

Writing Project 3: DWL Documentation + Writing Project 4: Visual Communication

Audience and Purpose (Who will use this?)

Your purpose is to create instructions on how to use the new technology in the DWL. We have two audiences: students and faculty.

Form/Mode (How may we best present information to assist them?)

We'd like to produce a print manual, that will be easily accessible in the room; however, we'd also like to have easy access to these instructions online (so more than one could use them at once, and/or they could be easily updated as needed). We should also plan to use alternate modalities (i.e. video, annotated images) as necessary to support the user. (This may mean uploading some items to other spaces, like YouTube, and including bit.ly links in print versions.)

We've established Google drive space for you; however, your group might choose to use another tool (such as Microsoft Teams, [which you may download here.](#))

If you use sources (i.e. existing product guides), please provide citations. (It would be enough to say "adapted from" and list the source.)

You might also consider adding "for more information" links (to tutorials and such) that you feel may benefit users.

Content (What tasks shall we address?)

I've added a few links to tutorials and manufacturer homepages [here](#) for you.

Wishlist:

Group 1: Sydney Santschi, Wynell Pevehouse

1. document camera, - Group 1
2. Using Monstro! (internal annotation) - Group 1

Group 2: Brad Kunkelman Tatyana Bryant, Teresa Carpenter

3. solstice screens (including sharing documents from your laptop, sharing documents from your phones), Group 2
4. Apple TV, Group 2
5. wall selection panels, Group 2/ ~~Group 1~~

Group 3: April Neal, Nisha Jackson, Jennifer Uriega

6. using the Surfaces -GROUP 3

- a. What do students need to know?
 - b. What do instructors need to know? There are 24, we need to alternate and track usage....maybe daydreaming up a way to sign them in/out?), general procedures for the lab
7. (turning on Crestron/the classroom control panel, *alternate (GROUP 3)
8. Classroom rules (for students), what to do when opening/closing the lab/cleaning (for instructors)

Leftover:

9. Pixma Printer & Brother HL

Visual Communication

[Our Style Guide](#)

Sharing the Work

We'll form three groups today (unless we can identify enough tools for each of you to take charge of one. Even if we do that, each group member will be expected to help each other with "their" project. Or...do you all have other ideas for how to divvy this up? Let's note tasks by group, below.)

I've established folders for your work, and any resources you gather, here:

[Group 1](#) Sydney Santschi, Wynnell Pevehouse

[Group 2](#) Brad Kunkelman Tatyana Bryant, Teresa Carpenter

[Group 3](#) April Neal, Nisha Jackson, Jennifer Uriega

We've established Google drive space for you; however, your group might choose to use another tool (such as Microsoft Teams, [which you may download here.](#))

Video on how to use Microsoft Teams

https://products.office.com/en-us/microsoft-teams/group-chat-software?&wt.srch=1&wt.mc_id=AID643148_SEM_KZBysahD

Turning in your work

Your work will be due by class time on Monday, October ~~16th~~ 30th.

Post final copies of your group's work [HERE](#) before class time on Monday, October 30th. We'll then submit this to a small group of users for usability testing. They may send it back to us requesting changes.

You will also post a reflection on the experience to our Blackboard dropbox. (See more details below.) This average will become your citizenship/participation grade.

The Reflection: Evaluating the individual learning and group collaboration experiences

Each individual will also hand in (individually, so it will be private) a written reflection.

This should be 1-2 pages of formal, edited prose. This is a metacognitive task, one in which we ask you to think about your own thinking and learning.

There are two big ideas to hit here.

- Consider your contributions to the collaborative document, and what you learned about collaboration, research, reading, writing, document design (and whatever else comes up) as you worked on the project. What are the strengths and weaknesses of the work you've presented? If you had more time, what would you change (or add), and why? What impact would it have on the work?
- Finally, assign a citizenship/participation grade for yourself AND each of your working group partners, providing support for your assertions (as you do with any argument.)

Here's some background information on how I think about reflections. A 4.0 reflection:

- thoroughly and thoughtfully considers your work on these pieces of writing
- thoroughly and thoughtfully considers your learning (as a student, reader, researcher, writer) on both this project AND on your work and progress on the goals of the course.
- provides a useful map of the skills you want to continue building, and how you will do so
- demonstrates a clear understanding of writing AS a process:
 - Process goals:
 - To see writing as "thinking made visible."
 - To appreciate that the "product" your writing produces will only ever be as "good" (as successful or effective) as the "process" that goes into it.
 - To begin to see your writing as a product of many decisions you will make about how best to communicate your ideas, your meaning to your intended, ideal reader(s).

- To develop strategies for generating—or “inventing”—ideas, arranging them in helpful ways, revising ideas and their arrangement as you figure out what you want to say, editing to make your meaning clear, and proofreading to present the written expression of your thoughts and growing knowledge in its best possible form.
- To accept “at the start” that good writing takes time and effort and a willingness to explore possibilities and alternatives with other writers, both in class and outside.
- To appreciate that your writing as an “act” that, like the way you talk or dress or spend your time, will be viewed by readers as representations and reflections of your values and beliefs.
- is appropriately developed—is of a satisfactory length to achieve its purposes, and is clearly the result of thoughtful questioning/planning/drafting and revision processes.
- is composed in a fashion appropriate for your audience and purpose, illustrating more than minimum facility with language, and engaging the reader with few sentence--level problems

Evaluation:

Because we combined this with project 4, this learning experience is worth 16% of your final course grade.

Your grade for this project will have several components.

- A process grade: Your reflection (see above) has two strands in it.
 - Grade A: What did you learn? How have you worked towards the goals of this course? (I'll grade this bit of the reflection as a standalone document, based on the criteria addressed below.)
 - Grade B: What grade would you give your group mates on their collaboration, collegiality, and productivity? (I'll tally these up and average them. This will be added to the SHARED grade on the documentation itself.)
- Grade C, a product grade: This is a grade on the quality of the documentation produced by the group. It is shared by all group members.
- Each group member's final grade may be different from the others, as your product grade be added up with with your “citizenship grade.” Here's how I'll figure it: $A + (C+B/2)=x$. Then $x/2$ =your project grade.

Here's how I will evaluate your reflection:

Your reflective overview:
...clearly considers your choices on the project, and how they impact the reader/user.

...thoroughly and thoughtfully considers your learning (as a student, reader, researcher, writer) on both this project AND on your work and progress on the [goals of the course](#), considering what you've learned, how, and how you will continue to build skills in the future.

...demonstrates a clear understanding of writing as a process.

... is appropriately developed—is of a satisfactory length to achieve its purposes, and is clearly the result of thoughtful questioning/planning/drafting and revision processes.

...is composed in a fashion appropriate for your audience and purpose, illustrating more than minimum facility with language, and engaging the reader with few sentence-level problems.

Here's how I will evaluate your documentation project:

Once this work is handed in, we'll turn the documentation over to a small group of inexperienced users for informal usability testing. In class on 10/25, let's plan questions we'd like them to answer. ([Post yours here](#).) Depending on their feedback, we may return documentation to the groups for revision/improvement before grading.

In evaluating your work on the documentation, I will take their comments into account. I will also consider the following. (These are the same categories I've used for every other project this term.)

- **Strategy/Purpose:** Does each document meet its intended objective for its intended audiences? Are they contextually useful and appropriate? (Are these strategies articulated and evaluated in the reflection?)
- **Strategy/Audience:** Does each document address the intended audience in useful, ethical ways? (Is audience articulated and analyzed, in the reflection? Are choices in genre, and within each genre, considered in light of audience and purpose?)
- **Support/Evidence and Ethics:** Is the evidence used to support the argument concrete, relevant, credible, accurate, and sufficient? Are sources used ethically (and documented in ways appropriate to audience and form?)
- **Clarity/Conciseness:** Are paragraphs well developed and structured? Are sentences structurally correct, succinct, and easy to understand?
- **Formatting/Design:** Are page layout, formatting, and design issues used intentionally to strengthen the communication?