San José State University
CoSci/CS Department
CS100W, Technical Communication, Sections 01, 02, 03, and 04, FALL 2016

Course and Contact Information

Instructor:	Debra Caires (sections 01, 02, 03) and Francisco de la Calle (section 04)
Office Location:	Debra Caires MQH 218 (CS Dept. Office MQH208) and Francisco de la Calle CL 410F
Telephone:	Debra Caires 408-924-5166 (Not preferred) Francisco de la Calle 408-924-4607 (Not preferred)
Email:	Debra.caires@sjsu.edu Francisco.delacalle@sjsu.edu
Office Hours:	Debra Caires, Friday 1:00-2:00 p.m. (in person), Wednesday and Thursday 6:00-7:30 p.m. (WebEX online drop-in); Monday, Tuesday, and Friday WebEX by appointment (standing team appointments will be held Mondays and Tuesdays and last the entire semester) Francisco de la Calle, Wednesdays 3:30-4:30 p.m., Thursdays 12:00-1:00 p.m.
Class Days/Time:	Section 01 MW 900 1015 Caires Section 02 MW 1030 1145 Caires Section 03 TR 900 1015 Caires Section 04 TR 1030 1145 de la Calle
Classroom:	Science 311 All sections
Prerequisites:	Upper Division Undergraduate Student Standing, Pass WST
GE/SJSU Studies Category:	Area Z

Course Format

This course is taught as a hybrid (see schedule for hybrid days) and follows a flipped model of in-class participation.

Because you may be working with technologies that are unfamiliar to you, this course will require your patience and time to deal with technology. Here are the technologies you should have ready access to for the course:

1. An E-mail account that lets you attach and receive files - this means that you need to have enough of your storage quota left to handle files for class. Please activate your SJSU email account and check it frequently; Google Classroom only allows your SJSU email to sign-up for the class, upload assignments, and access all course materials.
2. Internet Access - you will need a reliable way to browse the Web and store web-enabled files. You will also need

an understanding of working online in a cloud-based platform (Google Drive, Google Classroom, Dropbox, and WebEx).

3. Google Chrome, Google Apps, and Google Drive: sign-up for and download all; please make sure your Google Chrome is the latest version.
4. You will need to develop your Google Plus account with an updated profile and profile photo; I will need to see a photo of you in your Google mail (sjsu.edu email) so that I know the identity of the sender; additionally, you will need a clear head-shot photo for Google Classroom or your assignments will not be graded.
5. Additionally, you will need a professional (personal is not preferred) Facebook page for joining the both the course (closed private) Facebook group. For this course please create a professional Facebook account; make sure you have a professional photo—not an avatar. Posting on this social media site will be closed and private; we used this as an online forum for question and answer sessions.
6. During the course of the semester you will also develop a professional profile on LinkedIn and SJSU's Portfolium.
7. WebEX: you will need to activate your SJSU WebEX account (you may need to download a plug-in if you have not used WebEX in the past, make sure you provide a photo of yourself (clear) attached to your account; if you do not know how to use WebEX—take the tutorial on SJSU's WebEx site and read: SJSU's WebEX Quick Guide for Students at http://www.sjsu.edu/at/ec/webex/WebEx_Tutorial_Attendee_v1.pdf .
8. You will need Microsoft Office 365 for education (we use Readability and Usability statistics embedded in the program) or similar office software, especially Word, Excel, and PowerPoint. If you work from home, you should be prepared to transfer files across platforms and versions of software, if necessary. Obtain this free software from: Microsoft Software for Student Owned Machines at http://its.sjsu.edu/services/software/microsoft-students/
9. You will need to download Adobe's Creative Cloud software, including Adobe's Spark Video, from SJSU's Adobe Software Program found at http://its.sjsu.edu/services/software/adobe/
10. You will need to learn, use, and maintain a technical, professional blog (based on peer reviewed literature and use case studies) using Google's Blogger which can be found at https://www.blogger.com

In addition to having access to these technologies, you will also need a positive attitude towards learning technologies with which you may be unfamiliar. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to use. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

CS100W is a flipped classroom format; this means that much of what you will need to complete for assignments will be tackled in class, hands-on, and in teams. Attendance and participation in this course are very important. In this course, much like a lab, you will complete most of the work in collaboration with your peers and in the time provided for class meetings; it can be difficult or impossible to make-up missed work. When working in collaboration with your classmates, a lack of participation will lead to animosity among your peers and, often, a poor end result for the project and entire team. Additionally, you will find that this course is mainly a "collaborative" class and not strictly lecture in format. Be prepared to jump-in and work, as many tasks will be required for submission in either hardcopy or uploaded softcopy directly to Google Classroom during our class meeting time.

Since we will be using AGILE Methodology, **every class meeting will contain a "scrum" or team meeting.** Missing this vital meeting time will mean that work will be assigned to you and you will not have a voice in whether or not you wish to complete that part of the group project.

Quizzes will be part of most, if not every, workshop meeting. Do not miss out on earning these points.

Service Learning Outcomes

CS100W is designated as a Service Learning Course; please expect a pre and post survey during the semester.

All SJSU designated Service-Learning (SL) courses support University Learning Goals for Applied Knowledge (ULG 4) and Social and Global Responsibility (ULG 5). As a result of their service learning experience, learners will be able to:

1. Demonstrate knowledge of the needs and assets of the multidimensional community as expressed in a community organization;
2. Reflect orally and in writing the integration of their service experience with the learning outcomes of the course; and
3. Explain the ethical issues that underlie the community needs and solutions they experience in their service project.

All SJSU designated Service-Learning (SL) courses must incorporate a minimum of ten hours of community-based service and/or research over an extended period of time throughout the term. Service-learning must be integrated with course learning; therefore, learners must produce one or more structured reflections (e.g., in discussion, journals, papers, public presentations) that demonstrate integration of the service experience with course learning outcomes. Learners must complete a CSU-SJSU Learning Plan & Participation Guide, serve only with an SJSU approved community partner organization; and enter all required SL information in the **SJS4-Spartans 4 Service** database.

Course Description

The purpose of Technical Writing, CS100W, is to develop advanced proficiency in college-level writing and contemporary research strategies and methodologies through the preparation of proposals, technical reports, and presentations based on peer-reviewed scholarly research. Participants broaden and deepen written, verbal, and non-verbal communication skills such that the mastery of discourse accepted in academia, industry, and the international business sector is achieved by practice and evaluation within the preparation of subject-related reports, project proposals, and personal discourse.

All course assignments will be related to issues concerning careers in computer science, biotechnology, business, and industry; all written, verbal, and non-verbal communication will be assessed for correctness, clarity, and conciseness.

We will cover principles and practices of effective writing in the workplace. Technical, scientific, and electronic-mediated writing will be introduced. Each assignment includes audience and organizational needs, visual rhetoric, information design, electronic publication, ethics, technical style, usability testing, and team writing.

GE Learning Outcomes (GELO) Learning Outcomes

Upon completion of this course:

1. GELO 1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
2. GELO 2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. GELO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. GELO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. GELO 5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. GELO 6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including on-line research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical blog. Learners will be able to dissect a use case study and understand its parts.

Course Learning Outcomes (CLOs)

As CS100W is a General Education course, the course learning outcomes are identified as GELOs. Upon successful completion of this course:

1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting)

and apply them to technical and workplace writing tasks.
2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including on-line research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical blog. Learners will be able to dissect a use case study and understand its parts.

Required Texts/Readings

The required textbooks are:

1. Cracking the Coding Interview, 4th Edition, by Gayle Laakmann
2. Agile for Dummies, by Mark C. Layton
3. Grammar Essentials for Dummies, by Geraldine Woods with Joan Friedman, Wiley Publishing, Inc.
4. English Grammar Workbook for Dummies, 2nd Edition, by Geraldine Woods

Note: Google Classroom for CS100W will provide many resources for your written communication needs.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Student Learning Objectives (University Policy S14-5) [SLOs] (all course rubrics based on these required SLOs)

Learners shall write complete essays that demonstrate college-level proficiency. Learners shall be able to:

1. **SLO 1.** Produce discipline-specific written work that demonstrates upper-division proficiency in:
    - language use
    - grammar
    - clarity of expression
2. **SLO 2.** Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. **SLO 3.** Organize and develop essays and documents for both professional and general audiences
4. **SLO 4.** Organize and develop essays and documents according to appropriate editorial and citation standards
5. **SLO 5.** Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Unlike essay writing, technical writing is defined by a set of standards often rendered as document templates. Faithfully following prescriptions for documents is often portrayed as the exclusive or single goal of technical writing: it is not. However, document templates will help you organize your ideas by offering a working outline. These templates also provide for transitions among ideas. As you will see in the following grading criteria, emphasis is placed on the writer clearly defining the audience, rhetoric development, clearly presenting the purpose, and a professional presentation of each document.

Subject to change based on class needs and instructor's discretion. **(Units = weighted units)**

Assignment/Activity	Weighted Units	Date Due (Also See Class Calendar/Schedule)	SLOs Mastered	Word Count
TECHNICAL BLOGS 1, 2, 3, 4, and 5 Blog Peer Assessments 1, 2, 3, 4, and 5	15 Units (Each blog=3 units)	Blog #1: September 16 Blog #2: September 30 Blog #3: October 14 Blog #4: October 28 Blog #5: November 11 Due Friday Night by 11:59 p.m.	SLOs 1, 2, 3, and 4	400-600 words each (based on peer reviewed documentation)
Pop Quizzes and Worksheets	8 Units	TBA	SLOs 1, 2, 3, 4 and 5	Typically scantron, fill-in (short answer)
(2 Workshops during the semester) CS100W Tech Talks and Recruiting Events or other instructor approved events	4 Units of CR/NC (two units for each workshop)	Times and Venue TBA	SLOs 1, 2, 3, 4, and 5 preparation	100-150 words each (written evaluation)
LinkedIn Profile and SJSU Portfolium Account	5 Units	Draft Due: Sept 9th 2nd Draft Due: November 22 Final Due: December 9	SLOs 1 and 3	300-800 words
Résumé	5 Units	Draft Due: August 24 & 25 2nd Draft Due: Sept 7 & 8 Final Due During Finals Week	SLOs 1 and 3	300-800 words
End of Sprint Report Sprint One Sprint Two Sprint Three Sprint Four Sprint Five	10 Units Total Sprint One 2 Units Sprint Two 2 Units Sprint Three 2 units Sprint Four 2 Units Sprint Five 2 Units =10 units total	Draft Sprint One: Sept 23 Draft Sprint Two: Oct 7 Draft Sprint Three: Oct 21 Draft Sprint Four: Nov 4 Due Friday Night by 11:59 p.m. Final Document (Sprints 1, 2, 3, 4, & 5 due) November 23, 2016, 11:59 p.m.	SLOs 1, 2, 3, 4, and 5	1000-1500 words each sprint (team project)
End of Applied Project Project Manager Self Evaluation and Portfolio/Online Team Evaluations	2 Units CR/NC (must earn C or better for CR)	May 6th during the Poster Expo	SLOs 1, 2, 3, 4, and 5	200-500 words
Hybrids 1-12 (all course reading, viewing schedule, and worksheets)	9 Units CR/NC (must earn C or better for CR)	Weekly (weeks 1-15)	SLOs 1, 2, 3, 4, and 5 preparation	Flipped classroom activities
**Post-Grammar Exam	15 Units	See Schedule of Classes for Final Exam Week: Section Dependent, Course Schedule (below), and/or class Google Classroom calendar.		
CS EXPO Final Exam—all must be present (mandatory) 100-200 Word Script—elevator speech--and poster jpeg submitted by Midnight May 5th)	8 Units	Dec 2, Friday, 8:00 am till Noon MQH 2nd Floor (entire floor)	Culmination of SLOs 1, 2, 3, 4, and 5	100-200 word pre-script and final résumé ready for employers
	*Total/= 81 Units Ending Grade			8,000-+15,000

* Weighted Units for Grading. Each Unit ='s a weighted grade. Example: Each Blog='s 3 units or if awarded a B it is calculated as 3x 3.0=9.0

** Pre-grammar exam does not count toward overall grade.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Online CSU GPA Grade Calculator:

Please use the GPA Grade Calculator of Fresno State at http://www.fresnostate.edu/studentaffairs/advising/gpa-calc.html.

Utilize this GPA tool during the semester so you can calculate your grade and weighted units (presented in assignment dependent rubrics) on a continual basis. Due to FERPA regulations, I do not discuss grades via email or online.

NOTE: It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

- Since attendance per se may not be used as a criterion for grading, if you grade on participation (which can be used) some indication of how participation will be assessed should be included, such as, pop quizzes, in-class writing assignments, conversation and discussion groups, etc.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy

SJSU 100W course grade distribution is A, A-, B+, B, B-, C+, C, C-, D+, D, D- AND F

NOTE: this course must be passed with a C or better as a CSU graduation requirement.

Course Individual Assignment Grades (based on rubrics for each assignment) are as follows:

4.00 or an A
3.70 or an A-
3.30 or a B+
3.00 or a B
2.70 or a B-
2.30 or a C+
2.00 or a C
1.70 or a C-
1.30 or a D+
1.00 or a D
0.70 or a D-
0.00 or an F = Missing or unacceptable work

Pre and Post Grammar Exam Grading:

100-99 A+	98-93 A	92-90 A-
89-86 B+	85-83 B	82-80 B-
79-76 C+	75-73 C	72-70 C-
69-66 D+	65-63 D	62-60 D-
59 and below F		

All assignments are graded using a standardized rubric (always given to you and it is your responsibility to review grading standards)

How grades are determined when using a rubric

4.0: The overall communication and presentation show a high level of understanding and perspective. This assignment should be well-conceived and descriptive. The author must have a clear understanding of the audience. The work's purpose and objectives are clearly and convincingly stated. Concise background material clearly sets the context, frames, and introduces the subject. Technical content themes are logically stated and organized and support the overall objective. Data and descriptions are objectively stated and separated from interpretations Content is detailed and suggestive. Conclusions are persuasive and well-supported by the data. The prose is easy to read. It exhibits a defined sense of unity and purpose. Includes topic, paragraph, and sentence transitions, and contains no major and few minor grammatical or technical errors. Graphics, when used, are highly informative, well-designed, and easy to interpret. The document template is used professionally, flawlessly.

3.7: Generally means you meet all criteria for an 'A' except presentation and problems with one or two criteria. Audience and purpose may be clear, for instance, but you failed to develop an idea. For example, a proposal that addresses the criteria provided in an RFP (Request For Proposal) but fails to develop a section pertaining to the budget.

3.0: Paper presents content clearly and displays a firm grasp of the material but without as much focus and perspective as an 'A' paper. Successful effort is evident throughout the paper. Slight inconsistencies in identifying audience. The work's purpose and technical objectives may be somewhat ill-defined. Background material sets the context, frames, and introduces the subject. While well-written and adequately detailed, some sections may lack complete development and coherence. Unevenness in presentation and content. No major grammatical errors; some minor grammatical errors but none that disrupt an easy reading of the paper. Graphics are informative, intelligible and support the content of the paper. The document template used may be missing a minor element.

3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the paper may possess greater clarity. Audience is clearly identified and the contexts governing the explanation and interpretation of the information are well-detailed. Greater consistency in execution than a 'B'; better paragraph development and coherence among sentences for example.

2.7: A lack of connection among, for example, audience and purpose. A number of presentation errors affect the meaning of the sentences or structure of the text. A somewhat stronger relationship among the elements of the paper -- audience, purpose, content, style -- than a "C" paper. Still, the paper lacks full development of ideas and demonstrates some problems weaving together a complete understanding of the content with a clearly identified audience, purpose, and context.

2.0: Displays a reasonable grasp of the technical content but little original thought. The purpose of the work is inconsistently presented. The audience cannot be clearly identified. While understandable, the purpose and objective are not presented in relationship to the context set in the opening. Treatment of the topic is general. Lapses exist in coherence, organization, and development. Contains errors in technical content. Technical content marginally supports the conclusion. Some major grammatical errors and frequent minor grammatical errors. The paper is difficult to read and lack flow. Graphics do not support content objectives. The document template used may be missing a major element; a required section of a proposal for example.

2.3: Exceeds the criteria for a 'C' in one or more areas. Perhaps more imagination in thought and explanation. Greater consistency in determining audience, purpose and objective. Fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion. Fewer grammatical and cosmetic errors. An easier read than the 'C' paper.

1.7: The elements of the paper -- audience, purpose, content, style -- are unclear and appear unrelated. For example, a final report about a weapons controversy may deal with a number of different systems in only a cursory way. No explanations are given about how the topics of the paper lead to one another. Presentation errors suggest no revision.

D (of any variety) or F paper will not be accepted.

Determining your course grade outcome:

I will ask you revise C- or BELOW papers until you receive, minimally, a C; you will be expected to visit the Writing Center in Clark Hall for tutoring help. You have the choice of whether or not to revise. If you choose not to revise, you will receive the failing grade you have earned and agreed on keeping. All assignments are graded using a detailed rubric.

Late Assignment Reminder:

Deadlines are to be met. Barring personal crisis, family emergency, or severe illness (please let me know ahead of time), all late papers will be subject to **10% grade off per working day late**. Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of computer malfunctioning, minor illnesses, or falling behind). Finally, please refer to the revision policy (below) in considering whether or not you should turn in an "unfinished" formal writing assignment or submit a professional memo asking for an extension, along with your documentation.

Given the nature of our formal assignments, **I will NOT accept late submissions in the classroom**; additionally, do not slide documents under my office door, give to my office mate (as my office mate is not your instructor for CS100W), or hand-in to the CS office staff (they have been advised not to take late assignments). **For example, if you are submitting your midterm late, you will need to mail the document in via mail carrier (FedEX, UPS, USPS, etc.)** to:

San José State University
Computer Science Department
Attn: *Your Instructor's Full Name and Title*
One Washington Square
208 MacQuarrie Hall
San Jose, CA 95192-0249

All other assignments, **if late, will need to be submitted during the re-write submission time** and date (no exceptions); if no re-write exists, you will need to make arrangements with your instructor during their scheduled office hours. You will forfeit your re-write opportunity for increasing your grade. However, you will not be penalized for missing the first submission time slot IF, AND ONLY IF, you submit an Extension Request Memo, along with documentation, asking for an extension during the original due date.

Classroom Protocol

1. You are expected to treat faculty and other students with professional respect. Do not disrupt class by leaving and reentering during class or using mobile phones. Do not distract your peers or guests by chatting. Be attentive to comments made by the instructor and by your peers.
2. You are expected to prepare for our course's hands-on activities (the corresponding readings and videos) according to the weekly schedule. We have a limited amount of face-to-face time and we need to use our resources wisely.

University Policies

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs: http://www.sjsu.edu/gup/syllabusinfo/

CS100W / Technical Writing Workshop, Fall 2016, Course Schedule

The following schedule is subject to change with fair notice via email.

Lecture and Hybrid Schedule

Note: All reading material will be uploaded to CS100W's Google Classroom

Week	Dates (M/R*)	Lecture/ Hybrid	Topics Covered
1	Aug 24/25 (W/R)	Lecture	Lecture: Course Intro, Building Teams, Agile User Stories
2	Aug 29/30 (M/T)	Hybrid	Lecture: Course Intro, Building Teams, Agile User Stories
2	Aug 31/Sept 1 (W/R)	Lecture	Why Projects Fail, Project Requirements and Specifications
3	Sept 5/6 (M/T)	Hybrid	Nathan Shedroff on Design Strategy and the Merging of Business and Design
3	Sept 7/8 (W/R)	Lecture	Selecting Your Project and Developing Your Team; Developing and Using Google Calendar for all Courses/Projects; Gathering Points
4	Sept 12/13 (M/T)	Hybrid	Designing a Culture of Innovation - Jeff Gothelf, at USI
4	Sept 14/15 (W/R)	Lecture	Backlogs, User Stories, Burndown Charts, and Flow Charts
5	Sept 19/20 (M/T)	Hybrid	Software Testing: A Case Study
5	Sept 21/22 (W/R)	Lecture	Marketable Skills, Selling What You Can Do for the Client (Project Driven)
6	Sept 26/27 (M/T)	Hybrid	Sprint One Understanding and Writing Sprint Retrospectives
6	Sept 28/29 (W/R)	Lecture	Wrapping Up Sprint One, End of Sprint Report, Hand-off to Sprint Two Manager
7	Oct 3/4 (M/T)	Hybrid	Sprint One Wrap-up and Retrospective
7	Oct 5/6 (W/R)	Lecture	Determining Progress Based on Burndown/Burnup Charts
8	Oct 10/11 (M/T)	Hybrid	Looking back: successful retrospectives and group success
8	Oct 12/13 (W/R)	Lecture	10-Minute Group In-Class Updates Regarding Project Progress and Wrapping Up Sprint Two
9	Oct 17/18 (M/T)	Hybrid	Sprint Two Wrap-up and Retrospective
9	Oct 19/20 (W/T)	Lecture	In Class Training Demonstrations
10 10	Oct 24/25 Oct 26/27	Hybrid/Lecture	Training Demonstration Uploads

Week	Dates (M/R*)	Lecture/ Hybrid	Topics Covered
11	Oct 31/Nov 1 (M/T)	Hybrid	Sprint Three Wrap-up and Retrospective for Sprint Three
11	Nov 2/3 (W/R)	Lecture	Writing Use Case Studies, Creating Training Modules, Completed Documents for Sprints 1, 2, and 3
12	Nov 7/8 (M/T)	Hybrid	Professional Presentation Techniques; Crafting the Elevator Speech
12	Nov 9/10 (W/R)	Lecture	10-Minute Sprint Four Project Manager (and Team) Update Presentation
13	Nov 14/15 (M/T)	Hybrid	Wrap-up and Retrospective for Sprint Four
13	Nov 16/17 (W/R)	Lecture	Last Sprint for Getting Deliverables Ready for Final Client Handoff
14	Nov 21/22 (M/T)	Lecture	Pre-Grammar Exam
14	Nov 23/24 (W/R)	Holiday	THANKSGIVING HOLIDAY
15	Nov 28/29 (M/T)	EXPO Critique	Poster Expo Review Session and Posters Drafts (Digital Copy) Due
15	Nov 30/Dec 1 (W/R)	EXPO Rehearsal	Ready team for Expo—Rehearsal in MQH
15	Dec 2	Expo Final	8:00 a.m. until 12:00 Noon
16	Dec 5/6 (M/W)	Conferences	End of semester one-on-one evaluation (return portfolio), technical interviews
16	Dec 7/8 (W/R)	Conferences	End of semester one-on-one evaluation (return portfolio), technical interviews
17	Dec 12 (M)	Conferences	End of semester one-on-one evaluation (return portfolio), technical interviews
Final Exam	Dec 15 (Sect.1) Dec 14 (Sect.2) Dec 16 (Sect.3) Dec 15 (Sect.4)	Finals	Section 01, Dec 15, 7:15-9:30 AM Section 02, Dec 14, 9:45 AM-12:00 NOON Section 03, Dec 16, 7:15-9:30 AM Section 04, Dec 15, 9:45 AM-12:00 NOON ALL EXAMS in Sci 311

(*) Sections 01 & 02 meet on Mondays (M) and Wednesdays (W).
Sections 03 & 04 meet on Tuesdays (T) and Thursdays (R)

(**) The EXPO (presentation exam) will take place on Friday, December 2, (8:00 AM-12:00PM) in MQH's 2nd floor classrooms and hallways (all sections). This exam includes the project manager self-evaluations and portfolio online team evaluations.

(***) The final exam is the post-grammar exam. All sections have the exam in SCI 311.