



**St. Jerome's University in the University of Waterloo**  
**Department of English**  
**English 119: Communications in Mathematics and Computer Science**  
**Spring 2018 – Section 001**  
**Mondays and Wednesdays, 4:00-5:20pm, EV3 3406**

**Instructor:** Diana Lobb

**Office:** SH 2111

**Contact:** df2lobb@uwaterloo.ca

**Office hours:** Tuesdays and Thursday, 12:30-1:30pm (or by appointment)

**Course Description:** This course is designed to give you instruction and practice in the oral and written forms of communication that you as a Math and/or Computer Science student will need in the academic environment and in the workplace. Much of the work that you do this term will rely on your co-operation as a member of a team. It is crucial that you attend all of the lectures and participate in teamwork that may take place outside of class time.

**Course Goals and Learning Outcomes:** By the end of the term you will have gained confidence in your ability to complete a variety of projects that involve strong communication skills; you may also have samples of professional documents to show potential employers. In addition, you will acquire confidence in working as part of a team, communicating, practicing professional behavior, thinking critically, and making oral presentations.

**Recommended Text:** *The Little, Brown Compact Handbook*, or a similar writing/reference manual.

**Course Requirements and Assessment:** There are several assignments in this course. It is your responsibility to check the course schedule regularly so that you know what is expected each week.

<b>Assessment</b>	<b>Due Date</b>	<b>Weighting</b>
Professionalism and participation	Throughout the term	10%
Resume and analysis/reflection	May 16	10%
Manual revision (two drafts)	May 30 and June 13	10%
"Client meeting" assignment	Week of June 4	10%
Team project proposal presentation	June 27	5%
Proposal peer feedback	June 27	5%
White paper (two drafts)	July 11 and Aug. 1	15%
Final team project presentation	July 18 – 25	15%
Presentation peer evaluation	July 18 – 25	5%
Portfolio and learning reflections	Throughout the term; due Aug. 1	15%
<b>Total</b>		<b>100%</b>

**Assignment Descriptions:** see page 1 or the attached schedule for due dates. Additional guidelines for each assignment will be provided.

**1. Professionalism and participation (10%).** Students are expected to attend all lectures, complete all in-class written exercises and group work, cheerfully participate in peer editing, and *act professionally at all times (as you would in a workplace environment)*. Arriving late disrupts classroom activities; latecomers will therefore be penalized unless a valid excuse is provided in writing. Unexplained/unwarranted chronic lateness and absences will affect your grade.

**2. Resume and analysis/reflection (10%).** Design a resume for yourself or adjust your existing resume, making use of the strategies taught in class that you feel are useful for your situation. Include an assessment of your resume's strengths as well as two job postings for which you feel your resume is a good match.

**3. Manual revision assignment (10%).** Working alone *or* with one other partner, you will apply strategies learned in class for improving the information content and readability of a document. You will also provide a brief discussion about the significant changes made. This assignment will be done in two drafts.

**4. "Client meeting" assignment (10%).** I will act as the "client"—a person who has *absolutely no* technical background. During the week of June 4th, we will meet for a 10-minute appointment during which you will explain a technical concept (something related to your field of study) in *non-technical terms*.

**5. Team project proposal presentation (5%).** The objective of the project is to propose, create, and demonstrate a mathematics-based study aid or promotional product. You must provide a rationale for your design based on research and suggest what will be unique about your product. On June 27th, teams will present their project proposals to the class (focusing on persuasion). Your team presentation will be no longer than 10 minutes, so you will need to carefully plan it. Teams of 5 members will be formed in week 5. More guidelines will be provided.

**6. Proposal peer feedback (5%).** In response to guiding questions, you will offer your classmates detailed feedback about their project proposal (presented on June 27th).

**7. White paper (15%).** I will provide some insights about the content and design of white papers, after which you will create a document to promote your project deliverable. Each member of the team will be expected to contribute an equal amount of content and writing. On July 11th, your first draft will be given to another team for assessment and then submitted to me for some feedback. After your draft is returned, you will have until August 1st to revise it and submit it (along with a prototype of your deliverable, if applicable) for a grade out of 15. The white paper must show evidence of persuasive content, effective design, and strong clarity of expression. A shared grade or individual grades will be awarded based on the team's preference.

**8. Final team (formal) presentation (15%).** In week 12-13, each team will have between 15-18 minutes to present (demonstrate) their deliverable to their stakeholders. 10% of this grade will be for students' performance in the presentation itself (delivery and professionalism, use of presentation visuals, and contributions to team cohesiveness). 5% will be for the presentation slides, which team members must send by e-mail attachment within 24 hours of the presentation.

**9. Peer evaluation of presentations (5%).** Each team member will evaluate another team's final presentation (week 12-13), following some guiding questions.

**10. Learning reflections (15%).** Many classes will involve some writing in response to a scenario. These responses will be typed up and submitted in a portfolio along with your other written assignments. You will also write short "learning reflections" that discuss any ideas that are relevant to your current learning needs and your career goals (as they relate to professional communication). You are urged to work on this assignment throughout the term, and show me your work in progress several times during the term. I will provide more information and strategies in the form of guiding questions to help you compose your learning reflections.

### Professor's Policy on Late Assignments

Project assignments will be penalized 2% per weekday late. Often students have legitimate reasons for requesting an extension; in such a case, you should take the opportunity to compose a formal and polite e-mail to me, outlining the reasons for the request and providing a rationale for a new due date. This e-mail should be sent at least 24 hours in advance of the due date.

**Correspondence:** Students using e-mail to contact an instructor must include their first and last names, student number, and tutorial section in which they are enrolled in the e-mail subject line. E-mails composed in English 119 must be formally and professionally written.

### Electronic Device Policy

Devices (laptops, cellphones, smartphone, tablets, etc.) may only be used in ways that are conducive to learning in this course (for example, taking notes, examining documents on Learn, or looking for research articles). Please be courteous in your use of devices; do not distract others in the class who may have different learning styles.

### Schedule (consult regularly!)

Week	Class Dates	Lecture topic / Assignments
1	May 2	Course introduction: basic principles of professional communication; audience, context, and purpose Communicating your experience - in-class writing exercise: classmate profile
2	May 7 & 9	Communicating your expertise in Job searches: networking, resumes, cover letters, work profiles Communicating with others in the workplace: e-mail etiquette, working in teams - in-class writing exercise: resume critique
3	May 14 & 16	Communicating with clarity and elegance: avoiding common grammatical errors and writing with appropriate diction and brevity - in-class exercise: paragraph edit - resume and assessment due May 16
4	May 22 & 23	Communicating procedures -manual revision assigned Communicating technical concepts to a non-technical audience (using accessible language, analogy, and other strategies)
5	May 28 & 30	Learning reflections Start of team project - selection of teams and brainstorming session - manual revision assignment draft 1 due May 30
6	June 4 & 6	No classes scheduled: "client appointments" will be scheduled for this week (you will be asked to respond to a scheduling request by e-mail) - your manual revision draft will be returned to you at your appointment
7	June 11 & 12	Creating persuasive proposals - manual revision assignment draft 2 due June 13 Communicating research findings accurately and ethically Quotation, paraphrase, and citation/documentation - in-class exercise (incorporating sources)
8	June 18 & 20	Presentation skills (including presenting as part of a team) Creating effective presentation visuals - in-class writing exercise (presentation critique)

<b>9</b>	June 25 & 27	<ul style="list-style-type: none"> <li>- team meeting / work session</li> <li>- proposal presentations on June 27</li> <li>- peer proposal feedback</li> </ul>
<b>10</b>	July 4 & 9	<ul style="list-style-type: none"> <li>Creating effective product documentation (white papers)</li> <li>- examination of sample white papers, in-class writing exercise</li> <li>- team meeting / work session</li> </ul>
<b>11</b>	July 11 & 16	<ul style="list-style-type: none"> <li>Lecture topic to be announced</li> <li>- team meeting / work session</li> <li>- “audience testing” first draft of white paper (July 11)</li> <li>- draft one submission (July 11)</li> </ul>
<b>12</b>	July 18, 23 & 25	<ul style="list-style-type: none"> <li>Final team project presentations</li> <li>- peer evaluation of presentations</li> <li>- presentation slides due by e-mail attachment within 24 hours</li> <li>- final draft of white paper due August 1</li> <li>- learning reflection assignment due August 1</li> </ul>

## Important Information

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

### **Mental Health Services:**

On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: Support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

**Contact Health Services**

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

**Contact Counselling Services**

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

[counserv@uwaterloo.ca](mailto:counserv@uwaterloo.ca)