



WRD 203-204

Fall 2017

Business Writing and Communication

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Office Hours: M 12:00-2:30
W 3:00-5:00, *or by appointment*

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Course Overview:

In this online course, we will focus on the communication skills used daily in professional offices throughout the world. Together, we will work toward understanding the most common business-related documents, mastering the conventions of professional presentations, and critically examine topics arising in the professional field(s) of your choice. While this course will introduce you to the various genres of professional communication, it also requires you to analyze the rhetorical, contextual, and ethical factors affecting all human communication. Because business communication is so complex and not easily reducible to rules and formulas, WRD 203 uses a process approach. Each unit encourages students to approach their work in stages, to consider the common steps professionals follow and the decisions they must make during the development of any project. In addition to offering strategies for planning, researching, drafting, revising, and editing documents, we will attempt to understand the broader picture, to consider ways to respond effectively and ethically to professional situations and audiences. While we may delve into the minutiae of email etiquette or the proper format for a résumé, this class should provide you with the skills to communicate effectively in the modern business world.

This course consists of three major unit projects designed to present students with business workplace scenarios akin to those encountered in the “real world” where creative problem-solving, invention, innovation, and collaboration are highly prized and marketable skills. These assignments will ask you to respond to the needs of a specific audience through rhetorical and contextual analysis. You will also continue developing research skills through the critical reading of shared texts and the pursuit of both fieldwork (primary research) and the opinions of experts (secondary research). This research will help you compose more effective documents on your own as well as contribute to a more collaborative project.

Writing, like business itself, is seldom successful as an individual enterprise. Group projects and writing workshop methods will situate you within a community of writers and reflect the collaborative imperative of the modern workplace. This professional cooperation may seem difficult at times, especially in an online learning environment, but we will develop skills to help you work as a team and navigate the increasingly collaborative workplace. Because the interdependence between the various stakeholders in our increasingly globalized economy compels us to consider the ethicality of decisions made by workers, businesses, and communities, we'll also work this semester with an eye on ethical decision-making.

Course Goals

As an introduction to business communication, this class has two major goals:

- Develop and refine professional communication skills with an emphasis on audience-awareness, document design, and critical thinking.
- Cultivate interpersonal communication skills and foster useful collaborative tactics in an online environment.

Student Learning Outcomes

By the end of the semester, you should be able to do the following:

- Understand and adapt the communication (written and oral) process to diverse situations, audiences, and purposes.
- Employ the standard conventions and forms of professional writing and speaking.
- Determine the appropriate content, format, and style for creating effective documents.
- Organize documents clearly and effectively for the intended audience.
- Demonstrate an awareness of the ethical implications of your rhetorical choices.
- Gather, evaluate, interpret, and apply information accurately, logically, and ethically.
- Develop good research questions and strategies.
- Gather, evaluate, interpret, and apply information accurately, logically, and ethically.
- Produce accessible, well-designed print and electronic documents.
- Understand that document design (both print and digital) is a crucial element in business communication, intricately linked to decisions about audience and purpose.
- Develop professional speaking skills.
- Employ professional revision and editing skills.
- Exhibit a professional voice and a clear, concise writing style.
- Develop teamwork skills and collaborate effectively in teams.

Required Materials:

Required Material

- ***Business Writing: A Guide to WRD 203 at the University of Kentucky*** (e-text)
You can purchase and access the e-book at <https://hmpublishing.redshelf.com>.
You will begin working from the Business Writing e-Book on the first day of class.
- Daily computer access with a reliable high-speed internet connection.
- Web-cam and microphone.
- An Active library and UK account (to access Canvas).
- ***Adobe Connect***. (Use your link blue userID.)
We will use a [closed meeting](#) throughout the semester for weekly office hours and synchronous class sessions.

Course Work:

Fair warning, this course will require a decent amount of work in order to acquire the skills at the center of this class (and produce effective documents). You should expect to spend at least a couple hours each week reading, researching and developing material for our class. As a result, this course may seem to be overly demanding at times. However, I ask that you trust that these assignments will ensure that you leave this class a more effective communicator and confident writer than you came in. *If you have any questions about the purpose of any of the assignments, please feel free to ask me.*

Assignment Sequence

<i>Assignment</i>	<i>Percentage</i>	<i>Due Date</i>
<i>Job Search Documents</i>	15%	9/28
<i>Profession Exploration Presentation (4-6 minutes)</i>	10%	9/21
<i>Individual Short Research Report (3,000 words)</i>	25%	10/28
<i>Formal Executive (Collaborative) Proposal (6,000 words)</i>	25%	12/12
<i>Digital Media Project</i>	10%	12/14
<i>Weekly Assignments / Participation</i>	15%	

Grading Policy

Only those students who have submitted each major assignment are eligible for a passing grade in this course. So make sure that you are keeping up with these project deadlines as the semester progresses.

Each essay will be evaluated according to a rubric provided to you on Canvas. These written projects will be marked using the following grading scale:

A	90-100%	D	60-69%
B	80-89%	E	59% and below
C	70%-79%		

If an assignment does not meet the minimum requirements (as detailed in the assignment prompt), then it will not receive a passing grade. All other work will be evaluated on a 10 pt. scale (10 = 100%, 9.5 = 95%, 9 = 90%, 8 = 80%, etc), unless otherwise specified. Your entire grade will be determined using the categories and projects defined above.

Since this is an advanced professional writing and communication course, the grade for each assignment will be based *both* on how well the piece is written and how well it is designed (or presented). Documents that receive a “C” (or below) may include serious flaws that distract from their overall quality.

Final drafts must be polished, and all illustrations must be permanently incorporated into the document. Errors in grammar, spelling, and/or punctuation may seriously affect an assignment's final grade. Similarly, presentations must reflect appropriate preparation and refinement.

Major Assignments (Component A)

In this class, you will be asked to compose documents in a variety of business-related genres, from the ubiquitous email to the more specialized business proposal. In order to foster the skills that will allow you to both succeed in this class and communicate effectively beyond it, the assignments in this class have been organized into 3 distinct units: one organized around the job search; one centered on a hypothetical business report; and a final unit focused on a collaborative business proposal. As the due dates for these essays approach, I will provide you with more detailed prompts and rubrics designed for each individual assignment.

Job Search Documents

Our first unit will include a packet of **Job Search Documents** including those documents that will be necessary to successfully navigate the job market. These include a résumé, a cover letter, and a number of other documents that will prove useful in any future job search. In order to help you compose an effective packet and make a strong impression, I will ask that you look deeper into the career/industry that you hope to pursue after graduating from this university. This **Profession Exploration Presentation** will be a 5 minute video presentation that explores one aspect of the career of your choice – an ethical dilemma facing the profession, an innovation in how the job is done, or some other aspect. This presentation should help you better understand the career you are interested in, the types of skills required for the job, and important issues related to that field.

Individual Short Report

After this hypothetical job search, we will move on to those genres that are appropriate to most professional environments – the internal short report and externally-oriented business proposal. As part of a larger project that will take up most of the semester, you will be asked to work in a group of 4-5 students to develop a new marketing strategy for a non-profit of your choosing. This proposed strategy will demand a well-researched plan, requiring a thorough understanding of your non-profit's current marketing strategy. As your group pursues this goal, each group member will write a 3,000 word (min.) report that examines one component of your client's current marketing strategy. This **Individual Short Report** should strengthen your collaborative project, providing a greater understanding of what is and is not working for the non-profit you will be courting, if only for the sake of the course.

Formal Executive Proposal

Once each group member has looked into his/her topic and reported back to the team, you will be asked, as a group, to put together a **Formal Executive (Collaborative) Proposal** that synthesizes all of the research that you have done into a coherent and convincing proposal for your hypothetical client. This 6,000 word (min.) document will incorporate the information from your internal reports but will be aimed at convincing your proposed "client" to adopt a marketing plan of your own design. As part of this proposal, your team will be asked to put together a **Digital Media Project** that provides an example of your larger marketing strategy at work– a model for your hypothetical client to consider as they mull over your proposal. Electronic copies of each assignment should be turned in electronically via Canvas by 11:59 PM on the date it is due. (Submissions will only be accepted if turned in via Canvas, and any turned in via email alone will be marked as late.)

Weekly Assignments (Component B)

Except for Major Assignments, all work should be completed by *11:59 PM on the date it is due* (unless otherwise noted in the Class Schedule). These smaller assignments may not be required every week, but they should help you develop the communication skills at the center of this course, so make sure that you keep up with them.

Peer Review

Peer review will be a part of each project in this course, as rough drafts will be circulated so that you can provide feedback to each other. This will happen in three ways:

1. You'll swap work with classmates and offer a detailed response to their work.
2. The entire class will be asked to read and respond to a student or group's draft.
3. I will choose drafts, remove (as best I can) information that identifies the writer(s), and use it to further the class's understanding of a project.

Because rough drafts and peer review are essential to classroom success, they make up a significant portion of your Component B grade.

If you'd prefer your assignment not be shared with the class (for whatever reason) as outlined above, please send me an email immediately after submitting the assignment.

Late Assignments

All of your assignments for this course are due on the dates indicated in the class schedule (available on Canvas). All work will be reduced by **one letter grade** for each calendar day that it is late. If you incur what would be considered an *excused* absence on a day when an assignment is due, you will be allowed to hand in that work **only** if the appropriate documentation is attached to your submitted work.

You may request a total of **48 hours** extension (throughout the entire semester) on the submission of the final draft of any *written* assignment. However, this *does not include* peer review or rough draft material. Make sure to get this work in on time. If you would like to take advantage of this extension opportunity, you must send me an email request **at least two days before** the scheduled due date. You may only request this extension on the Formal Executive Proposal if all of the students in your group still have this option available to them.

Course Policies:

I am sure that we will have a good time this semester exploring the intricacies of business communication. However, in order to get the most out of the course, I expect you to do the following:

- Keep up with the course schedule and assignments,
- Communicate regularly with your classmates, your team, and your instructor,
- Contribute meaningfully to online discussions and peer-review sessions,
- Treat all members of our course with respect.

Group Work

Because most professionals must pursue collaborative goals, you will be expected to work – professionally and cordially – with your peers. This is not only a prerequisite for completing the projects in this course but is a necessary skill for professional success beyond the university.

As you will spend a large portion of this course working with a group of peers on an Executive Proposal, a spirit of cooperation is especially important. To help facilitate this, each group will have a **Project Manager** whose duties will include the submission of minor work (charters, schedules, memos, agendas, minutes, etc.) related to the group and communicating with me about group dynamics and progress toward your collaborative project. Unless informed otherwise, **each group member will receive the same grade on**

all collaborative assignments. As the semester comes to an end, each team member will complete a Group Work Reflection, which I will take into consideration when calculating your Group Participation Grade.

Overall, just treat everyone as a *valued colleague*, and you will have few problems. That means that you should honor all deadlines agreed to by your team as though I were the one who set them. You should also be respectful of the individual opinions and approach of each group member, as you all work together as a team. You will be expected to resolve internal disputes within the group, but I am more than happy to help deal with disruptive, disrespectful, or procrastinating members. The consequences for "slacking" or being overly disruptive to the group's process will be determined on a case-by-case basis, but could extend to receiving major deductions on your Component B grade.

Participation

While participation will not be a major component of our online course, I will still ask you to participate in occasional conferences and online sessions. Throughout the course of the semester, I will look for both ***meaningful*** contributions during these sessions as well as ***regular*** participation in group meetings, etc. For scheduled online meetings, your participation will be assessed using a ✓, ✓+, ✓- scale. Active participation will be rewarded, but if you are not engaged or are disruptive, it will be noted as well. That being said, those students willing to contribute will be rewarded for their involvement in the class.

Participation will also be determined based on your correspondence with me, on your *email etiquette*. Because this course is designed to prepare you for a professional workplace, you will be expected to follow the appropriate professional standards of electronic communication (as outlined in Chapter 1.4.4, p. [1-20](#)). Specifically, all email should include a subject line, salutation, body, and closing and should be proofread to avoid grammar, syntax, and punctuation errors. If your email does not reflect the professional protocol described in the textbook throughout the semester, it will impact your participation grade with a 10% grade deduction. All correspondence should embody the principles of "you-attitude" and be polite and professional in tone.

Office Hours and Online Learning Environment

While we will use Canvas for a great deal of our course's online needs, we will also take advantage of an online meeting space available through Adobe Connect Pro. As we get started with our class, you should receive an invitation from me to join this space (or you can simply follow this [link](#)). I have also included a presentation on Canvas that details how to take full advantage of this space. Using Adobe Connect, we will meet as a class during scheduled synchronous sessions at several points throughout the semester. This will also be the "location" for my office hours this semester, where you can find me to ask questions about your project, the class, or anything else that might be on your mind.

Canvas Submission

As all Major Projects will be submitted through Canvas, you are also responsible for checking to make sure that your assignments are posted on time, in the right location, and in the right format. Make sure to give yourself time to submit and check the success of your upload, as Canvas is not perfect and can be problematic at the most inopportune times.

You are also responsible for keeping backup copies of all your work since electronic texts can be lost. I recommend that you save copies to your hard drive, an online file-storage server (*Google Drive*, etc.), or a USB as insurance for this and all of your other courses.

The Schedule and Class Handouts

Though I try to set-up a daily schedule at the beginning of the semester to help you balance the work in this class with other demands on your time, it rarely stays that way for long. If I have to change the schedule though, I will inform you of any changes in class, *but* you should still regularly check the online schedule. This schedule will be posted on Canvas and updated as soon as any change is made.

I will also post all handouts, presentations, weekly assignments, and Component A prompts and rubrics on Canvas.

Excused Absences

While this may be an online class, I do ask that you let me know as soon as you can if you are not able to attend a scheduled meeting or turn an assignment in on time. If you have an excusable reason for this “absence,” you should provide official documentation as soon as possible (For a full definition of what constitutes an excused absence, consult the [Student Code of Conduct](#) 5.2.4.2).

Email Correspondence

As your instructor, I am happy to answer any questions that you might have, address any concerns, or offer advice if you need it. I would prefer to discuss these things during my online office hours (see above), but I am willing to answer any of your questions over email if you prefer. However, I only check my email regularly from **8 AM to 5 PM Monday through Friday**. If you send a message outside of these times, there is no guarantee that I will receive it until the following day. Despite these restrictions, I really do enjoy helping students through any issues that may arise. I only hope you understand these restrictions.

Technological Difficulties

As no technology is perfect, problems may arise from time to time as we make use of a variety of applications and digital resources throughout the semester. However, ***it will be your responsibility*** to learn how to properly use the programs at your disposal and to seek help when you cannot get something to work. I am available to offer whatever assistance I can, but you should be ready to find a solution on your own. Along these lines, ***I cannot accept technology issues as an excuse*** for missing deadlines, etc. Please let me know if you are having issues, and we can discuss an extension, but you will need to let me know as soon as it becomes an issue.

To counteract these technical difficulties, I recommend that you give yourself plenty of time to become familiar with all of the programs that we will be using in our course. If you are having issues, you may want to visit [The Hub](#) in the basement of WT Young Library.

Grade Appeal Procedure

To request a re-evaluation of any Component A assignment, you must write a letter to the Division of Writing, Rhetoric, and Digital Media Grievance Committee. A step-by-step description of the appeals process is available on the Division’s website at this [link](#). **Note:** You have two weeks from the date when grades are officially posted to file a grade appeal.

Academic Integrity:

While I should hope that it goes without saying, there are some issues that should be obvious. I expect all students to treat each other with respect. This includes both interpersonal communication email, public posts both on course sites and off, *and* the respect due to your audience in submitting original work that represents your own ideas. This is very important to the development of a collaborative community of scholars and writers and is just good practice.

Plagiarism

Part II of Student Rights and Responsibilities states that all academic work submitted by students to their instructors is expected to be the result of their own thought, research, or self-expression. See [Section 6.3.1](#) online for more information. In cases where students have questions about the originality of their work, they are obligated to consult their instructors on the matter before submission. When a student submits work purporting to be their own, but borrows, in any way, ideas, organization, wording from another source without appropriate acknowledgment of the fact, he or she is guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it is a published article, a chapter of a book, a paper from a friend or some other file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. However, nothing in these rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

The minimum penalty for any plagiarism is a zero on the assignment, but in major instances, this can result in an "E" for the entire course. So be careful.

The bottom line is this – All work submitted in this class must be **new** and **original** work.

Non-Discrimination Policy:

I wish to remind each student that a university campus should be a safe place for everyone to openly discuss their opinions and ideas without fear of harassment. Because of this, I expect each and every member of the class to treat all of the ideas discussed in our course with tolerance. I respect the dignity of every person and will not allow discrimination against anyone based on religion, age, disability, ethnic origin, race, gender, marital status, or sexual orientation. Having said this, a university is still a place of critical discussion, so while I will not permit discrimination on any bases, nor will I permit disrespectful or unsupported opinions to stand unchallenged.

Students with Special Needs

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a scanned copy of a letter from the DRC that details what you need *before* I can grant you these accommodations. Special accommodations cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at (859) 257-2754 if you have questions about your eligibility.

If you are concerned about this, feel free to come see me in private about your needs during my office hours or after class.

Resources:

The campus offers a wide array of resources for students, both on and off campus. Whether you are looking to get a job after you graduate, searching for a place to do community service, or just have concerns about what is going on in class or on campus, these resources are here to help you out. In this course, there are four resources that should be especially useful as you progress through this term.

My Office Hours:

All your instructors hold office hours, which means you can usually stop by without an appointment to ask questions or address concerns that you have about your work or the course as a whole. This one-on-one help is invaluable! When you connect with me during my office hours, we can discuss a troubling design issue on your project, a paper topic, various ways to improve your writing, or any number of issues that you may want to talk with me about. If my office hours do not fit with your schedule, let me know. We can arrange a different time to talk.

Other Students:

Your classmates, or any other student for that matter, can be a vital resource for anyone. For this reason, we will have periodic peer review sessions in the classroom, but you aren't limited to these structured classes. From having your roommate read over your essay to simply bouncing crazy ideas about your marketing strategy off of your friends over lunch, professional writing is as much a social act as it is an individual undertaking. Be careful though, you are still creating your own material, so do not let anyone else take over your own idea, altering it beyond recognition. The work you present should be your own.

The Writing Center

[The Writing Center](https://uky.mywconline.com/) is located in the basement of W. T. Young Library in room B-108 B. You can walk in, make an appointment, or (if you live off campus) make an appointment for an *e-Tutoring Consultation*. The staff can help you identify and correct problems with all aspects of your writing (both conceptual and technical). To use these services, you will first need to create a Writing Center account. Get started by visiting their site: <https://uky.mywconline.com/>

The Media Depot

[The Media Depot](#) offers free services and equipment designed to facilitate effective group collaboration, as well as audio/video recording and editing services useful for your **Formal Executive Proposal** and **Digital Media Project**. Their services include:

- A mini studio, equipped with a green screen and tools to produce professional-grade presentations.
- Two rooms for audio recording and screen capture with professional recording equipment and software.
- Two rooms with 42-inch mounted monitors to display presentations, plus cameras to record presentations.

While you will need to make your way to the basement of William T. Young Library in order to take advantage of these services, it might be worthwhile for students that live in the Lexington area.

The Contractual Syllabus:

Your involvement in this course constitutes an implied agreement to abide by the policies specified here *or* accept the consequences of not doing so. As a student in this course, you are responsible for regularly contributing to the class in a meaningful way, as both a writer and member of an online community. You are also responsible for understanding and abiding by the course policies as outlined above. Unfortunately, failure to uphold your end of this contract will hinder your success in the class, both in achieving the course goals and earning a satisfactory grade at the end of the course.

As the success of this course requires a cooperative effort, I too will treat this syllabus as a contract. Along those lines, I have my own responsibilities in my conduct toward you. I am responsible for introducing you to the craft of professional communication. I also assume the responsibility of keeping you interested and stimulated in honing these skills. I assume the responsibility of pushing you to new limits in your abilities. That being said, I also assume the responsibility of adjusting this course to fit your needs, and *I welcome any constructive criticism that you may have*. Finally, I assume the responsibility of fostering an environment for the development of the skills that enable effective business communication and productive professional collaboration.



By staying in this class, you agree to abide by the standards and principles herein.



WRD 204 Class Schedule

Start: 8/23/16

End: 12/15/16

Legend:	▪ <i>[Reading Assignment]</i>	▪ [Course Deliverable]
	▪ <i>[Digital Communication]</i>	▪ [Notable Dates]
	▪ <i>[Office Hours]</i>	* <i>Subject to change</i>

	Mon	Tue	Wed	Thu	Fri	Sat/Sun
Week 1			Aug. 23 First Day of Class	24 Zoom 3:00-4:30	25	26/27
				<i>Weinberg (2012). "What's the Greatest Invention?"</i> <i>Thompson (2009). "The New Literacy"</i> Introductory Email		
Week 2	28	29	30	31	Sept. 1	2/3
	<i>Boroditsky (2009). "How does our language shape the way we think?"</i> <i>Markel, pp. 606-616</i> Young Library 10:00-12:00		<i>Markel, Ch. 1</i> Technical Communication in Situ	Zoom 3:00-4:30	<i>Strunk & White, Ch. 1</i> <i>Markel, pp. 658-691</i>	
Week 3	4	5	6	7	8	9/10
	Labor Day		<i>Winsor (2006). "Using Writing to Structure Agency."</i> <i>Markel, Ch. 2</i>	Zoom 3:00-4:30	<i>Strunk & White, Ch. 3</i> <i>Markel, Ch. 3</i> A Twitter Summary	
Week 4	11	12	13	14	15	16/17
	<i>Brummett (1979). "Three meanings of epistemic rhetoric."</i> <i>Freedman (1992). "The aggressive egg."</i> Young Library 10:00-12:00		Practicum I <i>Markel, Ch. 5</i>	Zoom 3:00-4:30	<i>Strunk & White, Ch. 2</i> Editing the Practicum	

Week 5	18	19	20	21	22	23/24
<i>Spinuzzi (2006). "What do we need to know about knowledge work?"</i> <i>Markel, Ch. 10</i> Young Library 10:00-12:00			<i>Markel, Ch. 6</i>	Zoom 3:00-4:30	Practicum II	
Week 6	25	26	27	28	29	30/1
<i>Markel, Ch. 20</i> Young Library 10:00-12:00			<i>Strunk & White, Ch. 4</i> Defining Your Field	Zoom 3:00-4:30	<i>Markel, Ch. 17</i>	
Week 7	Oct. 2	3	4	5	6	7/8
<i>Markel, Ch. 4</i> Young Library 10:00-12:00			<i>NewMR (2013). "Notes for a non-researcher."</i>	Zoom 3:00-4:30	CELT Workshop	
Week 8	9	10	11	12	13	14/15
<i>Markel, Ch. 8 & 9</i> Contributing to the Conversation Young Library 10:00-12:00			<i>Markel, Ch. 7</i> <i>Sample 2 (TBD)</i>	Zoom 3:00-4:30	Practicum III <i>Markel Ch. 11</i>	
Week 9	16	17	18	19	20	21/22
Midterm <i>Markel, Ch. 12</i> Young Library 10:00-12:00			Effective Graphics	Zoom 3:00-4:30	<i>Strunk & White, Ch. 5</i>	
Week 10	23	24	25	26	27	28/29
<i>Markel, Ch. 16</i> Young Library 10:00-12:00				Zoom 3:00-4:30	Collaborative Informational Report	
Week 11	30	31	Nov. 1	2	3	4/5
<i>Winsor (1990). "Engineering writing/writing engineering."</i> Young Library 10:00-12:00			<i>Markel, pp. 614-657</i> Reflective Correspondence	Zoom 3:00-4:30	Class Canceled	

Week 12	6 <i>Markel, Ch. 18</i> Young Library 10:00-12:00	7	8	9	10 Research Day Last Day to Drop A Workable Research Schedule (Virtual Class)	11/12
Week 13	13 <i>Markel, Ch. 19</i> Young Library 10:00-12:00	14	15 Proposal for Final Project	16 Zoom 3:00-4:30	17 <i>Markel, Ch. 13</i> Another Auditor Profile	18/19
Week 14	20 Young Library 10:00-12:00	21	22 Thanksgiving	23	24 Thanksgiving	25/26
Week 15	27 Practicum IV (Sunday) <i>Markel, Ch. 21</i> Young Library 10:00-12:00	28	29 <i>“Curve Numbers for Urban Watersheds”</i> A Request for Additional Information	30 Zoom 3:00-4:30	Professional Presentation Evaluating a Presentation	Dec. 1 2/3
Week 16	4 Professional Presentation Evaluating a Presentation (Cont.) Young Library 10:00-12:00	5	6 Professional Presentation Evaluating a Presentation (Cont.)	7 Zoom 3:00-4:30	8 Last Day of Class Professional Presentation Evaluating a Presentation (Cont.)	9/10
Week 17	11 Finals Week	12	13 Finals Week Final Report	14	15 Finals Week	

Legend:

- *[Reading Assignment]*
- [Digital Communication]
- [Office Hours]
- [Course Deliverable]
- [Notable Dates]
- * Subject to change