (see schedule) will be a hard deadline for any resubmission**. This deadline supercedes the two-week deadline above, which means that some assignments may come too late for resubmission. You may wish to submit such an assignment sufficiently *early* as a way of leaving time for a resubmission.
   d. **Revised *Major Assignments*** must
      * Be resubmitted in **both hard copy and soft copy** (to the original Canvas Assignment).
      * **Include our feedback provided on the original hard copy**, including the rubric.
      * **Include a new Grammarly Report** of the revised version.
   e. **Revised *Action Items*** will be resubmitted to Canvas only.
   f. **You must provide an explanation via e-mail** (to the person who provided the original feedback) of the revisions you have made for the resubmission, including a clear indication of the feedback to which you are responding. *There is one exception: the Mock Interview*.

Note: We *want* you to discuss feedback on assignments with us, but **you must wait until at least the next day** to do so. This time allows you to digest our comments and to think about the questions they raise. Discuss the feedback from your TA with the TA *first*, but you may follow up with Prof. Fagelson if there are remaining questions.

5. **Office Hours**
Both Prof. Fagelson and your TA maintain regular office hours, meant as opportunities for you to ask questions and to consult with them about your work.

You are welcome to visit either for any assignment, although your TA generally provides most feedback for individual writing assignments and Prof. Fagelson generally does so for team writing assignments. If you are using office hours to discuss feedback on a previous submission, it makes much more sense to **visit the person who supplied that feedback** and bring the feedback with you.

The Canvas main page contains links for advanced scheduling for all regular office hours. Walk-in appointments are welcome, but online scheduling allows you to (1) ensure that you do not have to wait, or (2) check whether there are open slots at the last minute.

Please note the following *booking* policies:

    a. *Students coming for an individual consultation* may book only **one** 15-minute time slot per week, per instructor (i.e., one with Prof. Fagelson and one with the TA) in advance. Students may use additional time slots as walk-in visits, on a first-come, first-served basis. *If you need additional reserved time, contact Prof. Fagelson or your TA directly to request it.*

    b. *Project teams* may book only **two** 15-minute slots (we recommend consecutive slots) per week, per instructor. As with individual bookings, teams may use additional time slots as walk-in visits, on a first-come, first-served basis. *If you need additional reserved time, contact Prof. Fagelson or your TA directly to request it.*

    c. Please cancel appointments at least 24 hours in advance (barring emergency), in order to make that space available to other students. Also, let Prof. Fagelson or your TA know by e-mail asap.

    d. *Failure to show up, on time, for a scheduled appointment, or to cancel at least 24 hours in advance (barring emergency) is an example of unprofessional behavior and will reflect in your course performance.*

6. **E-mail**

The best way to contact us outside of office hours is via e-mail. We try to be responsive but cannot always respond *quickly*. During work hours on Monday through Friday, our goal is to reply to e-mails within 24 hours, and we will try to answer e-mails sent on Friday night, Saturday, or Sunday within 48 hours.

Important:

    Do not count on a response to e-mails about an assignment sent during the 24 hours prior to the assignment deadline. Questions that only we can answer should present themselves well before this point, and your classmates are capable of answering most questions that are likely to arise in those final 24 hours if you are on top of your work.

When you do contact Prof. Fagelson or your TA by e-mail, keep in mind the course reading from the first day of class. E-mails are a chance to practice professionalism, and we may use our responses to provide feedback on e-mailing etiquette. With that in mind, your first chance to practice e-mailing skills is the first Action Item of the semester, a *Professional E-mail*. Please search the internet for a picture of the character Max Headroom. Attach the image to an e-mail, use the name of the actor who played the character in the subject line, and send it to Prof. Fagelson before the *second* class meeting. For content, ask Prof. Fagelson a question about himself, class policies or assignments, or any other concerns about this semester.

Finally, consider some principles of good self-management (an element of *professionalism*):

    1. ***If you are e-mailing Prof. Fagelson or your TA, make sure any questions are those you cannot answer yourself.*** Some questions may be answered in the syllabus or on Canvas, so check there first. Ask classmates if you think they know the answer. It is

not that we do not want to help, but *unnecessary* e-mails are not a good use of our time, given that we have a large number of students to serve.

2. ***If you anticipate a problem (e.g., you will miss class or miss a deadline), contact Prof. Fagelson or your TA early.*** Withholding that information only makes the problem worse, often creating extra work for them. Nobody will be angry with you for absences or late submissions—there are policies to address them—but they will be upset if they need to take the time to track you down.

3. ***If you are e-mailing about a problem, be a part of the solution.*** When possible, be clear how you plan to address the problem, think about what information Prof. Fagelson or your TA might need to help you, and make clear if there is anything you need from them in order to address the problem yourself.

4. Apply those principles to your team project partners.

7. Technology Use in Class
We ask you to bring electronic devices (computer or tablet) to class for occasional in-class work and exercises, and we will let you know when it is appropriate to use them. That said, **part of being a present, respectful member of the class means abstaining from the use of electronic devices and other distractions during normal class discussions**. If this becomes a pattern, we will remind you. If it continues, we will have a conference. Keep in mind that

- Research shows that note-taking by hand produces greater retention than note-taking on a computer.
- Research also shows that devices are also a distraction to those around you.
- Using electronic devices for other work or activities during class time renders you effectively absent from the class and is a sign of disrespect to others in the room.
- It is *particularly* disrespectful to use them during student presentations, and we will ask you directly to turn your device off in those instances.

UNIVERSITY OF TEXAS POLICIES
The University of Texas has its own policies, which both you and the department must adhere to.

Students With Disabilities
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259 (http://www.utexas.edu/diversity/ddce/ssd/).

Accommodations for Religious Holidays
According to UT policy, you must notify the instructor of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class, work assignment, or project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

UT Austin Honor Code and University Code of Conduct
It is your responsibility to be familiar with the UT Honor Code and University Code of Conduct, and to adhere to those codes. *Failure to uphold these core values in class will automatically result in Referral to Student Conduct services*:

Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

University Code of Conduct: "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community."

In the context of communication, adhering to the codes means (1) a minimal level of professionalism in the tone and content of your communication with others (see above), and (2) an avoidance of plagiarism or other academic dishonesty. *Plagiarism* is defined, in its broadest sense, as any of the following, whether committed intentionally or unintentionally:

- Representing *as your own work* any material obtained from another source, regardless of how or where you acquired it.
- Using *verbatim* material (e.g., exact words) without proper attribution (or credit). Other types of material can be plagiarized as well, such as *ideas* or even *sentence structure*.
- Merely changing a few words or rearranging several words or sentences is plagiarism, *not* paraphrasing. Remember, too, that even a well-paraphrased idea must be cited.
- Collusion, or turning in individual assignments not completed by you. (Collaboration on team assignments and receiving feedback from a peer is *not* the same thing as collusion.)

IMPORTANT: Professionalism is an integral component of this course. *Any student who violates the UT Austin Honor Code and/or the University Code of Conduct will significantly affect their ability to support a passing grade in the course.*

Classroom Evacuation for Students
All occupants of University buildings must evacuate a building when a fire alarm and/or an official announcement is made indicating a potentially dangerous situation within the building. Familiarize yourself with all exit doors of the classroom and building. Remember that the nearest exit door may not be the one you used when entering the building. If you require assistance in evacuation, inform your instructor in writing during the first week of class. For evacuation in your classroom or building:

1. Follow the instructions of faculty and teaching staff.
2. Exit in an orderly fashion and assemble outside.
3. Do not re-enter a building unless given instructions by emergency personnel.

Important Dates
If at any time you want to drop this course, be aware of the following dates:

September 3   Last day of the official add/drop period.
September 13   Last day to drop for a possible refund.
October 31   Last day an undergraduate student may, with the dean's approval, withdraw from the University or drop a class except for urgent and substantiated, nonacademic reasons.

COURSE SCHEDULE

The following pages contain the schedule for EE 333T, including
- **Major Assignment *due* dates (in red)**
- **Action Item *deadlines* (in red)**
- **Learning Record *deadlines* (in red)**
- **Reading assignments**
- **Materials to bring to class**

Note that Major Assignments are due at the start of class (or in class, in the case of oral presentations). Times associated with Action Item and Learning Record deadlines vary.

This schedule is subject to change. Although assignment due dates and deadlines will not move to an *earlier* date, we reserve the right to move them to a *later* date. In addition, individual topics and associated readings may move forward or backward to an alternate day.

Notes on readings
1. **Readings will be available in an associated Canvas Module** (as a pdf or web link), **designated by subject.**
2. **We encourage you to read all assignment instructions ahead of the dates on which they are included as "Required Reading" in the schedule**. Those instructions are currently listed for the first day on which the class discussion will relate most closely to the assignment, but those dates are the *latest* points at which you should have read the listed instructions. **It is up to you to be sure you understand upcoming work and deadlines**, rather than wait for Prof. Fagelson or the TA to tell you what to do.
3. **Most Canvas modules also contain "Recommended Readings."** These items are not required, of course, but they do provide information that will help you contribute to discussion, create observations for the LR, or complete assignments more effectively.
4. **As needed, we may provide additional readings** and will communicate with the class about any readings not listed in the syllabus.

Complete each required reading *before* the class meeting for which it has been listed; we will use these readings for class discussion or exercises, or they will provide important background information or preparation for class activities.

It is painfully clear when students have not completed assigned readings, and failure to come to class prepared constitutes evidence related your engagement (or lack thereof) in the class.

	MONDAY	WEDNESDAY	FRIDAY
Week 1 **Aug. 28–30**		**INTRODUCTION** **Required Reading:** Canvas Module: "Introduction" (*including* syllabus *and* Learning Record *page in Canvas*)	**THE WRITING PROCESS AND PRINCIPLES OF EFFECTIVE COMMUNICATION** **Required Reading:** Canvas Module: "The Writing Process and Principles of Effective Communication" **DUE (11:59 pm):** *Learning Record, Part A* (Canvas only)
Week 2 **Sep. 2–6**	**LABOR DAY** **No Class Meeting**	**JOB SEARCH: AUDIENCE ANALYSIS** **Required Reading:** Canvas Module: "Understanding the Job Search Audience" **DEADLINE (11:59 pm):** *Current Resume* (pdf, Canvas only)	**RESUME WORKSHOP**

Week	Session 1	Session 2	Session 3
Week 3 Sep. 9–13	**NETWORKING AND INTERVIEWING** **Bring to Class:** Job Description (hard copy) Updated Resume (hard copy) **Required Reading:** Canvas Module: "Networking and Interviewing" **DEADLINE (11:59 pm):** *Expo Trailer* (Canvas only)	**STRUCTURE IN PROFESSIONAL CORRESPONDENCE** **Required Reading:** Canvas Module: "Structure I: Professional Correspondence" **DEADLINE (12:01 am):** peer reviews of three *Expo Trailers* (in Canvas)	**ORAL PRESENTATION SKILLS** **Required Reading:** Canvas Module: "Oral Presentation Skills" **DEADLINE (start of class):** *Ghostwritten Job Letter* (draft)
Week 4 Sep. 16–20	**EXPERTISE PRESENTATIONS (1)** **IN CLASS:** scheduled *Expertise Presentations* (schedule TBD) **DEADLINE (start of class):** Peer reviews of *Ghostwritten Job Letter* drafts	**EXPERTISE PRESENTATIONS (2)** **IN CLASS:** scheduled *Expertise Presentations* (schedule TBD)	**STRUCTURE IN REPORTS AND DOCUMENTATION** **Required Reading:** Canvas Module: "Structure II: Reports and Documentation" **DUE:** *Ghostwritten Job Letter* (final)
Week 5 Sep. 23–27	**INTRODUCTION TO ETHICS** **Required Reading:** Canvas Module: "Introduction to Ethics"	**ETHICS AND THE JOB SEARCH** **Required Reading:** Canvas Module: "Ethics and the Job Search"	**THE REVISION PROCESS** **Required Reading:** Canvas Module: "Revision" **DEADLINE (start of class):** *Technical Description* (preliminary)

Week			
Week 6 **Sep. 30–** **Oct. 4**	**ORGANIZATION** **WORKSHOP: ARTICLE SUMMARIES** **Required Reading:** Canvas Module: "Organization" **Bring to Class:** Technical journal article (hard copy) **DEADLINE (11:59 pm):** *Presentation Self-Assessment*	**PROBLEMS IN ETHICAL DESIGN** **Required Reading:** Canvas Module: "Problems in Ethical Design"	**COLLABORATION** **Required Reading:** Canvas Module: "Collaboration" **DUE:** *Article Summary*
Week 7 **Oct. 7–11**	**TEAM FORMATION** **ORGANIZING & MANAGING TEAMS** **Required Reading:** Canvas Module: "Organizing and Managing Teams" **DEADLINE (11:59 pm):** *Team Proposal*	**RESEARCH, DOCUMENTATION, AND ETHICS** **Required Reading:** Canvas Module: "Research, Documentation, and Ethics" **DEADLINE (11:59 pm):** Optional *Career Action Item*	**LIBRARY TUTORIAL** **(meet in PCL, Learning Lab 2)** **DEADLINE (5:00 pm):** *Individual Writing Consultation* **DEADLINE (11:59 pm):** *Team Compact*
Week 8 **Oct. 14–18**	**MID-SEMESTER CHECK-IN** **THE DESIGN PROCESS** **Required Reading:** Canvas Assignment: "Group Design Presentation" **DUE (11:59 pm):** *Learning Record, Part B* (Canvas only)	**USING GRAPHICS** **Required Reading:** Canvas Module: "Using Graphics"	**GROUP DESIGN EXERCISE PRESENTATIONS** **IN CLASS:** *Group Design Presentations* **DEADLINE (11:59 pm):** *Technology and Society Reflection*

Week			
Week 9 **Oct. 21–25**	**PRESENTING DATA** **Required Reading:** Canvas Module: "Presenting Data"	**WORKSHOP: EDITING AND PROOFREADING**	**WORKSHOP: PROJECT REPORTS** **DUE:** *Data Set*
Week 10 **Oct. 28–Nov. 1**	**USING SUPPORTING MATERIALS IN PRESENTATIONS** **Required Reading:** Canvas Module: "Using Supporting Materials in Presentations"	**PRESENTING AS A TEAM** **DEADLINE (start of class):** *Ethics Project Plan*	**WORKSHOP: ETHICS PROJECTS**
Week 11 **Nov. 4–8**	**ETHICS PROJECTS** **IN CLASS:** scheduled *Ethics Projects* (schedule TBD)	**ETHICS PROJECTS** **IN CLASS:** scheduled *Ethics Projects* (schedule TBD)	**ETHICS PROJECTS** **IN CLASS:** scheduled *Ethics Projects* (schedule TBD)
Week 12 **Nov. 11–15**	**DISCUSSION: PROJECT POSTMORTEM** **Required Reading:** Canvas Module: "Project Postmortem"	**PEER REVIEWING** **DEADLINE (start of class):** *Technical Description* (draft for peer review)	**WORKSHOP: TECHNICAL DESCRIPTIONS** **DEADLINE (start of class):** *Peer review of* Technical Description

Week			
Week 13 **Nov. 18–22**	**WORKSHOP: EDITING**	**DESIGNING SUPPORTING MATERIALS FOR TECHNICAL PRESENTATIONS** **Required Reading:** Canvas Module: "Designing Supporting Materials for Technical Presentations" **DUE:** *Technical Description* (final)	**WORKSHOP: TECHNICAL PRESENTATIONS** **DEADLINE (5:00 pm):** *Mock Interview*
Week 14 **Nov. 25–29**	**WORKSHOP: TECHNICAL PRESENTATIONS** **DUE:** *Job Packet*	**THANKSGIVING BREAK** **No Class**	**THANKSGIVING BREAK** **No Class**
Week 15 **Dec. 2–6**	**TECHNICAL PRESENTATIONS (1)** **DUE:** scheduled *Technical Presentations* (schedule TBD) **DUE:** scheduled *Technical Presentation* slides (Canvas only)	**TECHNICAL PRESENTATIONS (2)** **DUE:** scheduled *Technical Presentations* (schedule TBD) **DUE:** scheduled *Technical Presentation* slides (Canvas only)	**TECHNICAL PRESENTATIONS (3)** **DUE:** scheduled *Technical Presentations* (schedule TBD) **DUE:** scheduled *Technical Presentation* slides (Canvas only)
Week 16 **Dec. 9**	**CONCLUSION AND COURSE RECAP** **DUE (11:59 pm):** *Learning Record, Part C* (Canvas only)		