



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of English
ENGL 378/MTHEL 300
Professional Communications in Statistics and Actuarial Science
Winter 2022
MW 11:30-12:50 SJ1 2009

Instructor Information

Instructor: Jesse Hutchison

Office:

Office Hours: MW 1:00-2:00PM (see Office Hours section below for details)

Email: j6hutchi@uwaterloo.ca

Course Description

Clear and effective communication is a crucial component of any field, particularly in actuarial science. This course endeavours to provide you with the tools you will need in order to successfully deliver material to both experts and non-experts. This means improving on the basic fundamentals of writing. In the first part of the course, then, we will discuss various strategies to write in a way that is professional, critical, concise, and precise. You will learn how to craft information for different audiences, from specialists, with whom you can use more technical and specialized language, to non-specialists, to whom you will have to relay difficult concepts in a way that is accessible. We will also emphasize the importance of teamwork as your final assignment will be to produce a major group project on a subject of your choice. In working towards this final project, we will consider the significance of research, editing.

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Identify and synthesize arguments and relevant points from published material
- B. Be aware of different audiences who require statistical information and be able to communicate effectively to those different audiences
- C. Write critically, concisely, and persuasively
- D. Work collaboratively with a team to produce a well-organized and professional document

Required Text

There is no required textbook for the class; however, I will be putting up material on LEARN for you to read.

Course Requirements and Assessment

| Assessment | Date of Evaluation | Weighting |
|-------------------------------|--------------------|-----------|
| Participation/Attendance | | 10% |
| Citation Assignment | January 12 | 5% |
| Grammar Assignment | January 19 | 5% |
| Reviewing a Scholarly Article | February 7 | 10% |
| Video Presentation | February 16 | 15% |
| E-Mail Assignment | February 28 | 10% |
| Written Proposal | March 21 | 15% |
| Reflection Assignment | April 4 | 5% |
| Final Project | April 11 | 25% |

Participation/Attendance (10%): A vital component of workplace or academic communication is interpersonal, and it is advantageous to be able to communicate with your colleagues. If and when we return to campus, part of your grade will assess your attendance and participation. In order to participate to the full, you must be engaged in the ongoing conversation and contribute thoughtfully. Please come to the class on time and avoid any potential distractions (meaning no social media, texting or having off-topic chat with friends).

If we are not in class and learning shifts online, I have created a forum on LEARN where I will place a weekly question for you to respond to. These questions will begin on Week 4 (January 24-January 30) of class. To find the forum, click the Connect tab and then click on Discussions. In this online format, your participation/attendance grade will be an assessment of your contributions to these topics. While we are online, I will be putting up a new thread every Monday, so if you are contributing to that week's thread, you will

need to respond by the Sunday evening before the next thread is due to go up. Your contributions to a thread will only be marked if you contribute to the discussion the week it has been made available. Write a paragraph or two (paragraphs should be between 100-250 words) where you address the question. Just remember to be kind, courteous, respectful and friendly even if disagreeing. You will therefore be graded in terms of frequency of posts (you will need to respond to all nine available questions – each one counting for roughly 1.11 out 10), level of insight (within reason for an online discussion), clarity, and the tone of your writing. I may hop into the discussion at times to build and guide discussions and clarify information. That being said, this is not the space to direct questions or comments to me as I will be available for that over email and office hours.

It is possible that we might go back and forth between these two formats, at which point I will be splitting up the participation/attendance grade into an online section and in-class section. For example, if I have asked questions for three weeks rather than nine and then we move to in-person classes, then a third of your participation/attendance mark will account for your responses to the question, while 2/3rds will assess your in-person attendance and class participation.

Citation Assignment (5%): For this assignment, I will place a text on Learn that you will examine in order to determine what is cited properly and what is cited improperly, as per our class discussions. The citation assignment will be submitted to the LEARN dropbox by 11:59 on **January 12**.

Grammar Assignment (5%): This assignment asks you to point out the grammatical errors (sentence fragments, comma splices, misuse of semi-colons, etc.) in a text that I will place on Learn. The grammar assignment will be submitted to the LEARN dropbox by 11:59 on **January 19**.

Reviewing a Scholarly Article (10%): There are three articles posted on LEARN in a tab titled “Articles for Reviewing a Scholarly Article Assignment.” Choose ONE of the articles and in 150-200 words, identify 2-3 features (and give supporting quoted evidence along with a page number from the article where required) that adhere to the formal requirements of a scholarly article written for specialist audiences. I will discuss the features of scholarly papers on January 26th. Provide quotations from the essays that demonstrate the features. Along with the quotations, you want to also explain how this quoted material is a demonstrable example of a feature of a scholarly article. Remember that while the IMRAD structure and an abstract are features, these will not count as features to discuss for this assignment. This element of the assignment will be worth 4 out of 10 points.

Then in 300-400 of your own words, write a critical analysis of the article (worth 6 out of 10 points). We will discuss Critical Thinking on January 21st. In creating your analysis, consider the following possibilities: why the author(s) approach is sensible (or not), why their analysis is appropriate (or not), and why the communication of their findings is effective (or not). Do the authors display any bias? What might be the potential gaps where researchers can further this analysis? You do not have to consider all of these things, and in fact you can even focus in on one, but they may be helpful in motivating your critical analysis. The assignment will be submitted to the LEARN dropbox by 11:59pm on **February 7**.

Video Presentation (15%): At some point in your career, you may have to explain technical ideas to non-specialists in person, either in presentations or in one-on-one meetings. For this assignment, you will create a short (between 3-5 minute) video, using your phone or computer camera in which a suitably technical (university level) mathematics concept (anything related to your field) is explained/simplified in non-math terms (no jargon or equations). This presentation might take the form of an informal presentation like a TED talk or a 3-minute thesis speech. Ultimately though, you should be the one on-screen. If you have the technical know-how to incorporate visual elements, you may do that, but it is not required. I will be assessing how well you have simplified your concept, how well you have applied the strategies discussed in the videos on both narratives/storytelling and oral presentation, clarity, use of time, and enthusiasm for the subject. The more enthusiastic the better. Videos should be uploaded to LEARN by 11:59pm (or a file with a link to the video should be submitted on LEARN) on **February 16**.

E-mail Assignment (10%): For this assignment, I will upload an e-mail response of an actuarial manager who works at a life insurance company to a policyholder. You will critique the response in 200-250 words and write a more appropriate response in roughly 200 words. The response should also consider the rhetorical elements we discussed as well. You will be assessed on the strength and clarity of your critique and response as well as your techniques of persuasion. The assignment will be submitted to the LEARN dropbox by 11:59pm on **February 28**.

Written Proposal (15%): Roughly halfway through the term, I will place you into a group if we are online or you will join a group of four or five if we are in class. As a group, you will submit a carefully written proposal for your final group project (see description below). For this proposal, you will answer three key questions: what will be done, how will it be done, and why should it be done? The proposal will also include a literature review, meaning you will need to have done research into three legitimate sources for

this project. Overall, the proposal should be structured as follows: introduction, literature review, methodology, conclusion, and bibliography. As is the case with many proposals, a major goal should be to demonstrate to your reader that this is a project worth greenlighting, since the reader of proposals tends to be in a position to do so. In that case, you want to really try and sell your project here by demonstrating that you have an idea that is unique, that is worth doing, and that is using the best methods to deliver the goods. Moreover, this proposal is in many ways meant to be a helpful way to get you thinking about the final project – in other words, the information in it should be what you genuinely intend to do for the final project (do NOT, for example, make up methods that you will not be actually undertaking). However, because I will give you feedback to strengthen your final project, you are ultimately not bound to what you write in the proposal. Proposals should be between 1000-1200 words (not including the bibliography). Each group member should contribute roughly 200-250 words and take part in the editing process. Taking part of the editing process meaning that each member reads through the entire finished project and makes necessary changes or additions. I will assess the proposal in terms of its clarity, the strength of the idea, the persuasiveness of the pitch, and the appropriate use of each section. Remember to also submit the Group Assignment Checklist (see description below). Proposals are due in the LEARN dropbox on **March 21**.

Reflection Assignment (5%): For this assignment, you are asked to honestly and critically evaluate your experiences in this class. Discuss something that you feel you improved on and what might be something you need to work on further. Consider as well whether the course has helped you beyond the confines of the class. Reflections should be between (300-400 words) and submitted to LEARN by 11:59 on **April 5**.

Final Project (25%): Collaborating with team members, you will produce a research document or white paper related to actuarial science or statistics that is written for a semi-specialist or non-specialist audience. The project should make use of at least five legitimate and authoritative sources. This means that you will not just list these sources in a reference section but that you will also demonstrate engagement with them within the body of the project. Each member of the group will contribute approximately 600-650 words of the document. You will also work together to review and edit the material so that it is consistent in terms of content, style, and formatting. The final grade will consider the application of the research and depth of analysis, the appropriateness of the style for the audience, and the overall clarity and concision of the writing. Remember to also submit the Group Assignment Checklist (see description below). Because the work is collaborative in nature, the intention is that every student will receive the same grade. However, I will give the option if you wish to be graded

independently. The final project should be uploaded to LEARN on **April 11**.

Alternate Arrangements for Online Learning

We are beginning this term online, but we may return to class during the term. It is also possible that once we come back to class, we may have to return online. While online, we will stick to our Monday/Wednesday routine and keep to the schedule outlined below. Rather than meet in class, I will upload a video on the topic that is scheduled that day. You will be responsible for viewing the video in a timely fashion. The method for assessing your participation/attendance grade will also change. I describe this change in detail in the participation/attendance section. If we do return to class after January 24th, you should have enough time to choose your own groups for the two projects due closer to the end of term. If we do not return to class, I will organize you into groups of four or five myself. If you are self-isolating at any point that we are in class, I can provide you with videos on the topic that we are discussing that day.

Late Work

All assignments are to be handed in on LEARN by 11:59PM of the due date. Microsoft Word documents are preferred over PDF and Pages (the latter I am unable to open on my computer). Marks will be returned on Learn. Late papers will be subject to a late penalty of 2% per day. Assignments more than 20 days late will not be accepted.

A doctor's note is required to avoid a late penalty, and it should document serious illness on and for the period directly preceding the due date for assignments.

In cases of personal matters such as mental health concerns, I am very sympathetic but I am also unable to properly evaluate these cases. If you need an extension on work for such issues, it is crucial to connect with AccessAbility Services, who are still available by phone or online during this period and have them evaluate your case. They can then contact me if they believe you require alternate accommodations for assignments. At that point, I am always happy to help the student in any way that I can.

Rules for Group Work in Assignments

When working on a group assignment, a [Group Assignment Checklist](#) must be completed and submitted with the assignment.

Attendance Policy

If we are meeting in class, attendance will be mandatory unless you provide documentation that excuses you from class or unless Accessibility Services contacts me to provide alternate arrangements. If you are unable to attend due to COVID-like symptoms and required self-isolation, you will need to self-declare your illness by filling out the University of Waterloo Verification of Illness form:

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

When grading attendance/participation, each class students will receive an automatic 7.5/10 for on-time attendance (this mark will be lowered depending on the degree of lateness). If students meaningfully participate in class (meaning at least one “more-than-one-word” contribution to the class discussion), the attendance/participation mark will be bumped up to 10/10 for the day. When we are online, there will be no marks for attendance, only participation. See the participation/attendance description for more details.

Office Hours

My office hours for this term, both online and in-person, will be Monday and Wednesday 1:00-2:00PM. When we are on campus, you can feel free to drop by my office during that time. When we are online, please email me to book an appointment during that time and I will send you a Zoom link.

Email

I respond to my emails every week day until 4:30PM. I may not be able to respond right away, or I may be looking into the matter on your behalf, but I will get back to you as soon as possible. Remember though that if you send an email regarding an assignment the day that assignment is due, that I may not see it until the following morning. If you have not received a response after 24 hours, or roughly 48 hours on a weekend, please email me again. Please note that mail from some external email servers, such as Hotmail or Yahoo, may be bounced by the university server.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.

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.](#) When in doubt, please be certain to contact the St. Jerome’s Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check www.uwaterloo.ca/academicintegrity/ for more information. 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 instructor, 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 offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

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: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term.

Mental Health Support: The Faculty of Math encourages students to seek out mental health support if needed.

On-campus Resources:

- Campus Wellness <https://uwaterloo.ca/campus-wellness/>
- Counselling Services: counselling.services@uwaterloo.ca 519-888-4567 ext 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services: mates@uwaterloo.ca
- Health Services: located across the creek from the Student Life Centre, 519-888-4096.

Off-campus Resources:

- Good2Talk (24/7): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, and that students' learning needs be addressed both in and out of class. We recognize the immense value of the diversity in identities, perspectives, and contributions that students bring, and the benefit it has on our educational environment. Your suggestions are encouraged and appreciated. Please let us know

ways to improve the effectiveness of the course for you personally or for other students or student groups. In particular:

- We will gladly honour your request to address you by an alternate/preferred name or gender pronoun. Please advise us of this preference early in the semester so we may make appropriate changes to our records.
- We will honour your religious holidays and celebrations. Please inform of us these at the start of the course.
- We will follow AccessAbility Services guidelines and protocols on how to best support students with different learning needs.

Course Outline/Class Schedule:

January 5: Introduction

January 10: Academic Integrity

Citation Assignment due January 12

January 12: Grammar

January 17: Style

January 19: Audience

Grammar Assignment due January 19

January 24: Voice/Concision

January 26: Reading: "Are the Dead Taking Over Facebook?"

January 31: Critical Thinking

Reviewing a Scholarly Article Assignment due February 7

February 2: Readings: "Using narratives and storytelling to communicate science with non-specialist audiences,"

February 7: Oral Presentations

Video Presentation due February 16

February 9: Rhetoric

February 14: Emails

February 16: Research Tips

February 19-February 27: Reading Week

February 28: Reports

Emails due February 28

March 2: White Papers

March 7: Written Proposals

March 9/14: Work on Group Written Proposal (in-class or online)

March 16: Integrating Quotations

March 21: Common Errors

Proposals due March 21

March 23/28: Work on and Revise Final Project (in-class or online)

March 30: Final Thoughts, Reflection Assignment

Reflection due April 4

Final Project due April 11