Applying Document Design Strategies to Business, Technical and Multimedia Documents:

Certification Course Online

Paper Prototype

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For

Ivy Tech Community College

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Context and Learning Objectives: Adapted/ Revised from Learning Objectives Assigned

Table:1

A: Topic and Context	**B: Target Learners**	**C: Instruction Delivery**
The e-learning course topic is 'Document Design Strategies for Professional Writing'. The primary purpose is to help students of Ivy Tech's Business/Technical Writing (English 211) courses fill the gap between their existing and desired knowledge and skills related to document designing. This will be done via an 8-week certification course online, teaching the topic to target learners. **The need for this course was determined by an analysis of the data (English 211 student exit surveys, personal communications, instructor feedback, etc.)** received over several semesters, which indicated a persistent problem in the existing English 211 course. After examining the terminal	**The target learners will primarily be the English 211 students; however, any faculty or other students who seek to** gain document design skills via an online course, will also benefit. Based on the English 211 student profiles, it was determined that the learners have preexisting knowledge of business/technical document/documentation genres, and are enrolled in some science, technology or business related program. Students of English 211 comprise of undergraduates enrolled in Purdue who are looking to transfer credits to English 420/421 (Business and Technical Writing) courses, as	**The course will be instructor led. The final, approved course will be delivered using Ivy Tech's Blackboard platform**, as that is best suited to the situation. Ivy Tech already uses Blackboard for all its courses, online and face to face, so the resource is already available and the students are already trained in using this platform. **The prototype version will be delivered using Blackboard Course Sites**. **Regular learners will access the course using their Blackboard accounts. Learners who will participate in the testing of the prototype will access the course after setting up a free Course Sites account.** The instructor will send out

student products for the course and reading the course survey responses of many students who completed the course or withdrew from the course, faculty and administrators expressed great concern that the learning objectives of the curriculum were not being satisfactorily met, that learners were not learning anything useful, and that the projects/assignments and other instructional materials had little 'real world' value. The proposed certification course will fill in the gaps of learning that the current 211 course has in terms of teaching learners meaningful skills for professional document designing.	well as students enrolled in any Business or Science undergraduate program at Ivy Tech. The study plans of several colleges of Purdue's undergraduate programs require this course in the 7th and 8th semester, so most students from this group will be juniors or seniors. Learners will be familiar with Blackboard, which is the online platform for the course. Learners will have Blackboard students' accounts.	an 'invitation' email and once participants respond, they will be enrolled in the course by the instructor. **The technologies used to deliver the materials online are**: Online PPT using SlideSnack, MS Word, You Tube, Synchronous live chat using Course Sites Live or Blackboard Collaborate tools, Messages, Emails, Students will also use web 2.0 tools relating to infographics and research (Piktochart, Info.gram, YouTube, AuthorStream, Boolify, SnackTools etc.) for their projects. **Students will interact with peers** using Cyber Cafe Discussion forum, Group Chat area and Messages in Blackboard.

Learning Objectives (Revised by adding a few more)

Table: 2

These are based on Mager's (1999) description; "Useful objectives contain an Audience, Behavior (performance), a Condition, and a Degree (criterion)". Mager (1997, 1999) states that good learning objectives must be specific in the desired outcomes and use action words that are measurable and observable versus vague words that cannot be quantified or qualified, as well as focus on student performances versus instructor actions.

Upon successful completion of this course students should be able to create/design business, technical and/or multimedia documents/documentations using appropriate formatting, structure, style and relevant principles of legibility. Specifically, students will do the following:

1. Perform credible research of reading styles and characteristics of the five business/professional audience groups (lawyers, managers, executives, employees/coworkers, global) using Boolify or similar tool 2. Effectively and critically analyze writing situations using Task Analysis and C.A.P.S Analysis model (developed by Papia Bawa) 3. Proficiently use critical thinking to identify specific requirements of style	10. Apply principles of 'Précis composition' to create documents/documentations that are concise, precise, and focusing on to-the-point information 11. Apply 'Chunking' tools to create documents/documentations with appropriate and effective sections and sub-sections that display proficiency in heading and sub-heading designs, judicious use of lists and white spaces. 12. Critically examine Infographics and analyze their strengths and weaknesses

and content of the documents/documentations 4. Create an usable Audience Analysis Guide (AAG) using MS Word (table, chart, combination of text and graphics) to display at least 6 items per audience group based on item 1 above 5. Create usable C.A.P.S analysis matrixes using MS Excel or Word for at least 2 projects 6. Effectively apply strategies of AAG to the documents/documentations; and to peer to peer and student-instructor communications 7. Actively participate in weekly discussions to demonstrate critical analysis skills and proficiency in professional and collaborative communication 8. Provide meaningful and usable peer recommendations for selected activities	13. Create a list of dos and don'ts for effective usage of infographics and images in documents/documentations 14. Create and insert appropriate visual aids like graphs, charts, illustrations, etc. using Infographic tools for the instructional manual and marketing collateral strategy project 15. Proficiently apply design strategies of 'Color Psychology' for at least the instructional manual and marketing collateral strategy project 16. Apply 'wordless' documentation design strategies to at least one product 17. Efficiently apply revision techniques to improve project draft 18. Design Business and Technical Documents (plans, proposals, marketing artifacts, instruction manuals. Minutes of meetings, etc.). for 'live' clients and get client feedback

9. Utilize the 'Diamond' approach to prioritize and organize all document/documentation content	19. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations

Content: Home Page and Modules: Complete Package of What They Include

Following is a complete set of the instructional items. The sub-sections are set up as per the planned website design. These subsections are what learners will use to find information and navigate through the course.

Starting Point (Home Page)

This is the first page that learners will see once they access the course. The page will have a 'Welcome' animated icon, followed by a list of important navigation information for all the course related links under a section titled 'Read This First'. After this file, there will be two more files linked: Syllabus and Course Schedule.

Syllabus:
Schedule:

See highlighted section below for 'Read This First',

Read This First

Attention, students! Welcome to class!

Getting to the point and prioritizing information for the benefit of the readers are key requisites of professional writing, so why not start thinking about what that 'really' means right from the get go☺). In order to facilitate this here is a succinct list of prioritized information relating to things you must know first, before starting to navigate the cyber world of this course.

Maximum success in this class is possible only when you familiarize yourself with the content, policies, expectations and navigation tools used in this course. You are currently on the course home page, titled "Starting Point'. To get started, please click on the buttons/links located in the upper-left side of this page, right beneath the course title: Document Design Strategies for Professional Writing. These will lead to specific areas of the course content. Here is a list of brief descriptions of the information you will access using each button/link.

Syllabus: Begin with this. *READ* the information carefully. Note that all course related policies, objectives, and assessment/rubric information is provided here. These are meant to be implemented, so please take appropriate time to familiarize yourself with the syllabus contents.

Class Schedule: Remember, this is an instructor-led course that requires you to complete assignments by specific deadlines. The course has a strict 'no-late-work' 'no-makeup' policy. Contact me with late issues ONLY as per the specifications in the syllabus. Exceptions can only be based on what the syllabus specifies.

Modules: You may need to use this on a daily basis for the duration of this class. The course spans 8 weeks and is divided into 8 Modules, one per week. All materials pertaining to lecture notes/readings, assignment instructions/ details, how and where to submit your work and other information/instructions are available in the Modules area. There are 8 folders marked by Module numbers (1 through 8). Make sure to read ALL the materials in every folder.

All information pertaining to every assignment and the spaces created to submit them, are available in the respective module folders. There are also supporting resources for every assignment. Refer to the Class Schedule for due dates, and then check the corresponding Module folder to find information about the assignments due.

Discussions: This will lead you to the discussion forums where you will participate in assigned discussion activities. Refer to the Class Schedule for due dates. You will also get the opportunity to interact with peers and the instructor using the 'Questions Anyone?' forum. Refer to the Class Schedule for due dates.

Groups: You will use the Group Space created for your group to complete activities related to collaborative assignments. There are several collaborative tool options to choose from. Once you are placed in a group, you will be able to access that group's specific space. Groups are expected to collaboratively select the tools they want to use. Be sure to identify yourself every time you make a contribution in the group space to receive credit for participation.

Grades: Check your progress using this link.

Messages: Communicate with the instructor for all personal and grade related issues using this link. You may also exchange messages with your peers. Click on the Messages link. Then, use the 'Create Message' option to write and submit your messages.

Note: Messages are also the way by which the instructor will inform you of any changes, clarifications or other important course related announcements. Check your Message Inbox area daily if possible, or at least 3-4 times a week. Read all announcements send via Messages since they will contain important updates about the course. Once an announcement Message has been sent about a specific assignment item, it will prevail over any other information given in the course material for that assignment.

Be Live!: This is where you can engage in 'live' (real time) chat with your instructor. Click on the link and download by following the directions using the 'Relaunch' button. Check the Syllabus and Announcement area for 'live meet' schedules.

Help: This is a one-stop-shop for troubleshooting information. It includes information regarding top issues, an FAQ list and a Search option. Type a word or phrase in the Search box to the left and click Search. To browse all topics, click the Table of Contents button

Modules

This section contains all the information for learning and assessment materials used in the course. The module by module content descriptions are presented in each of the 8 tables below. The shorter assessments/ activities are given as highlighted sections under each table. The longer assessments/ activities are provided in the Appendices section and referred to in the table. *All assessments are shown in single space, as that is the way they will appear in the digital/web prototype in Course Sites.*

The assigned e-book for this course is a free open source version, brought to us by Austin Community College (ACC) in Austin, Texas USA. The link to the e-book is given below.

http://www.prismnet.com/~hcexres/textbook/#introduction

Module 1. Module Topic/s: Course Orientation and Analyzing Audience.

Learning Objectives and Outcomes for the module	**This will be placed in the Module Overview section.** 1. Identify course policies from the syllabus using the Syllabus Quiz 2. 'Break the Ice' with peers by participating in the Introductions Wiki 3. Perform credible research of reading styles and characteristics of the five business/professional audience groups (lawyers, managers, executives, employees/coworkers, global) using Boolify or similar tool 4. Create an usable Audience Analysis Guide (AAG) using MS Word (table, chart, combination of text and graphics) to display at least 6 items per audience group based on item 1 above 5. Actively participate in weekly discussions 6. Demonstrate critical analysis skills and proficiency in professional and collaborative communication 7. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations
Instructional Content/Materials	**<u>Assigned Readings:</u>** a- Syllabus (See link above) and Schedule (See link above) b- Lecture PPT: Audience Analysis for Business. This is a detailed description of elements required to create audience profiles for professional writing. **Please access the PPT provided** :

	Add PPT c- E-Book. **Please access the book using the link below**: http://www.prismnet.com/~hcexres/textbook/#introduction **E-Book Chapters**: Process and Guidance in Technical Writing> • Translating Technical Information • Audience Analysis d- Marketing Collateral Project (MCP) found in the Module 1 folder. (See Appendix A for complete details of project.)
Assessment Strategies and assignments	**Graded Activities:** 1. Introduction Wiki —initial post and response to peers by Saturday (see highlighted section below) **2.** Audience Analysis Guide submission by Saturday. The final deliverable for this will be a guide that can be used to profile target audiences for the documents/documentations. This will be submitted in the AAG discussion Forum **(For the complete assignment details see Appendix B)** 3. Syllabus Quiz by Sunday (see highlighted section below) **Self-Graded/Completion Base Graded/Ipsative Assessments:** Introduction to Marketing Collateral Project Quiz (See highlighted section below)
Resources	**Optional Readings and Supporting Materials:** Audience Analysis Matrix: Add pdf Adapting Your Message to Your Audience PDF online: http://highered.mcgraw-hill.com/sites/dl/free/0070958262/462504/loc958262_module02.pdf Boolify Tutorial: https://www.youtube.com/watch?v=T-k1N0tIPUo

Introduction Wiki.

Please introduce yourself to your peers and me. Create a new Wiki link, by using the 'Create Wiki page' option. It would be great to know about some of the following, so please discuss these in at least 3-4 sentences each:

Who are you 'really' as a person and a professional?

What makes you an ideal learner for this course?

What aspects of professional writing are you familiar with?

What are you willing to do to make your performance in this class above average?

Please respond to at least 3 peers. Just chat away and break the ice!

Syllabus Quiz.

Question 1

Choose the best way/s to contact the instructor

Answer

- 1. Use Messages for grade related or personal issues, 'Questions Anyone' forum for clarifications for course related items, and Course Sites Live for synchronous chatting
- 2. Use Messages or in case of emergencies use emails
- 3. Email the instructor or use Live chat
- 4. Use whatever method is convenient for you

Question 2

Where can you find information regarding resources for assignments and instructions for assignments?

Question 3

What are the late work policies for the course?

Question 4

Where can you find information regarding due dates?

Question 5

For all group related activities/assignments, students will get the same points as the other members of their group.

Answer

True

False

Introduction to marketing collateral project quiz.

Question 1

The final list of deliverables include

Answer

Question 2

The number of times peer reviews will be written and received are

Answer

Question 3

The three activities are due at the end of weeks

Answer

Question 4

The three parts of the Marketing Collateral Assignment are

Answer

Module 2. Module Topics: Marketing Collateral Strategy, Task and C.A.P.S Analyses

Learning Objectives for the module	**This will be placed in the Module Overview section.** 1. Effectively and critically analyze writing situations using Task Analysis and C.A.P.S Analysis model (developed by Papia Bawa) 2. Proficiently use critical thinking to identify specific requirements of style and content of the documents/documentations 3. Write a Minutes of the Meeting (MoM) as the first activity for the Marketing Collateral Project 4. Respond to peer submissions for collaborative learning 5. Actively participate in weekly discussions 6. Demonstrate critical analysis skills and proficiency in professional and collaborative communication
Instructional Content/Materials	**Assigned Readings:** a- Lectures: **PPT: C.A.P.S Analysis**. This contains detailed descriptions of the 4 elements of the CAPS model: Context, Audience, Purpose, and Summary of Design. **Add PPT** And C.A.P.S Model docx**. (See Appendix C for complete details)** b- Online Documents and Videos: • Marketing Collateral: Add pdf • Video on Developing Persuasive Marketing Materials: https://www.youtube.com/watch?v=sOQdXRMwN64

	• Video on Launching Marketing Collateral: Add video file • Copy Strategy: http://www.stephenmerrigan.com/p/copy-strategy.html c- E-Book Chapters: Process and Guidance in Technical Writing> • Task Analysis and Task Oriented Documentations
Assessment Strategies and assignments	**Graded Activities:** 1. Marketing Collateral Project: Minutes of the Meeting (MoM) submission (posted in Assignment section AND MoM Peer Review forum by Saturday (**See Appendix A complete details)** 2. C,A..P.S Analysis Discussion (by Thursday) and peer responses (by Saturday). **See Appendix D**. 3. Task Analysis Exercise. See highlighted section. **Self-Graded/Completion Base Graded/Ipsative Assessments:** Complete the Business Writing Interactive Exercises. See highlighted section below.
Resources	**Optional Readings and Supporting Materials:** Being Innovative: Trend Hunting: http://www.youtube.com/user/trendhuntertv?v=P4gAkM72ah4

Task analysis exercise.

Where to submit: Module 2> Assignments>Task Analysis Exercise

When to submit: End of Module 2. See schedule for due date

Points possible: 50

What you have to do:

Read : E-Book Chapters: Process and Guidance in Technical Writing>

- Task Analysis and Task Oriented Documentation

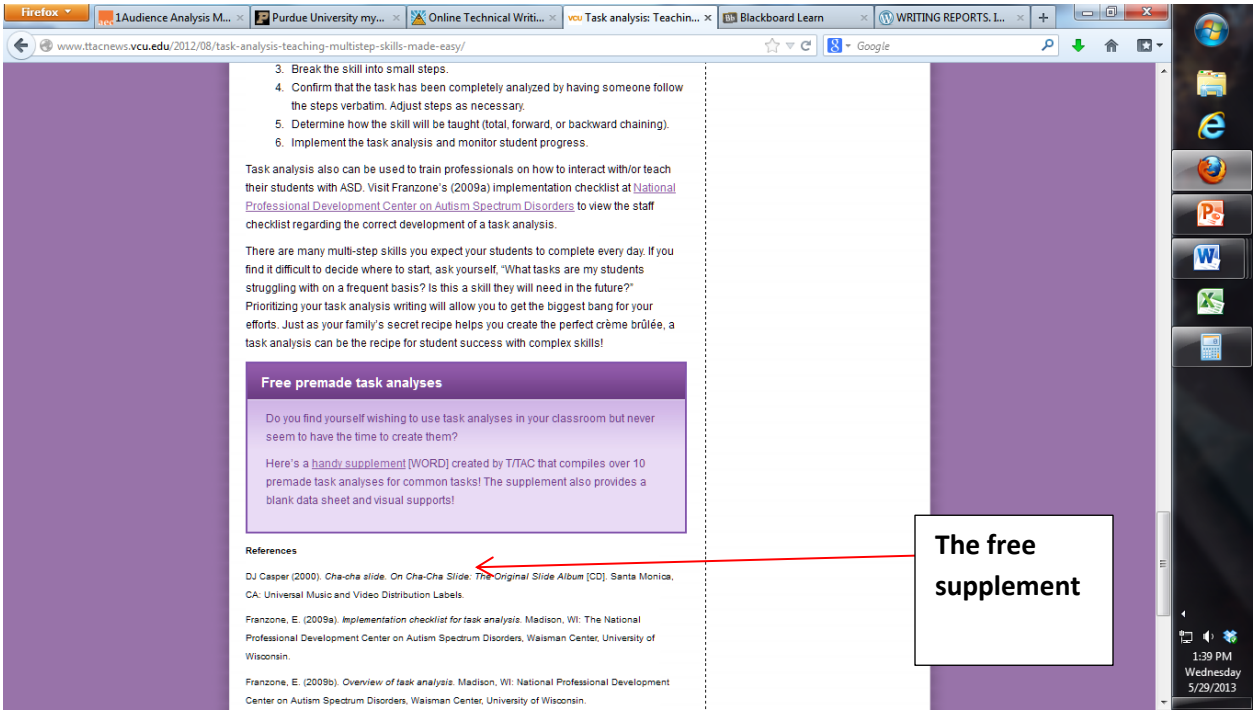
  AND

- Task Analysis Essay : http://www.ttacnews.vcu.edu/2012/08/task-analysis-teaching-multistep-skills-made-easy/

Then using the 'Free premade task analyses' supplement provided in the essay, create one Task Analysis Table for any task of your choice. Break the task down into steps that you could clearly demonstrate to someone who did not know anything about it. Think how you would teach the steps to a peer who pretends to know absolutely nothing about it.

An example could be: Analyze the steps involved in making a grilled ham and cheese sandwich or making a flowchart.

Below, you will find the screen shot of the specific area in the essay hosting the Word doc. supplement, in case you are having issues locating it.



Business writing interactive exercise.

Click on the link below or copy/paste to a new browser window, and complete any two of the exercises. Complete them first, before checking the answer key if you really want to learn. I trust that you do:)

Once you are done, copy/paste your response and submit as a Word attachment or RTF file below. You will need to click the assignment title to access the submission space.

http://www.learnenglish.org.uk/profsLessons/module%202/business%20writing%20skills%20lesson%201.html

Module 3. Module Topic/s: Chunking and Précis

Learning Objectives for the module	**This will be placed in the Module Overview section** 1. Apply principles of 'Précis composition' to create documents/documentations that are concise, precise, and focusing on to-the-point information

	2. Apply 'Chunking' tools to create documents/documentations with appropriate and effective sections and sub-sections that display proficiency in heading and sub-heading designs, judicious use of lists and white spaces. 3. Actively participate in weekly discussions 4. Demonstrate critical analysis skills and proficiency in professional and collaborative communication
Instructional Content/Materials	**Assigned Readings:** a- Lecture PPT: Précis and Chunking. This contains details relating to writing precisely and using chunking techniques to overcome Short Term Memory retention issues. **Add PPT** b- **Online Document**: Designing Documents for Visual Impact: Add pdf c- E-Book Chapters: Document Design> • Page Design Process • Headings • Lists • Special Notices • Highlighting and Emphasis d- Instructional Manual Project. See Appendix E.

Assessment Strategies and assignments	**Graded Activities:** 1. Précis and Chunking Discussion (by Thursday) and peer responses (by Saturday). **See Appendix F** 2. Peer reviews for Minutes of the Meeting for the Marketing Collateral Strategy assignment by Saturday. See highlighted section below. **Self-Graded/Completion Base Graded/Ipsative Assessments:** Introduction to the Instructional Manual Assignment Quiz. See highlighted section below.
Resources	**Optional Readings and Supporting Materials:** 10 Tips for Précis: http://www.preservearticles.com/201105136548/10-methods-for-improving-your-precis-writing-skills.html

Peer reviews for minutes of the meeting assignment

Points Possible: 25

What you will review: The Minutes of the Meeting (MoM) for the Marketing Collateral Strategy Assignment written by your peer groups.

How you will do this: This will be done as a group activity and only one review per group will be submitted. All group members are expected to contribute equally to the reviews, but only one member must be selected to submit the final reviews.

Where to submit the reviews: MoM Peer Review forum

What exactly will you submit: First, submit your group's MoMs in the respective forum by the due date specified in the schedule. Then, read the MoMs that have been submitted in the forum by the other groups in the class and choose two. Answer the following questions for each of the selected peer MoM.

1. What aspects of the MoM document are good and what needs improvement? Why do you feel so?

2. Are there any areas/parts of the document that you are unable to understand? Identify all such areas and make a list. DO NOT respond with a ' we did not find anything wrong with this draft' kind of a response. There is always scope for improvement in documents. Take the time to find them to help your peers. Remember, they will be doing the same for your MoM documents.

3. Give at least THREE suggestions that will help improve the final version of the Marketing Collateral assignment. Make these meaningful. Do not simply point out to a problem or give sketchy remarks or try to proofread the documents. It is NOT your job to revise the MoM document for your peers. Rather, you must strive to provide substantive, constructive and specific feedback that will act as a guide to your peers so that they can improve it on their own.

Write your reviews and by the due date, submit them in the respective discussion forum. Make sure to put the names of all group members on each page. Submissions without the author identifications will not be graded.

Introduction to the Instructional Manual Assignment Quiz

Question 1

What are the three things the assignment requires you to do?

Question 2

When are the drafts for the assignment due and when is the final version due?

Question 3

This assignment is a group activity.

Answer

- ☐ True
- ☐ False

Question 4

Two peer reviews are required for the assignment drafts.

Answer

- ☐ True

☐ False

Module 4. Module Topic/s: Designing Instructions and Power of Infographics and Images

Learning Objectives for the module	**This will be posted in the Module Overview Section** 1. Proficiently use critical thinking to identify specific requirements of style and content of the documents/documentations 2. Utilize the 'Diamond' approach to prioritize and organize all document/documentation content 3. Critically examine Infographics and analyze their strengths and weaknesses 4. Create a list of dos and don'ts for effective usage of infographics and images in documents/documentations 5. Actively participate in weekly discussions 6. Demonstrate critical analysis skills and proficiency in professional and collaborative communication 7. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations
Module Topic/s: **Course Orientation. Analyzing Audience.** Instructional Content/Materials	**<u>Assigned Readings:</u>** a- Lecture PPTs: • Power of Images. This contains some basic information regarding the use of images and infographics. Add PPT • Writing Instructions. This contains a synopsis of materials covered in the E-book and PW Online Handbook.

	Add PPT b- E-Book Chapters: Applications of Technical Writing> • Instructions
Assessment Strategies and assignments	**Graded Activities:** Proposal Memo Discussion for the Instructional Manual Project (by Friday). Peer Response (by Sunday), **See Appendix E for full assignment details** Analyzing Infographics and Images Discussion (by Thursday) Peer Response (by Saturday). **See Appendix G for details**. **Self-Graded/Completion Base Graded/Ipsative Assessments** Visual Aid Exercise, See highlighted section below.
Resources	**Optional Readings and Supporting Materials:** Importance of Infographics**:** **http://www.dowitcherdesigns.com/blog/the-visual-power-of-infographics/**

Visual aid exercise.

Read the information given in the Module titled: Document Design available in the link below. Then, write your answers for the questions given in the Exercise section of the module.

http://wiz.cath.vt.edu/tw/TechnicalWriting/docdesign/index.htm

Submit your answers by clicking on the title above.

Module 5. Module Topic/s: Creating Collateral Artifacts and Storyboarding

Learning Objectives for the module	**This will be placed in the Module Overview section** 1. Apply 'Chunking' tools to create documents/documentations with appropriate and effective sections and sub-sections that display proficiency in heading and sub-heading designs, judicious use of lists and white spaces. 2. Create and insert appropriate visual aids like graphs, charts, illustrations, etc. using Infographic tools for the instructional manual and marketing collateral strategy project 3. Create Storyboards and other artifacts for the Marketing Collateral Project draft
Instructional Content/Materials	**Assigned Readings:** a- Lecture PPTs: Visual Rhetoric in Storyboards . This contains a brief description, with examples, of critical items to consider when storyboarding. Add PPT Designing Brochures. This contains descriptions of kinds of brochures, folds, and some common mistakes to avoid when designing brochures. Add PPT b- Online Materials: Best Practices for Storyboarding: http://www.cs.tufts.edu/comp/150TUI/storyboarding.pdf
Assessment Strategies and assignments	**Graded Activities:** This week you will only have one major activity, since this requires substantial work.

	Marketing Collateral Project Draft posted in 'Marketing Collateral Strategy Project Draft/ Peer Review' Forum AND in the Assignments section by Saturday. **See Appendix A for project details**
Resources	**Optional Readings and Supporting Materials:** Storyboard That: http://www.storyboardthat.com/

Module 6. Module Topic: Color Psychology

Learning Objectives for the module	**This will be placed in the Module Overview section** 1. Provide meaningful and usable peer recommendations for selected activities 2. Proficiently apply design strategies of 'Color Psychology' for at least the instructional manual and marketing collateral strategy project 3. Actively participate in weekly discussions 4. Demonstrate critical analysis skills and proficiency in professional and collaborative communication 5. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations
Instructional Content/Materials	**Assigned Readings:** a- Lecture PPT: The Color Story. This contains detailed descriptions of color psychology in relation to marketing document designing and also has some great links to supplemental readings. Add PPT b- Online Material:

	Color Matters: http://www.colormatters.com/color-symbolism/the-magic-and-mystery-of-words c- E-Book Chapters: Processes and Guidelines in Technical Writing > • Strategies for Peer Reviewing and Team Writing
Assessment Strategies and assignments	**Graded Activities:** 1. Group to group peer review of Marketing Collateral Project draft by Saturday. See highlighted section. **2.** Color and Visual Aid Usage in Document Design Discussion (by Thursday) and peer responses by (Saturday**). See Appendix H for details.** 3. Instruction Manual Assignment Draft posted in Discussion Forum AND in the Assignments section by Friday. Peer Reviews by Sunday. **See Appendix J for details**. **Self-Graded/Completion Base Graded/Ipsative Assessments** Complete the Color Theory Quiz. See highlighted section below.
Resources	**Optional Readings and Supporting Materials:** Color Infographic: http://blog.kissmetrics.com/color-psychology/ Color Manipulation: Add pdf

Peer reviews for the marketing collateral strategy project draft

Points Possible: 25

What you will review: The Marketing Collateral Strategy Project draft written by your peer groups.

How you will do this: This will be done as a group activity and only one review per group will be submitted. All group members are expected to contribute equally to the reviews, but only one member must be selected to submit the final reviews.

Where to submit the reviews: Marketing Collateral Strategy Project draft Peer Review forum

What exactly will you submit: First, submit your group's Marketing Collateral Strategy Assignment draft in the respective forum by the due date specified in the schedule. Then, read the drafts that have been submitted in the respective forum by the other groups in the class and choose two. Answer the following questions for each of the selected peer drafts.

1. What aspects of the draft are good and what needs improvement? Why do you feel so?

2. Are there any areas/parts of the draft that you are unable to understand? Identify all such areas and make a list. DO NOT respond with a ' we did not find anything wrong with this draft' kind of a response. There is always scope for improvement in documents. Take the time to find them to help your peers. Remember, they will be doing the same for your drafts.

3. Give at least THREE suggestions that will help improve the final version of the Marketing Collateral project. Make these meaningful. Do not simply point out to a problem or give sketchy remarks or try to proofread the documents. It is NOT your job to revise the document for your peers. Rather, you must strive to provide substantive, constructive and specific feedback that will act as a guide to your peers so that they can improve it on their own.

Write your reviews and by the due date, submit them in the respective discussion forum. Make sure to put the names of all group members on each page. Submissions without the author identifications will not be graded.

Color theory quiz.

Read the information given in the article. Then, take the color quiz, until you get a 100% score. Take a screen shot of the final results, paste and save as a word document and submit in the link by clicking on the assignment title above.

http://painting.about.com/library/quiz/blquiz-colour1.htm

Module 7. Module Topic/s: Revising and Editing

Learning Objectives for the module	**This will be placed in the Module Overview section** 1. Efficiently apply revision techniques to improve project draft 6. Design Business and Technical Documents (plans, proposals, marketing artifacts, instruction manuals. Minutes of meetings, etc.). for 'live' clients and get client feedback 7. Utilize the 'Diamond' approach to prioritize and organize all document/documentation content

	8. Apply principles of 'Précis composition' to create documents/documentations that are concise, precise, and focusing on to-the-point information 9. Apply 'Chunking' tools to create documents/documentations with appropriate and effective sections and sub-sections that display proficiency in heading and sub-heading designs, judicious use of lists and white spaces. 10. Create and insert appropriate visual aids like graphs, charts, illustrations, etc. using Infographic tools for the instructional manual and marketing collateral strategy project 11. Proficiently apply design strategies of 'Color Psychology' for at least the instructional manual and marketing collateral strategy project 12. Apply 'wordless' documentation design strategies to at least one product 13. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations
Instructional Content/Materials	**Assigned Readings:** E-Book Chapters: Processes and Guidelines in Technical Writing > • Power Revision Techniques

Assessment Strategies and assignments	**Graded Activities:** This week you will only have one major activity, since this requires substantial work. Final Deliverables of the Marketing Collateral Project by Friday. **See Appendix C.**
Resources	**Optional Readings and Supporting Materials:** The 4 Ps of Marketing: https://www.singlegrain.com/marketing/the-4-ps-of-marketing-are-they-still-relevant-today-price-product-promotion-place/ Tips on Strategies for Marketing Collateral: https://uhurunetwork.com/marketing-collateral/

Module 8. Module Topic/s: Best Package Contest and Instructional Manual Final

Learning Objectives for the module	**This will be placed in the Module Overview section** 1. Proficiently display all skills learned in this course in modules 1 through 7 in the Instructional Manual Final Version 2. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations 3. Participate in 'Best Package' Contest 4. Create a Reflection Collage
Instructional Content/Materials	**Assigned Readings:** No Readings this week Contest results will be posted on Saturday

Assessment Strategies and assignments	**Graded Activities:** Reflection Collage Discussion (by Wednesday) and peer responses (by Friday). **See Appendix I** Final Instructional Manual submission by Friday

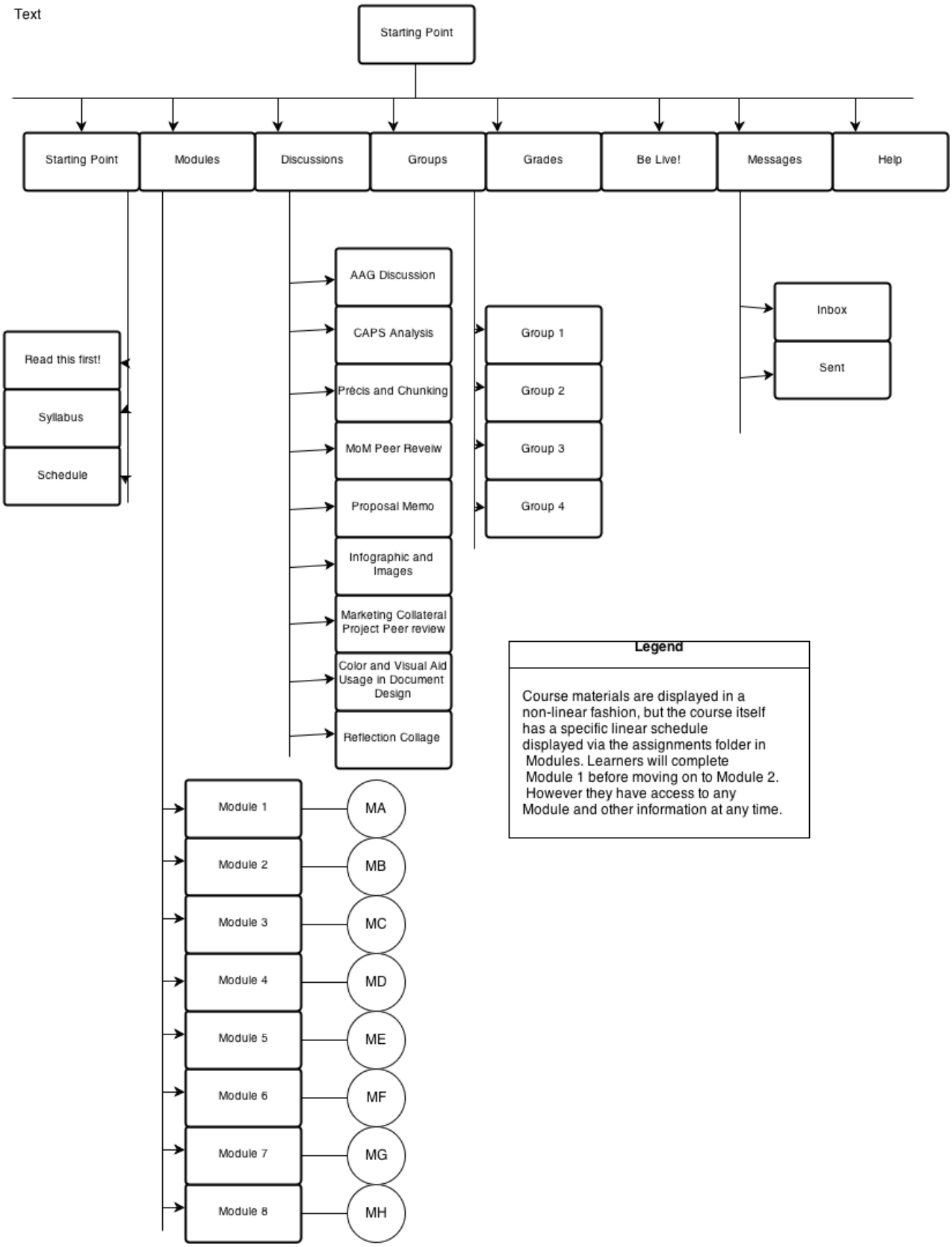
Site Map of the Proposed Website for the Certification Course

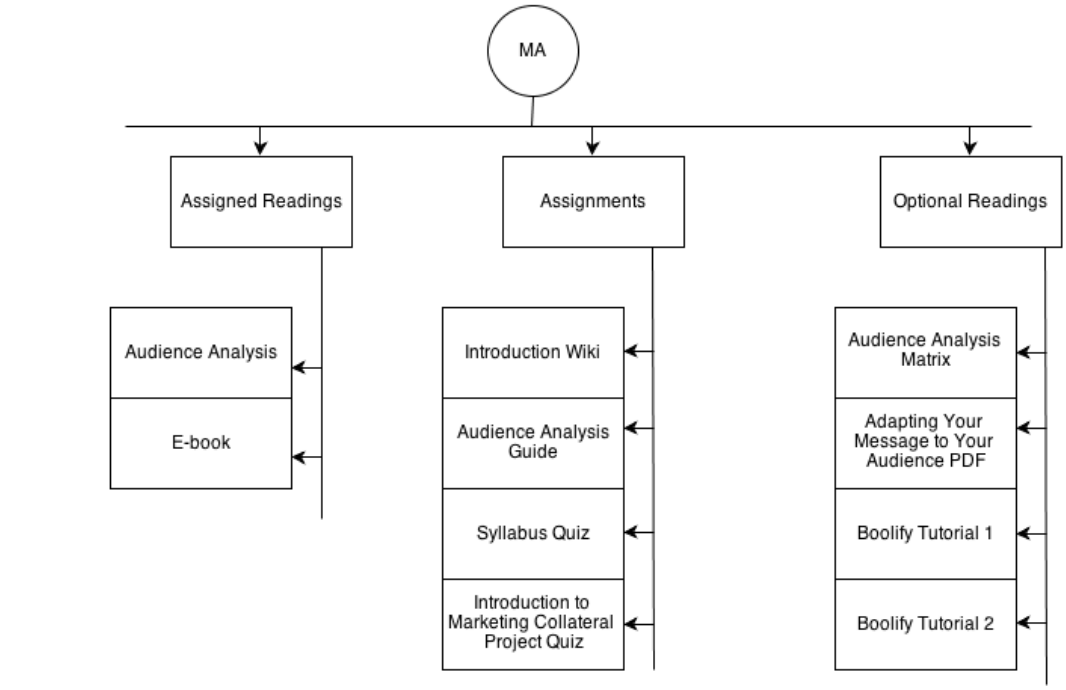
The course materials are available to learners in a non-linear fashion, so they can move from folder to folder without a sequence. However, the course follows a linear schedule. Learners need to complete the readings and assessments for Module 1, before moving on to Module 2, and so forth. Of course, if the instructor desires, he/she can always use the 'Select date and Time' option within each Module folder to control the availability of the modules for a stricter adherence to the course schedule. I have created a site map with a flowchart showing the placement of folders in the e-learning module to facilitate indicating the navigational path. I have also created a site directory with live links to all external materials that are linked from the course. **Both these documents are designed to assist in understating how each page or unit is connected, so it is clear what different ways a learner would be able to navigate through the module.**

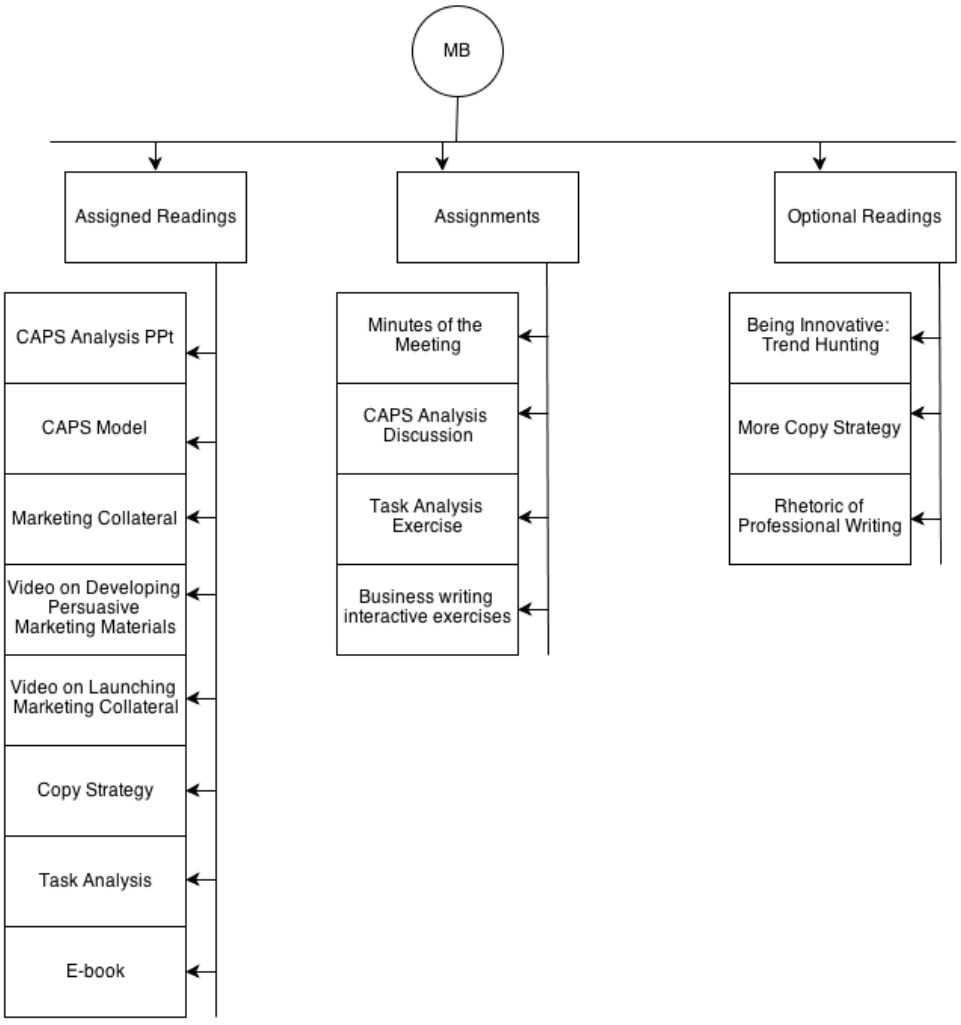
Site Map with Flowchart:Link: http://www.scribd.com/doc/145148124/SITE-MAP
Site Directory with Live Links: http://www.scribd.com/doc/145151940/AAASite-Map

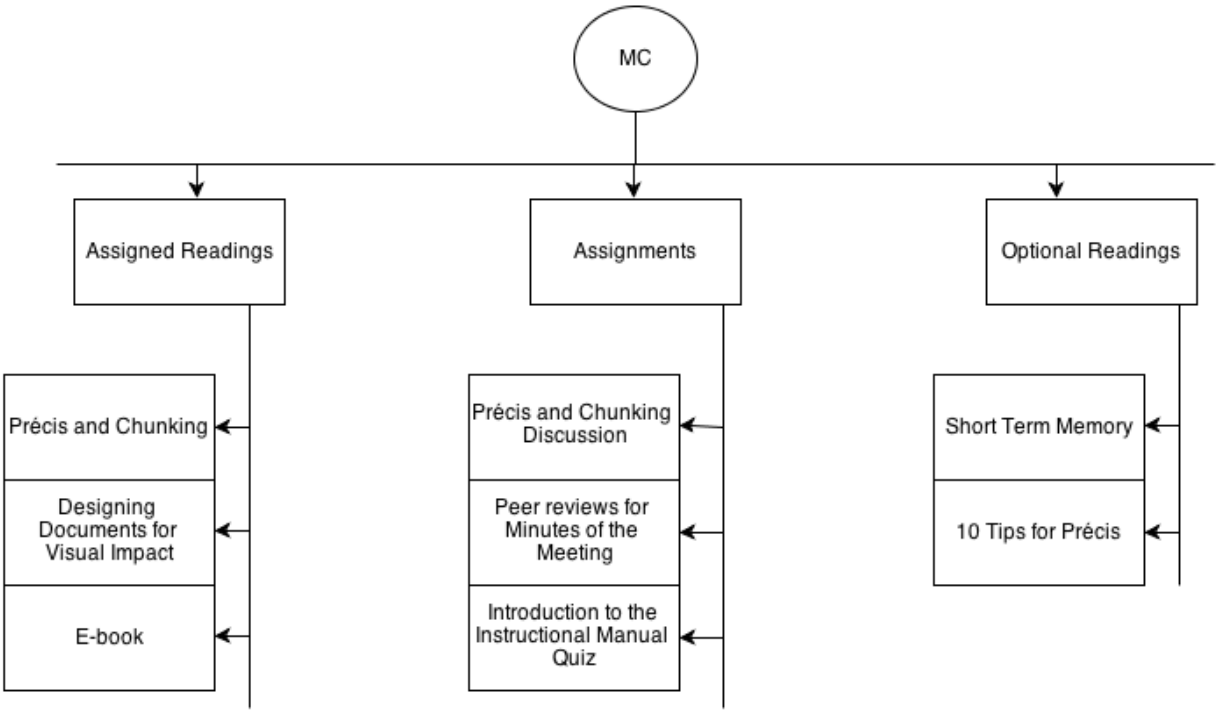
The flowchart gif. Images are given below:

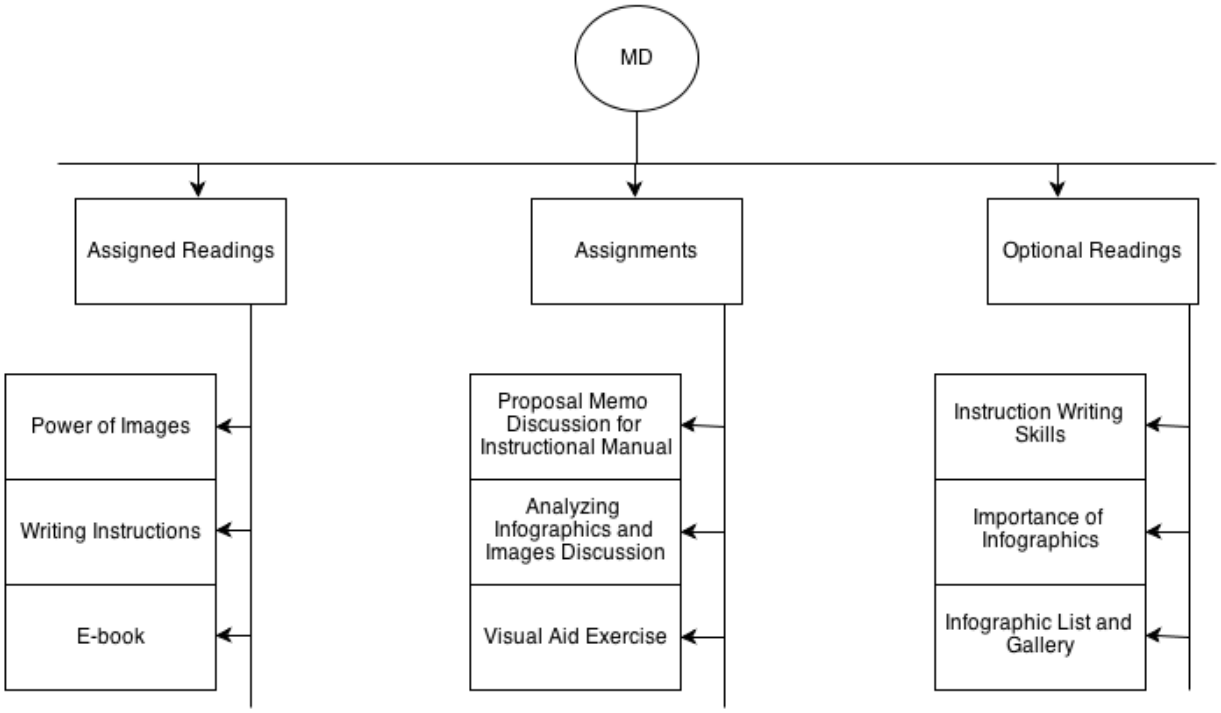
Text

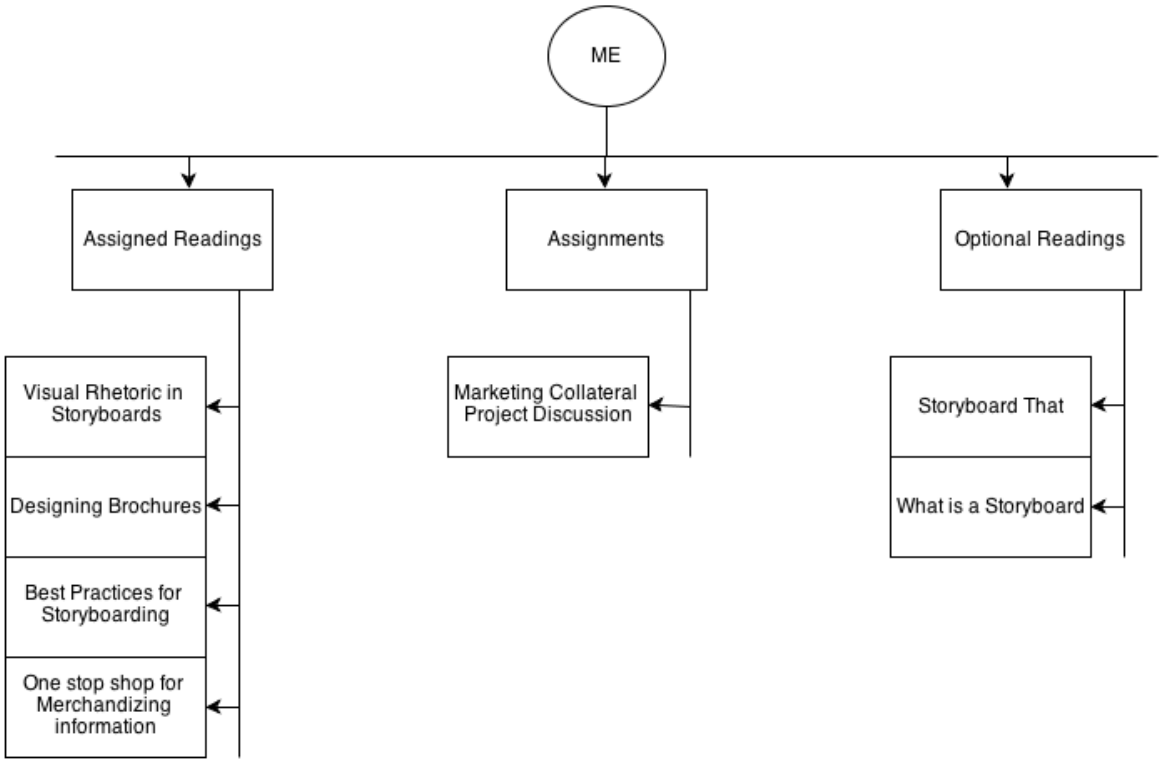

Starting Point
Starting Point
Modules
Discussions
Groups
Grades
Be Live!
Messages
Help
Read this first!
Syllabus
Schedule
AAG Discussion
CAPS Analysis
Précis and Chunking
MoM Peer Reveiw
Proposal Memo
Infographic and Images
Marketing Collateral Project Peer review
Color and Visual Aid Usage in Document Design
Reflection Collage
Group 1
Group 2
Group 3
Group 4
Inbox
Sent
Module 1
Module 2
Module 3
Module 4
Module 5
Module 6
Module 7
Module 8
MA
MB
MC
MD
ME
MF
MG
MH
Legend
Course materials are displayed in a non-linear fashion, but the course itself has a specific linear schedule displayed via the assignments folder in Modules. Learners will complete Module 1 before moving on to Module 2. However they have access to any Module and other information at any time.

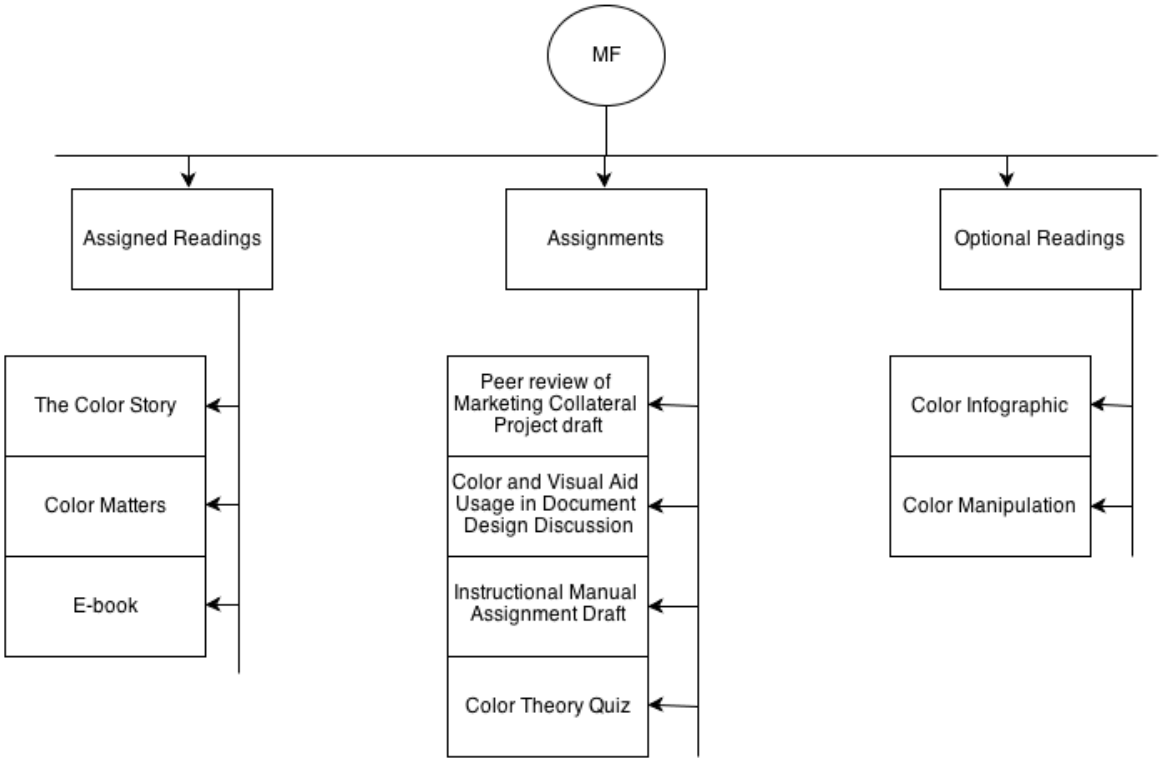

MA
Assigned Readings
Assignments
Optional Readings
Audience Analysis
E-book
Introduction Wiki
Audience Analysis Guide
Syllabus Quiz
Introduction to Marketing Collateral Project Quiz
Audience Analysis Matrix
Adapting Your Message to Your Audience PDF
Boolify Tutorial 1
Boolify Tutorial 2

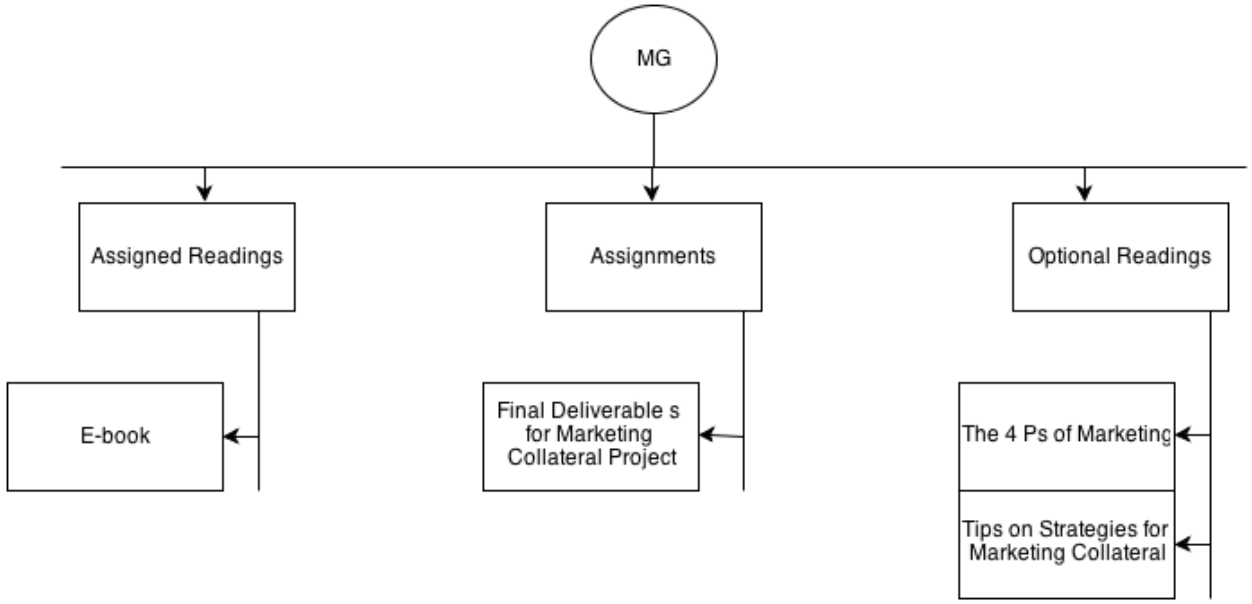

MB
Assigned Readings
Assignments
Optional Readings
CAPS Analysis PPt
CAPS Model
Marketing Collateral
Video on Developing Persuasive Marketing Materials
Video on Launching Marketing Collateral
Copy Strategy
Task Analysis
E-book
Minutes of the Meeting
CAPS Analysis Discussion
Task Analysis Exercise
Business writing interactive exercises
Being Innovative: Trend Hunting
More Copy Strategy
Rhetoric of Professional Writing

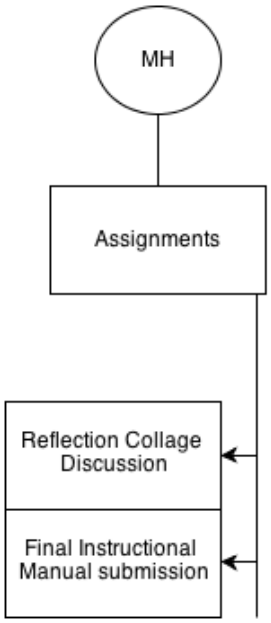

MC
Assigned Readings
Assignments
Optional Readings
Précis and Chunking
Designing Documents for Visual Impact
E-book
Précis and Chunking Discussion
Peer reviews for Minutes of the Meeting
Introduction to the Instructional Manual Quiz
Short Term Memory
10 Tips for Précis


MD
Assigned Readings
Assignments
Optional Readings
Power of Images
Writing Instructions
E-book
Proposal Memo Discussion for Instructional Manual
Analyzing Infographics and Images Discussion
Visual Aid Exercise
Instruction Writing Skills
Importance of Infographics
Infographic List and Gallery


ME
Assigned Readings
Assignments
Optional Readings
Visual Rhetoric in Storyboards
Designing Brochures
Best Practices for Storyboarding
One stop shop for Merchandizing information
Marketing Collateral Project Discussion
Storyboard That
What is a Storyboard


MF
Assigned Readings
Assignments
Optional Readings
The Color Story
Color Matters
E-book
Peer review of Marketing Collateral Project draft
Color and Visual Aid Usage in Document Design Discussion
Instructional Manual Assignment Draft
Color Theory Quiz
Color Infographic
Color Manipulation



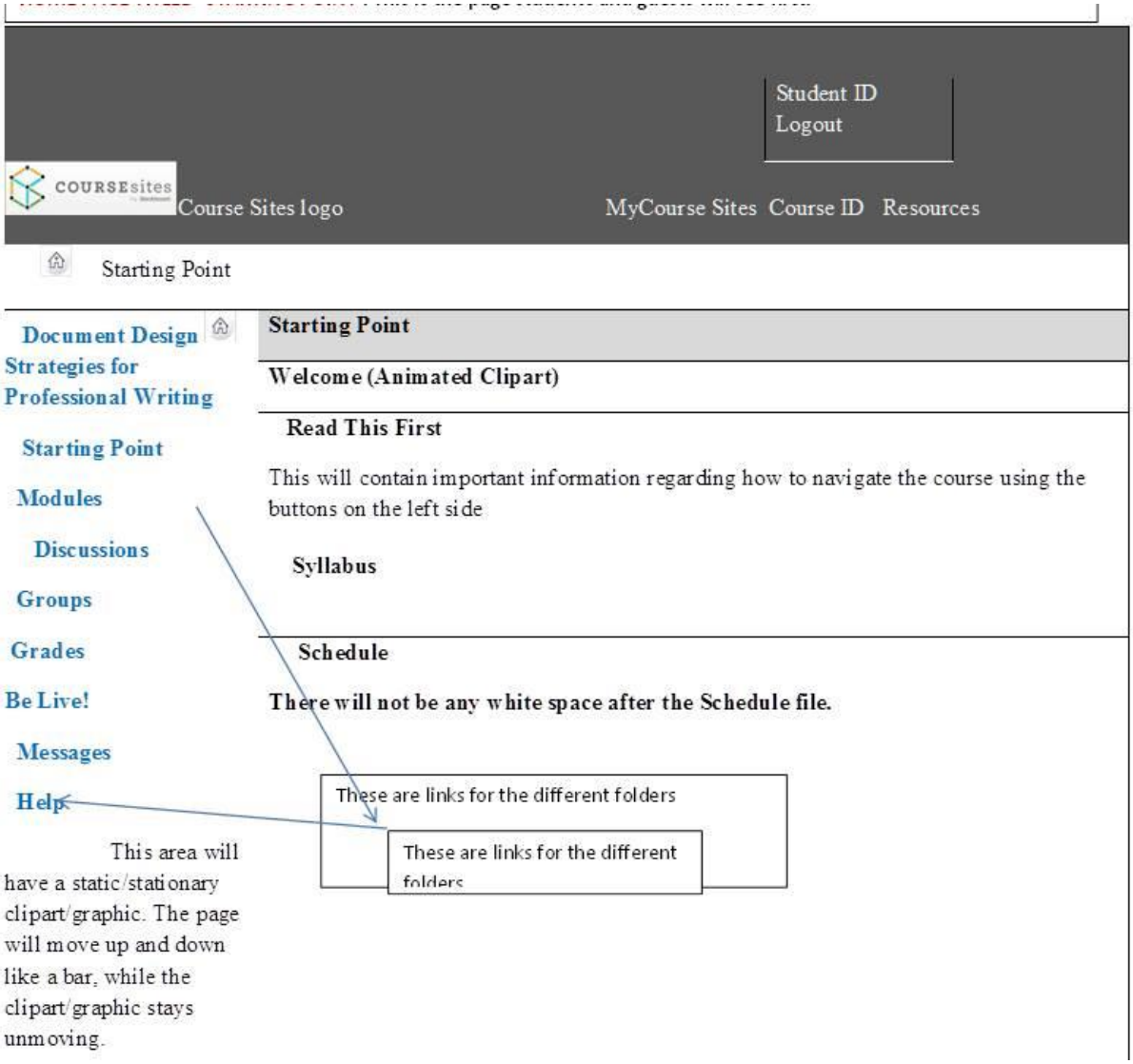


Storyboard of the Proposed Website for the Certification Course

Following is the storyboard for the website's layout. I have followed some of Horton's recommendations for web layout design. Horton (2012) believes that displaying contents in a single window may minimize distraction. He also recommends a variable sized display, which the Blackboard Course Sites already has. He also discussed the importance of making items legible and using judicious and non-distracting color schemes. The storyboard follows the

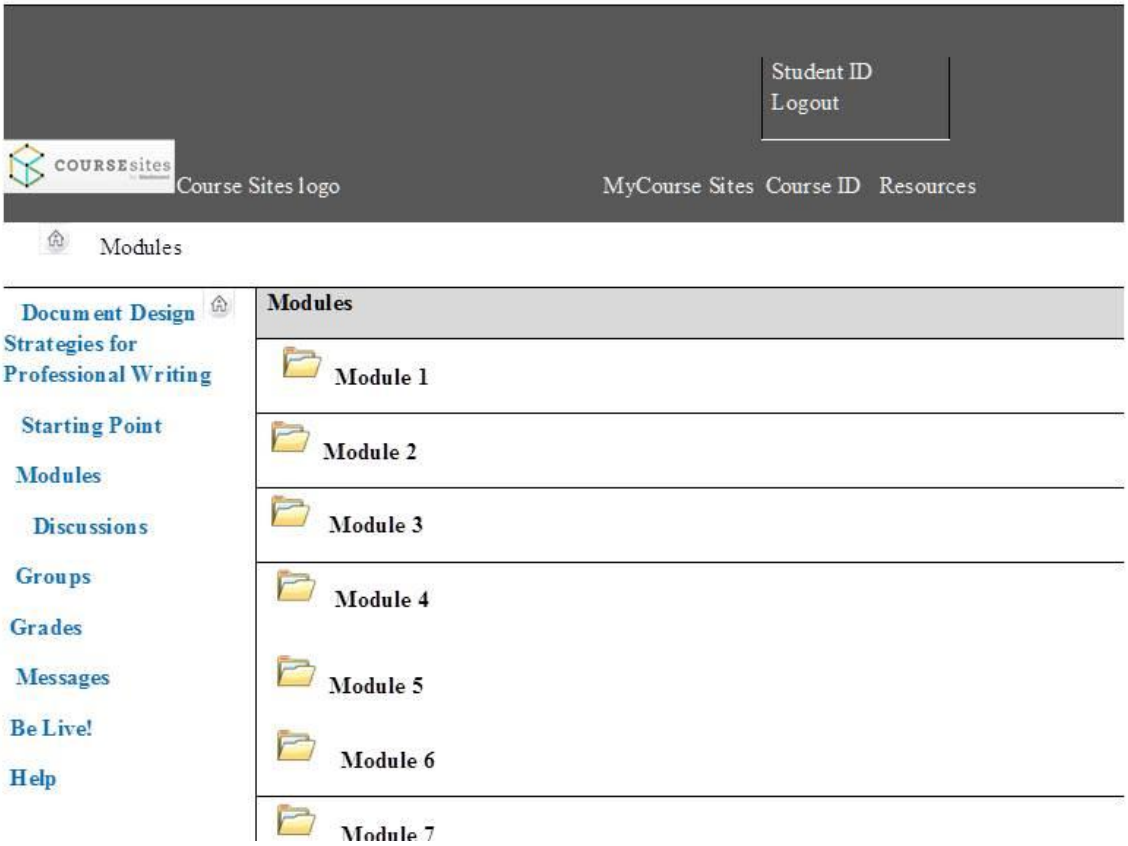
website layout, starting from the Home Page and then sequentially shows the design of each item on the drop down menu of the Home Page.

HOME PAGE TITLED 'STARTING POINT': This is the page students and guests will see first.

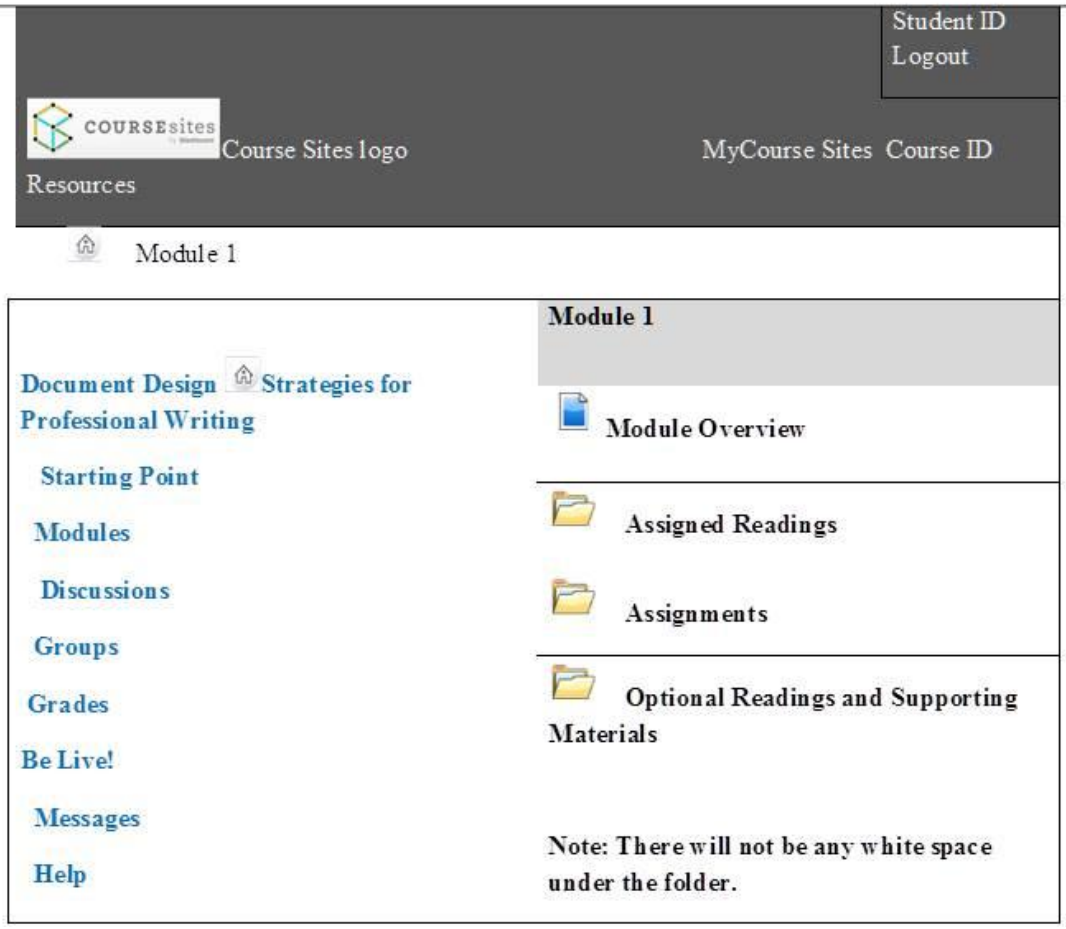


MODULES PAGE: The link to this folder will be available from the Starting Point page shown above.

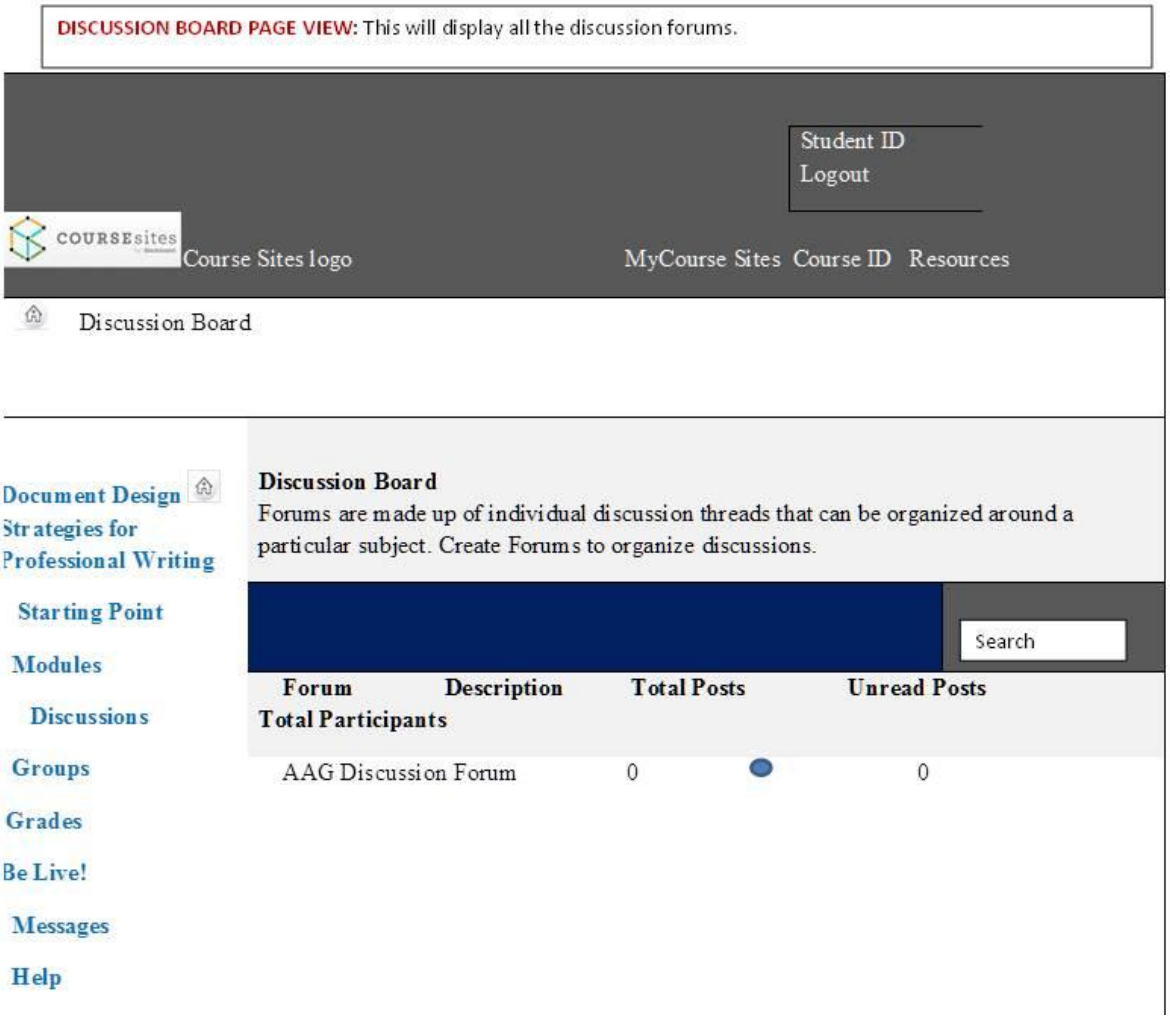
Within the Module folder will be 8 sub folders containing instructional materials for each week.



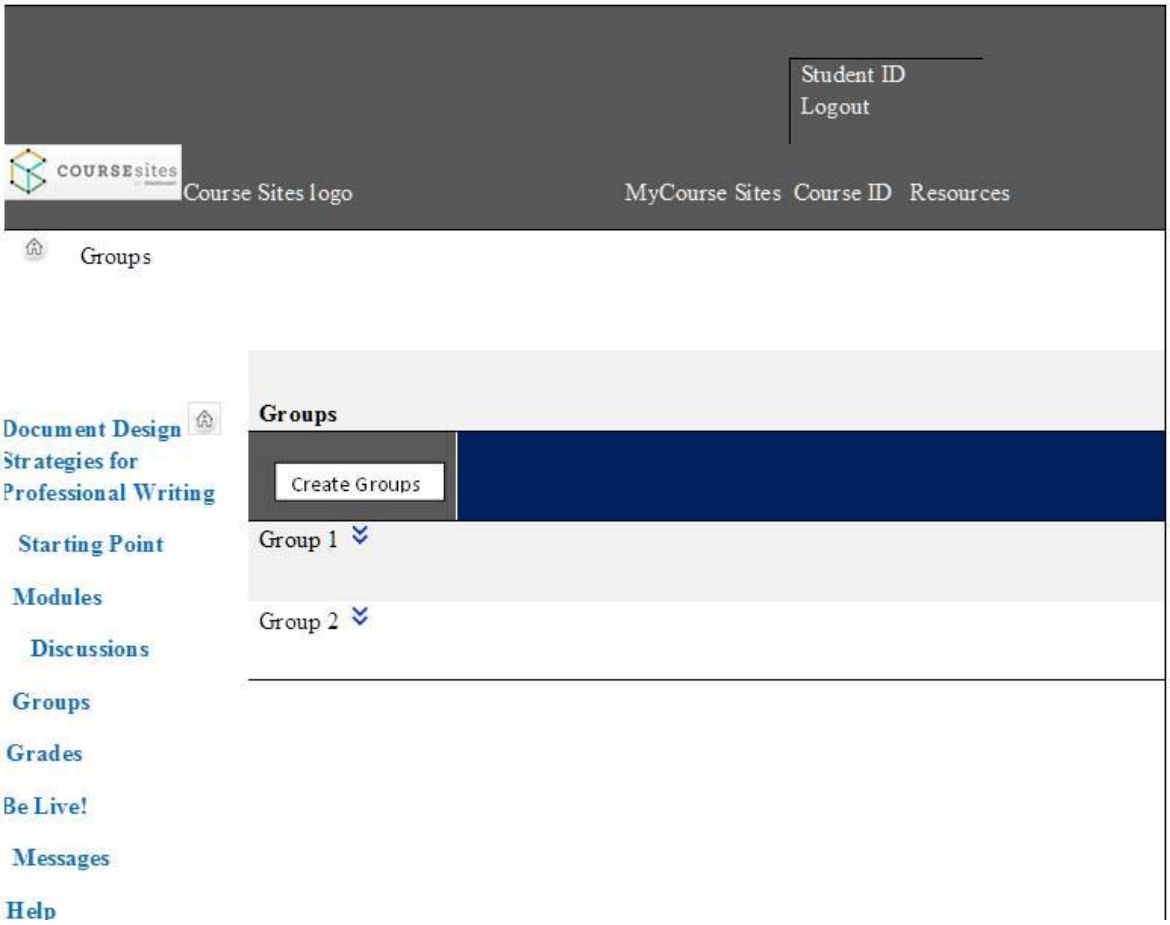
INSIDE VIEW OF MODULE FOLDERS: Each Module folder will contain four sub-sections: Module Overview, Assigned Readings, Assignments, Optional Readings and Supporting Materials. The following is a view of what each Module folder will look like from the inside.

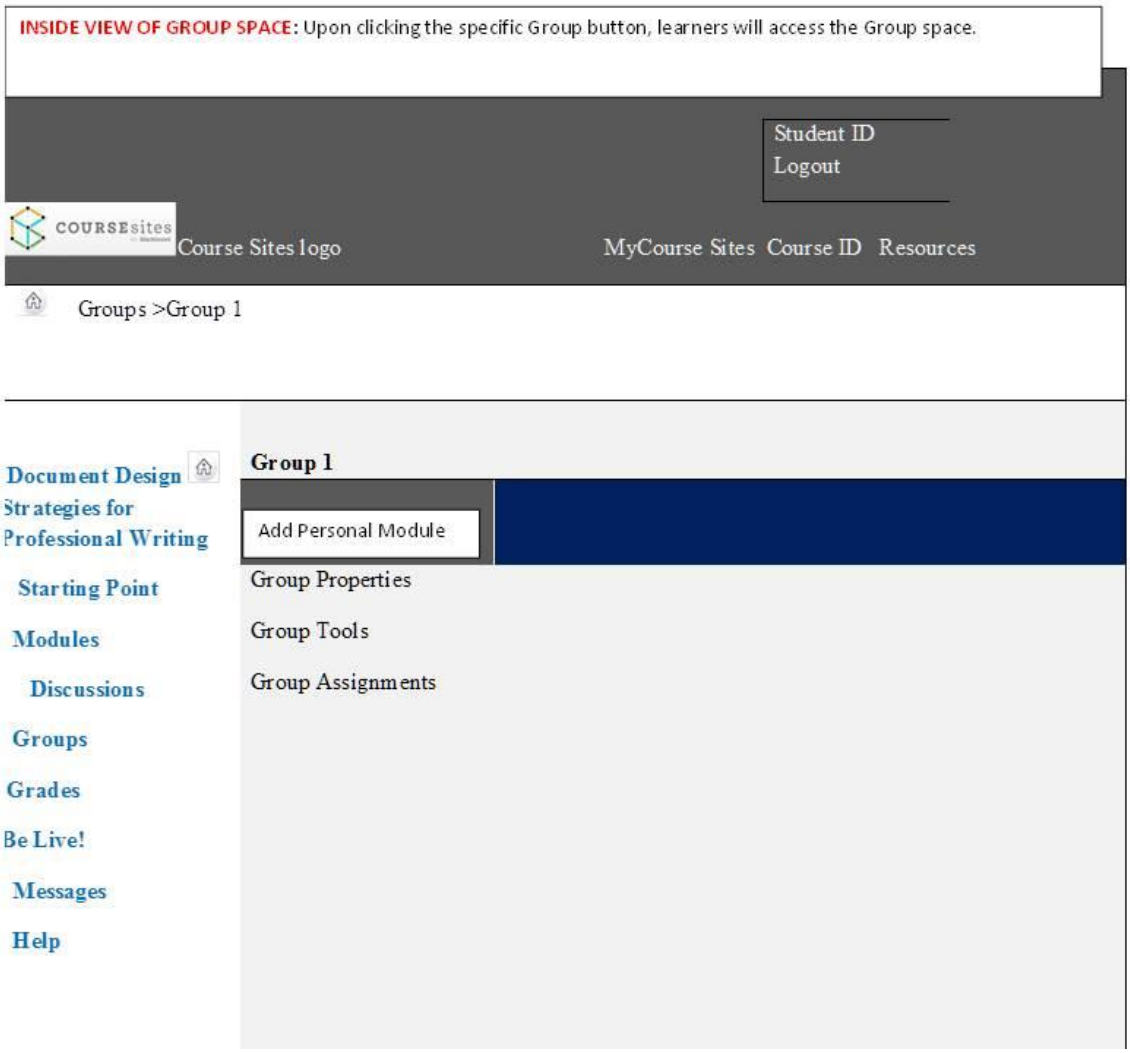


0

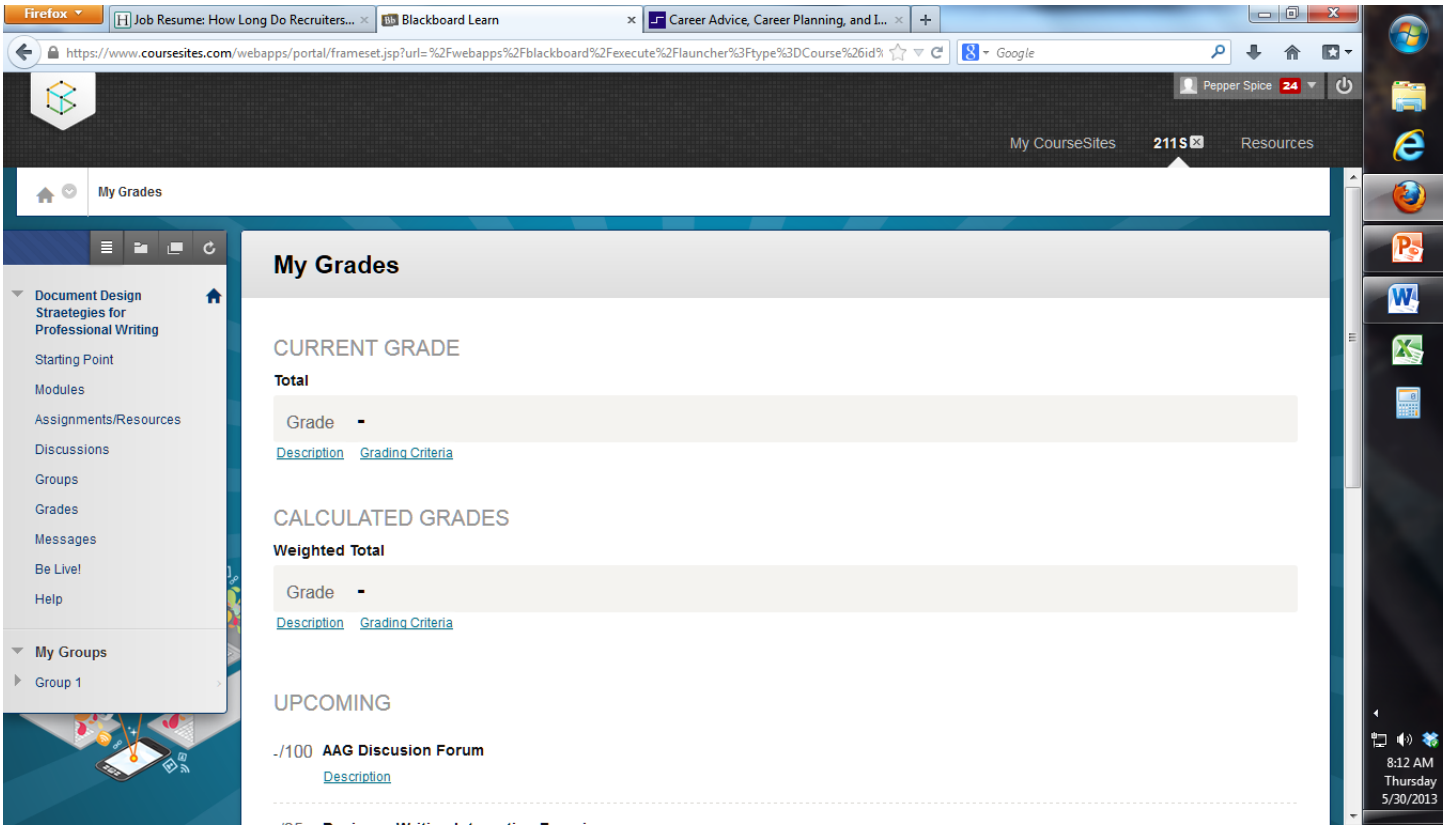

DISCUSSION BOARD PAGE VIEW: This will display all the discussion forums.
Student ID
Logout
COURSEsites
Course Sites logo
MyCourse Sites
Course ID
Resources
Discussion Board
Document Design Strategies for Professional Writing
Starting Point
Modules
Discussions
Groups
Grades
Be Live!
Messages
Help
Discussion Board
Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions.
Search
Forum
Description
Total Posts
Unread Posts
Total Participants
AAG Discussion Forum
0
0

GROUPS PAGE VIEW: This is what the Groups page will look like. Group spaces will be created for the Marketing Collateral Assignment.

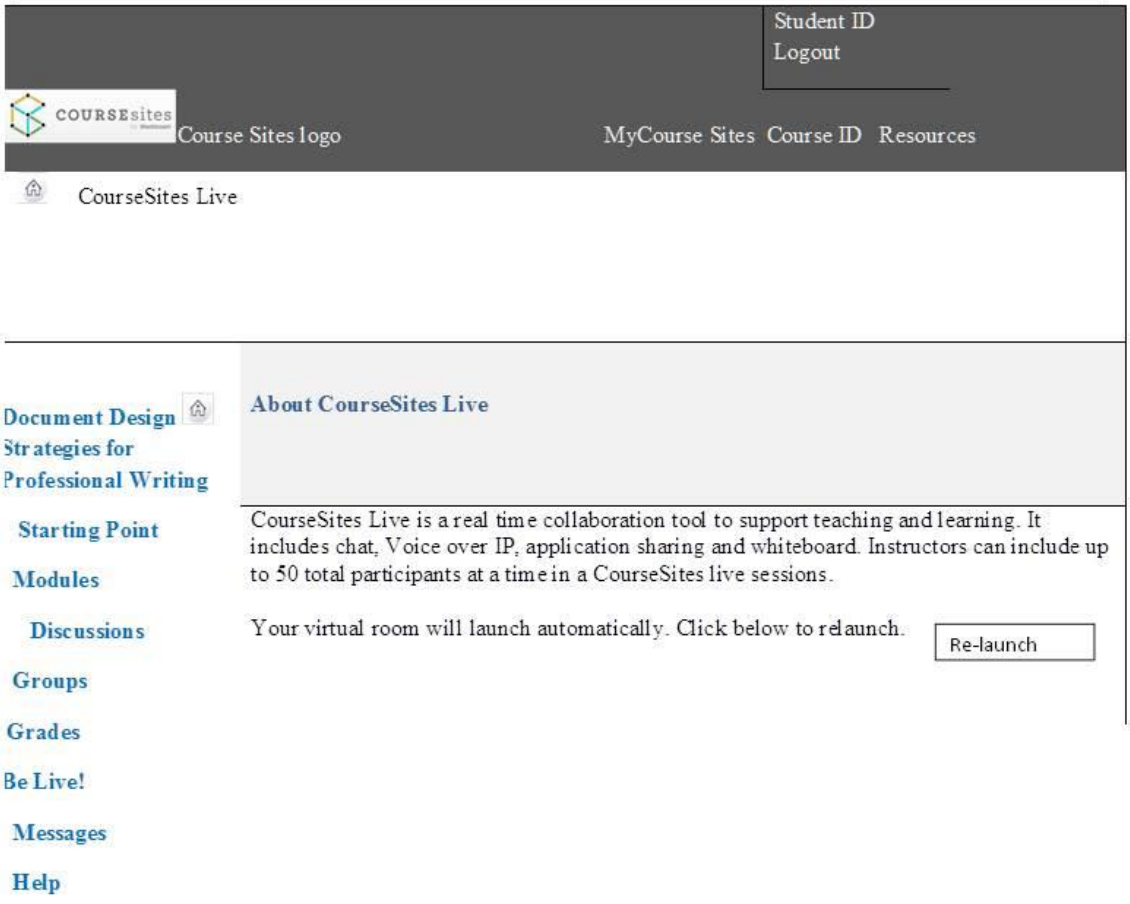


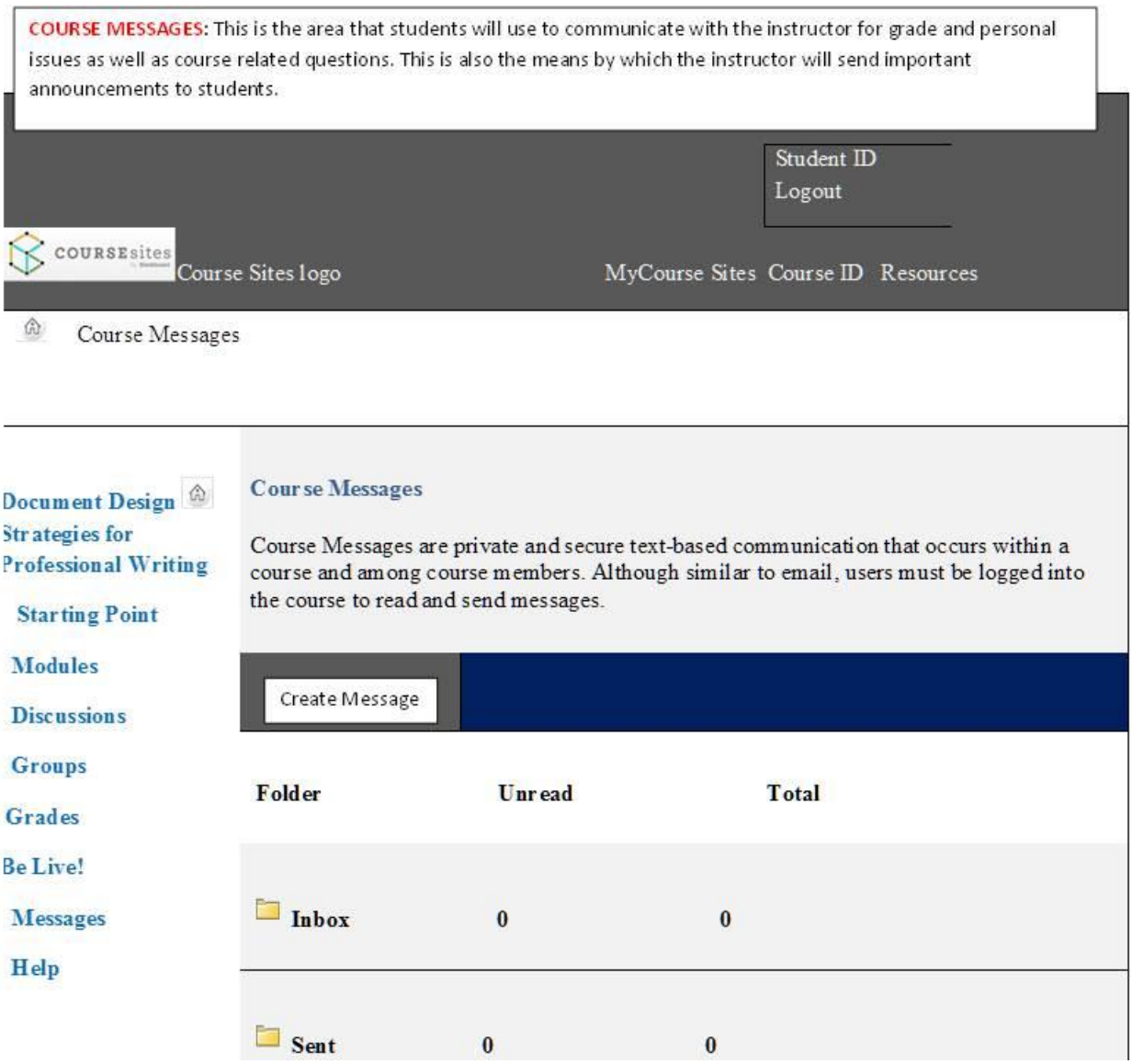


GRADES: This section is pre-created by Blackboard and populated as assignments/students are added. I cannot alter or determine the layout or design. Here is a screen shot of the student view of the grade book.

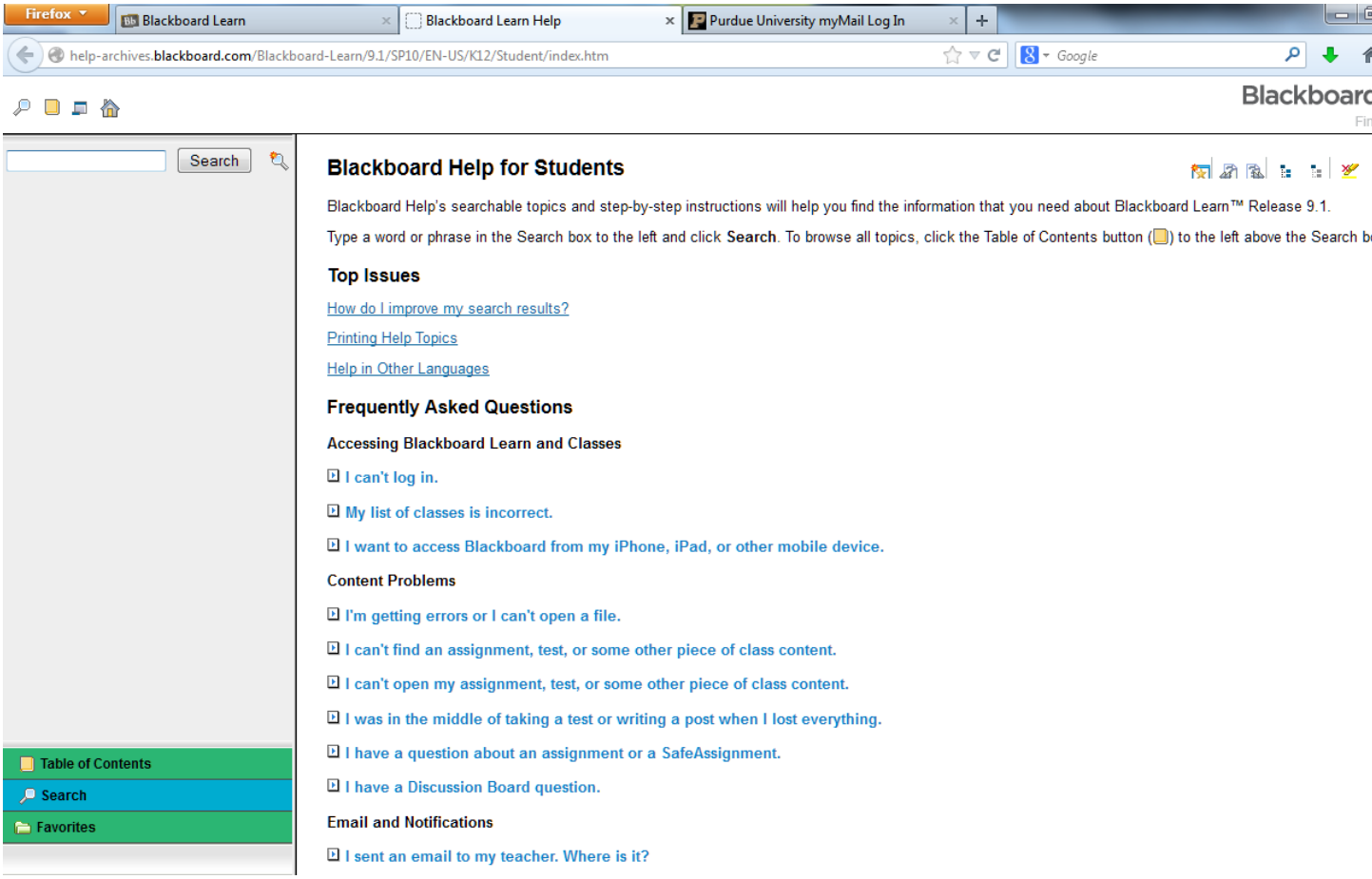

Firefox
Job Resume: How Long Do Recruiters...
Blackboard Learn
Career Advice, Career Planning, and I...
https://www.coursesites.com/webapps/portal/frameset.jsp?url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%
Google
Pepper Spice
24
My CourseSites
211S
Resources
My Grades
Document Design Straetegies for Professional Writing
Starting Point
Modules
Assignments/Resources
Discussions
Groups
Grades
Messages
Be Live!
Help
My Groups
Group 1
My Grades
CURRENT GRADE
Total
Grade -
Description
Grading Criteria
CALCULATED GRADES
Weighted Total
Grade -
Description
Grading Criteria
UPCOMING
-/100 AAG Discusion Forum
Description
8:12 AM
Thursday
5/30/2013

BE LIVE! PAGE: This is the page where students and teachers can interact synchronously using live chat (audio/video).




COURSE MESSAGES: This is the area that students will use to communicate with the instructor for grade and personal issues as well as course related questions. This is also the means by which the instructor will send important announcements to students.
Student ID
Logout
COURSEsites
Course Sites logo
MyCourse Sites
Course ID
Resources
Course Messages
Document Design Strategies for Professional Writing
Starting Point
Modules
Discussions
Groups
Grades
Be Live!
Messages
Help
Course Messages
Course Messages are private and secure text-based communication that occurs within a course and among course members. Although similar to email, users must be logged into the course to read and send messages.
Create Message
Folder
Unread
Total
Inbox
0
0
Sent
0
0

HELP PAGE: This is a pre-created page, embedded in Course Sites. Since this page has already been created by Blackboard, here is a screen shot of it



Self Evaluation using Merrill's 5 Star Instructional Design Rating (online pdf)

Please access the form using the link: http://www.scribd.com/doc/145254176/Merril-s-Template

Appendices

Appendix A: Marketing Collateral Project

Course: Certification in Document Design Strategies

Instructor/Professor: Papia Bawa (pilot course). Other instructors/Professors TBA

Project points: 500 (MoM=50+Draft=100+Final Versions =300+ 2xPeer Reviews =50)

Learning Objectives: This project relates to the following course objectives:

1. Effectively apply strategies of AAG to the documents/documentations; and to peer to peer and student-instructor communications
2. Create C.A.P.S analysis matrix for at least 2 documentations written for the course
3. Utilize the 'Diamond' style to prioritize and organize all document/ documentation content
4. Apply principles of' Précis composition' to create documents/documentations that are concise, precise, and focusing on to-the-point information.
5. Apply 'chunking' tools to create documents/documentations with appropriate and effective sections and sub-sections that display proficiency in heading and sub-heading designs, judicious use of lists and white spaces.
6. Create and insert appropriate visual aids like graphs, charts, illustrations, etc. using Infographic tools for the instructional manual and marketing collateral strategy project
7. Proficiently apply design strategies of 'Color Psychology' for at least the instructional manual and marketing collateral strategy project
8. Design Business and Technical Documents (plans, proposals, marketing collateral/ artifacts, instruction manuals, minutes of the meeting, etc.)
9. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations

Project duration: Approximately 7 weeks: Introduced in week 1/module 1. Final deliverables due in the Friday of week 7/module 7, contest completed by Thursday of week 8, module 8.

Group Activity: 3-4 students (instructor may create groups or students may be given the choice to select their group members) 'Groups' Tool in Blackboard (BB) will be used as the workspace for individual groups. Instructors need to create the group spaces before making the course available. ***Each student will submit an Individual Contribution Summary and a Group Evaluation Sheet. This is mandatory and no project will be accepted without these documents.***

Project Resources: Module 1 section of the course will contain this folder with multiple documents and links to help with several items in this project. Please refer to this section for all items that are marked ® in this document. Also, all items being covered in this project have been taught in the respective modules. Please refer to the lecture notes and readings for additional help. If you wish to use an online version of the resources please see the links below:

Client Introduction Form: http://www.scribd.com/doc/145231552/Client-Introduction-For1

Finding Client Tips: http://www.scribd.com/doc/145231833/Finding-a-Client-Tip1

Marketing Proposal Tips: http://www.scribd.com/doc/145232465/Helpful-Tips-for-Marketing-Proposal

Summary of Project:

This project is designed to build upon the knowledge students already have relating to business/technical documents/documentation genres that are covered in English 211. For example, students are expected to recognize what a marketing proposal means and the steps involved in gathering information related to it. For this collaborative project students will

develop marketing documents and marketing collateral documentations/artifacts for a new business/service idea. The business/service idea should be for a specific 'client' that may be a profit or non-profit, local, national or international small business/ organization/or individual ownership, or educational institution. ***The client must be a real, existing entity***. Check the 'Selecting Client Tips' handout in the 'Resources' section of the course. The project and collateral designing will be a voluntary service. Students will neither accept nor expect any monetary or other remuneration from Ivy Tech Community College or the client. Student groups are responsible for finding clients. Appropriate etiquette must be followed while dealing with clients.

The project must include one or more of the following: Marketing a new product or service, expanding an existing business/service to another country or state in USA, soliciting capital or other business startup needs.

The project will have multiple activities leading to the final deliverables. The final products for every group will be entered in a 'Best Package' contest. The instructor will collect all the projects that have received a grade of B and above, and submit them to a panel of judges that will include three or more professionals from these categories: Business and Marketing faculty, Deans and Program Chairs of School of Business and Liberal Arts, and Angel investors and venture capitalists. Instructors may use the 'Contact List' in the 'Instructor Resources' to contact possible judges or request the SLA (School of Liberal Arts) to make the arrangements. The contest will be held in week 8, Module 8, before the final grades are submitted. There will be three 'prizes' in the form of extra credit: 1st = 75 points, 2nd =50 points, 3rd= 25 points added to the total point aggregate of participating group members.

Project Activities: Students must participate in all of the activities for their project to be accepted for final grades and contest

Activity 1: Client and Idea Selection and Submitting a 'Minutes of the Meeting' (MoM): 50 points

Latest by the Saturday of week 2/module 2 each group will brainstorm project ideas and select one that the group members find most viable. By the scheduled due date available in 'Class Schedule ' section of the course, every group will submit a 2-3 pages (not longer) 'Minutes of the Meeting'® (MoM) document (single spaced, APA format for citations, MoM style) in the respective link in the 'Module 2' section of the course AND in the peer review discussion forum created for it. The MoM must clearly and concisely describe the project idea, and highlight the following:

Who is the client (provide specific contact information and other details of the client. If the client has a website, provide the link)? Did the client propose the idea or did the group propose the idea as a solution to some problem that the client has? Why is this idea workable? Why can it be termed as new? How is it different from other products/services/ideas available in the market? Who will be the target consumers/users of the business/service? Why will they need/want to use the product/service? Will there be a global component to the idea? What will be the level of difficulty in marketing the idea? How will these challenges be overcome?

The MoM must have an Addendum that includes:

1. A 1 page AAG report (This can be in the form of a matrix or chunked paragraph, highlighting the audience profile for the project. Since you will be designing the project and collaterals for both these groups, be sure to include the profile of your client as well as the client's/project's target audience/consumers.)

2. A 1 page C.A.P.S matrix. (Use the model available in the Modules section to create a template for this. Clearly identify the context, audience, purpose, and strategies of style for the project. For the audience part, you may simply refer to the AAG report, if nothing new is being added here. Do not repeat information.)

3. The completed 'Client Introduction' form, directly emailed to the instructor by the client's representative or the individual client. The form is available in the 'Supporting Documents' folder in the 'Assignment' section of the course. ***This is a mandatory requirement for the project to be accepted.***

Each MoM will receive feedback from the instructor and the peer groups by the Saturday of week 3/module 3.

Activity 2: Marketing Proposal and Collateral Material Draft: 100 points

By the Saturday of week5/module 5 each group will submit the above. This MUST incorporate all the suggestions made by the instructor and MAY also include peer recommendations for the MoMs.

By the scheduled due date available in 'Class Schedule' section of the course every group will submit this in the respective link in Module 5 section of the course AND in the peer review discussion forum created for it. The draft **will** include the following:

Marketing Proposal:

Table of Contents ®
List of Illustrations ®: page # and identification of all visual aids incorporated in the proposal**.**
Executive Summary ® (1 page):
Statement of your case and summary of the entire proposal.
Statement of need ® (about 2 pages):
Why this project is necessary
Project Description ® (about 3 pages):
How the project will be implemented including management plan, critical path schedule, and technical plan (if needed).
Commercial Plan ® (1 page):
Financial description of the project plus explanatory notes
Client information ® (1page):
Primary activities, services, context of research
Conclusion ® (1-2 pages):
Summary of the proposal's main points
Annexes: You must use at least six graphs/charts and/or illustrations developed by you.
References ®

Marketing Collateral Materials:

Marketing strategy statement: ½ to 1 page (no more than this) description of: marketing objective, target consumers, how to achieve the objectives, key competitive strengths. Use the Précis strategies.

Copy strategy statement ® : No more than ½ a page. The Copy Strategy is all about what the commercial is trying to achieve, so describe the key message the commercial is designed to deliver. This must be done in a precise and concise fashion, so make each word count. Use the Précis strategies.

The draft **will** include **at least ONE** item from the following. **Note** that all three MUST be submitted for the final version of the project.

Marketing Artifacts:

1- *Product/service promotional brochure* **®** (in the least this must be a color, trifold brochure with judicious combination of text and graphics)

2- *Storyboard of a video commercial or an actual video commercial* ® (must be no longer than 60 seconds, have human or animated character, have music or voice over, have appropriate episode, must adhere to the Copy strategy statement). Identify the final source of display: online, Television, Movie, Multiple sources.

3- Promotional OR Merchandizing items ®: Choose only 1 category. Create at least 1 item and discuss the delivery methods

Each draft will receive feedback from the instructor and the peer groups by the Saturday of week 6/module 6.

Activity 3: Final Deliverables of the Project: 300 points

After incorporating all suggestions given by the instructor and any peer recommendations that the group chooses, the following will be submitted latest by the Friday of week 7/module 7.

By the scheduled due date available in 'Class Schedule' section of the course every group will submit this in the respective link in the 'Module 7' section of the course AND in the Contest discussion forum created for it.

Project Final Revised Version:

- All items in the Marketing Proposal as specified in activity 2
- All items in the Marketing Collateral as specified in activity 2

- **Client Feedback Form** (signed by client or directly emailed to instructor)
  Each group will create this form and add no more than 8 questions relating to the evaluation of their project. The aim should be to assess the level of your client's

satisfaction and feedback from the client regarding what was good, bad or ugly about your project. Make sure to refer to the client's specific needs as expressed in the Client Introduction Form.

- **Individual Contribution Summary**
  This will be a 1-2 page specific description of the students' individual contribution/s to the project, the challenges faced and how these were overcome, the number of times and venues (online/offline if applicable) of group meetings attended, a scale between 1-5 for self-performance (1=poor, 2=fair, 3=Good, 4=Excellent, 5=Outstanding), and a 2-3 sentence rationale to justify the scale.
- **Group Evaluations**
  Every group member will evaluate the performance of the other members. This will have two sections.

Section 1: Discuss in details how each member (other than self) performed, what he/she contributed, and what scale is appropriate for the performance (1=poor, 2=fair, 3=Good, 4=Excellent, 5=Outstanding), and a 1-2 sentence rationale to justify the scale.

Section 2: Discuss, in details and with examples, how the group performed as a whole, what were the group dynamics, what were the major strengths and weaknesses of the group interactions and communications, what were the specific challenges faced and how these were overcome.

This is also the time to express any serious and specific concerns that students may have about their peer members. *Instructors are expected to read such concerns carefully and act as per the information in the 'Group Performance Protocols' document available in the 'Instructor's Resources' section of the course.*

Rubric

Check how this project will be graded by reading the Project Rubric below. *Instructors may not delete any item from this but may add more items to the rubric after informing the students.*

Excellent: A	No proofreading errors; displays a superior understanding of what makes a marketing collateral strategy effective; the design of all marketing and other artifacts/design displays a superior quality and is instrumental in helping consumers understand the benefits of the product/service being advertised: the collateral artifacts are narrowly forced on marketing the product/service and are not distracting in any way. Example, the commercial is designed to help consumers remember the product/service more than the episodes ; superior quality of self-created visual aids; use of judicious and varied infograhic tools; AAG and C.A.P.S Matrix

	display excellent understanding of the concepts; correct APA citations; timely submission in the correct venues for all parts; all project requirements completed
Good: B	No proofreading errors; displays a good understanding of what makes a marketing collateral strategy effective; the design of all marketing and other artifacts displays a good quality, is mostly instrumental in helping consumers understand the benefits of the product/service being advertised, but has scope for improvements; the collateral artifacts are mostly forced on marketing the product/service, but some parts may be distracting to consumers. Example, the commercial's episode/scene is creating some confusion for the consumer to understand the product/service or is distracting the consumer's attention ; good quality of self-created visual aids and use of judicious and varied infograhic tools, but has scope for improvement; AAG and C.A.P.S Matrix display good understanding of the concepts; correct APA citations; timely submission in the correct venues for all parts; all project requirements completed
Fair: C	Only minor proofreading errors; displays a fair understanding of what makes a marketing collateral strategy effective; the design of all marketing and other artifacts displays a fair quality, is mostly instrumental in helping consumers understand the benefits of the product/service being advertised, but has more scope for improvements; the collateral artifacts are not properly forced on marketing the product/service, and some parts are quite distracting to consumers. Example, the commercial's episode/scene is creating a good deal of confusion for the consumer to understand the product/service or is significantly distracting the consumer's attention ; quality of self-created visual aids needs improvement; non- judicious use of

	infograhic tools; AAG and C.A.P.S Matrix does not display complete understanding of the concepts; some errors in APA citations; timely submission in the correct venues for all parts; all project requirements not completed
Below Average/Poor: D/F	Many proofreading errors; does not adequately display understanding of what makes a marketing collateral strategy effective; the collateral artifacts display a poor quality; inferior quality of self-created visual aids; ineffective use of infograhic tools, or no tools used at all; AAG and C.A.P.S Matrix do not display adequate understanding of the concepts; many errors in APA citations; late or incomplete submissions; submissions not in the correct venues for all parts; all project requirements not completed.

Appendix B: Audience Analysis Guide Discussion

Where to submit: Discussion forums> AAG Forum

When to submit: End of Module 1. See schedule for due date

Points possible: 100

What to do:

Read: Lecture PPT titled: Analyzing Audience for Professional Writing

Watch:

(i) Analyzing Your Audience (YouTube Video): http://www.youtube.com/watch?v=S6axTQ-SwZE

(ii) Managers Hot Seat Video> Episode titled: Cultural Differences: Let's Break a Deal: http://hotseat.mhhe.com/mm.html

Research:

Examples of audience analysis in professional writing situations available online. This is optional, but may help add depth to your perspectives and weight to your discussions.

Think Critically:

What elements may be crucial to determining the audience needs so as to develop effective audience profiles? How will creating an Audience Analysis Guide help your own professional writing process? *Draw upon your preexisting knowledge regarding audience analysis and think about how professional audiences differ from regular ones*.

What to submit:

For this assignment you need to submit all of the following. Remember to cite all sources using APA. Write in Times New Roman, 12 size, single space.

1- A 2-3 paragraph reflection of the audience analysis information you took away from the Managers Hot Seat video episode. Think in terms of what the scenario represented, and what the incident tells you about why audience analysis is important and how it can be successfully implemented. Be sure to make specific references to the video.

2- A numbered list (in order of priority) of 10 important items to consider when analyzing your audience. Be sure to make specific references to the materials from the readings and video.

3- Create an Audience Analysis Guide (AAG) using MS Word (table, chart, combination of text and graphics) to display at least 6 items per audience group based on the lecture PPT and (i) video. This must be something that you can use later on in some of the documents/documentations you will create for this course, so think in those terms when designing the guide. Be sure to make specific references to the materials from the readings and video. The video has some great Web 2.0 tools for audience analysis. Be sure to discuss the possibility of using at least one such tool.

4- Choose at least 1 peer post and respond in 2 or more paragraphs. Write comments that may help your peers to improve their AAGs or further their understanding of the subject covered by adding fresh perspectives. Your reviews should concentrate on the problem areas also, rather than only be a compilation of ’you did a good job' and ‘I understood what you wrote’ kind of comments. Proofread your reviews carefully. It is unacceptable to have structural and mechanical errors when you are advising others on how to improve their work!
I am looking for well rounded, deeply insightful, and useful information regarding your peers' submissions. Comments like "The content flows well' certainly does not match this! Please note: Water flows, papers do not!

Assignment Deliverable Rubric:

Exceptional (A):	Impeccable grammar; no syntax or proofreading errors; correct AP citations; in-depth analysis displaying writer’s own insights, having a ‘go the extra mile’ component (examples: use of graphics, visual aids, scholarly research, etc.); backed by appropriate and relevant sources; clear, concise style; fulfilling all requirements and timely submission

Above Average (B)	Good command of language; having minimal errors of syntax and proofreading; almost correct citations; all sources cited; use of some outside sources to back up ideas; style consistent with professional writing; fulfilling all requirements and timely submission
Average (C)	Adequate command of language, but having several errors of syntax and proofreading; several errors of citations even though all sources cited; use of outside sources missing or not appropriate/efficient to back up ideas; style is almost consistent with professional writing, but has scope for improvement, fulfilling all requirements and timely submission
Below Average (D/F)	Inadequate command of language, having several and serious errors of syntax and proofreading; several errors of citations even though all sources cited; sources not cited in both text and reference list; use of outside sources missing or not appropriate/efficient to back up ideas; style is not consistent with professional writing; not fulfilling all requirements and timely submission

Peer Response Rubric:

Use the above table and then add the following:

- Responses must be insightful, displaying the reviewer's attempt to help the peers understand the material more clearly; language used must be polite, but direct if necessary.
- Give **in-depth and specific descriptions** of how the ideas expressed in the peer submissions can be improved.
- The reviews must be based on appropriate analysis of the peer submissions and must display that you did read the contents and gave it your due diligence before writing the review. That means your comments need to be meaningful and make sense.

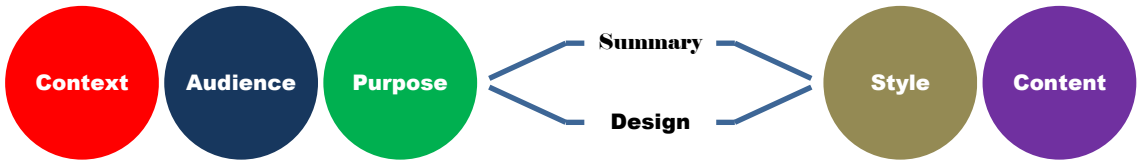
  For example, if you were peer reviewing an essay, saying that the thesis statement or claim was not clearly stated or was not to be found AND then saying that the paper is 'good', is inaccurate and contradictory. There cannot be a 'good' paper without a proper and clearly discernible thesis, because the entire paper is based on the central idea/s expressed in the thesis. In the absence of a good thesis, the paper is like a car without fuel; it will not go anywhere and will not be of any use to the reader. Think carefully before you comment.

- If you are saying that you agree or disagree with your peers' ideas, it is advisable to also explain why, instead of just giving your opinion. That gives you an opportunity to add your own perspective to the discussion, which in turn will definitely help your peer get a deeper understanding of the subject.
- If you need to cite direct passages/ material from your peers, you must do so using quotation marks, to distinguish them from your own words. Not doing so will result in 0 points.
- Remember to use **your own words**. Sources, whether taken from your peer drafts or otherwise, are to be used only to augment and support your ideas, not replace them. Using copy/paste as the only means for your submissions or using them extensively with only a few sentences of your own thrown in, will lead to 0 points. Ideally, I would like you to simply refer to the areas in the peer submissions by writing the first few words and last word of the passage/sentence and separating them with ellipses.

Appendix C: C.A.P.S Model

C.A.P.S (Context, Audience, Purpose, Summary of Design) Model

By Papia Bawa



C.A.P.S is a model I developed as a 'foundational' analysis tool for designing professional documents/documentations.

Formula: Context + Audience + Purpose=Summary of Design (Style/Content)

Brief Description: Before deciding what kind of stylistic options we may use and what content may receive priority it is important to understand the three CAP elements as these are the foundation of any document design, offline or online. Therefore, using the model to create a matrix for CAP analysis, students can better determine the S (Summary of the course design, specifically Style/Content). Once that is determined they can use the Summary of Design as a baseline to develop the style of the document's layout and the delivery options and depth of the content. Finally, students will use the 'Diamond' approach to organize their content by order of priority.

Tables 1 and 2 below explain the key elements that users of the model must consider when analyzing each component. The 'Diamond' approach illustration in Figure: 1 explains the concept visually and textually.

The C.A.P. Matrix Template

Context	Context refers to the circumstances that precede a writing situation. For designing professional documents/documentations, I have determined three kinds of contexts that need to be examined: Socio-Professional Cultural Techno-Psychological To analyze context one must think of questions like: What prompted the writing situation? What events led to the need for the document? What could be the preexisting factors relating to these events that may shape the writers' and readers' attitude/aptitude towards the documents' topic/subject? What discourse community does the reader belong to? What is the 'professional language' they speak? What is the 'cultural language' they use? What kind of technology do the writer and reader have access to? What are the aptitudes/attitudes of writers and readers towards the available technology?
Audience	Professional audiences are also known as end users. They can range from customers, people who are using the document to perform a task, decision making authorities like executives and managers, and people who may contribute or help with the writing like coworkers and other SMEs. A key item to consider for this category is how to understand the audience roles and the need for writers to modulate the writing to fit those roles. To analyze audience one must think of questions like:

	What are the demographics of the audience? What are their job titles? What specific role (evaluator, decision maker, solicitation server) will they play with respect to the document contents? How much knowledge about the subject does the audience already have? How should the way content is written and delivered change when writing to different 'role' segments?
Purpose	There are several purposes of professional communication. The biggest distinction between business and technical writing related to purposes is that business documents tend to be more persuasive and technical documents are mostly informative. Besides these there are other purposes like evaluating performance or product providing entertainment with the intention of persuasion. To analyze purpose one must think of questions like: What will the document do for the end user? Is the document being written to What ways of design and delivery will the target audience most relate to and respond to? What factors may be best suited to persuade the audience?

The Summary of Design (Style and Content) Matrix Template

Style	The results of the CAP matrix will lead to conclusions about the stylistic options for the document. A document based on a similar subject will have differences in style depending on the context, audience, and purposes. For example, when writing about the health hazards of eating Burger and fries, you will need to change the style when addressing a group of 6th graders, 35-45 year old office goers, and 60+ audiences attending a Health Seminar. Children will respond less to scholarly/statistical approach and adults may not respond well to animation and cartoon characters.

	To determine the stylistic options the following questions should be asked: What kind of visual representation will work best, based on the CAP? What document style (fonts, color, headers, etc.) will work best for the CAP? What cues can be provided to nudge the audience to the critical messages in the document? Read more from the E-book link: http://www.prismnet.com/~hcexres/textbook/#design
Content	Content refers to the actual text/material/information given in the document. The CAP helps determine what to state, how much to state, and the order of priority of the contents. To determine the content options the following questions should be asked: What information needs to be given first? How in-depth must the information be, based on CAP? What can/should be provided as supplementary information using Appendices/Attachments/links etc. ? How can writers get feedback from readers to determine these elements?

The 'Diamond' Approach for Content Organization

Audience in the business and technical worlds prefer to get relevant information quickly and easily, so that important decisions can be made without wasting time, money and efforts. Almost for every communication, the first and most crucial determination your reader will make is if the balance of your document is worth reading or should they simply be tossed in the 'rejected' tray. To make a case in point, think of how long it takes for HR personnel to read and select/reject a resume. Ladders (2012) study, using 'eye tracking' technology to determine how long a recruiter actually 'reads' a resume, indicated that only 6 seconds were spent reviewing an individual resume!

Another factor to consider is that although the first 6-7 seconds are extremely crucial to get the readers' attention, once you get that attention, you will need to provide some more pertinent information related to the subject of the document, so that a solid, favorable decision is made for your benefit.

Finally, in case of many business and technical documents/documentations like reports etc., by the time the reader has read through all the information, it is quite likely that they may have lost focus on the 'real' task at hand: giving you what you want. At this point it may be a good idea to provide a gentle reminder to your reader of your request for action or solicitation, a.k.a why did you write all this in the first place.

Using the 'Diamond' approach can take care of each of the above situations. See Figure:1 below.

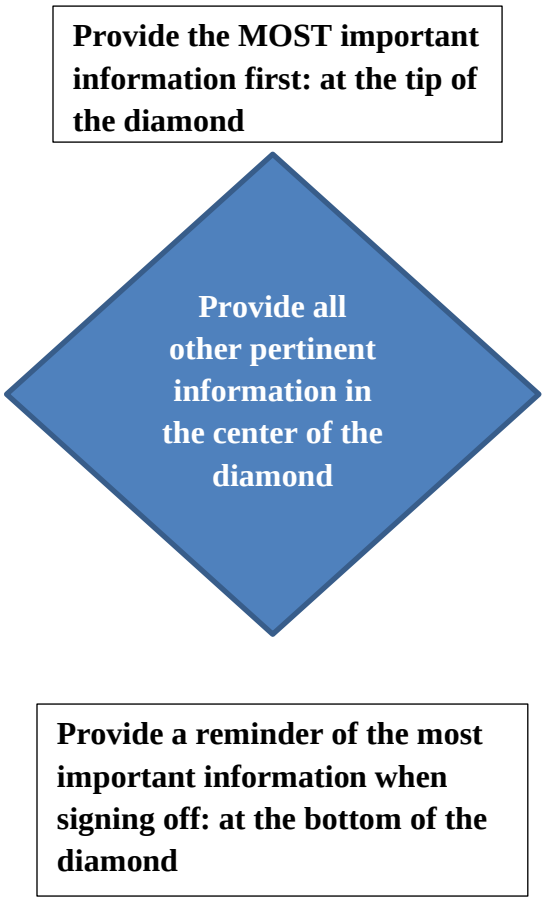


Figure: 1

Ladders. (2012, December 11). *The ladders announces new job-search survey results for new year* . Retrieved from http://www.theladders.com/press-releases/theladders-announces-new-job-search-survey-results-for-new-year

Appendix D: C.A.P.S Analysis Discussion Assignment

Where to submit: Discussion forums> CAPS Forum

When to submit: End of Module 2. See schedule for due date

Points possible: 100

What to do:

Read: Lectures: PPT: C.A.P.S Analysis. Please access using this link:
http://snack.to/b7nld8lj
C.A.P.S Model docx.
Research:

The importance of knowing the context and purpose in professional writing situations. This is required, and I am expecting at least two cited sources, other than the assigned readings, for your responses.

Think Critically:

What strategies may be best/ crucial to conduct the CAP analysis so that it fits with the most effective Summary of Design for the documents you will create for this class? How will you specifically utilize the skills gained in this module?

What to submit:

For this assignment you need to submit all of the following. Remember to cite all sources using APA. Write in Times New Roman, 12 size, single space.

1- A 2-3 paragraph reflection of the CAPS information you took away from the Lecture notes and PPT. Think in terms of how this knowledge can be best used by you in your own writing processes, for this class and in your professional life.

2- Pick a Scenario from this list:

- You were driving on a smaller, non-highway road, and another car hit you from behind and did not stop.
- After waiting for several years for a promised promotion, you find out that the newest hire has been promoted instead
- Any situation that impacted you positively or negatively, for which you had to write to several different kinds of audience
- A writing situation that you are currently involved in that will benefit from the CAPS analysis

Then, write short pieces for the selected situation to at least three different, but appropriate audiences.

3- Your pieces must reflect your understanding of the CAP elements and your application of the Summary of Design items. In order to demonstrate this you will create a CAP Matrix and Summary Matrix, using the template provided in the CAPS Model document.

4- Choose at least 1 peer post and respond in 2 or more paragraphs. Write comments that may help your peers to improve their CAP and S Matrices, or further their understanding of the subject covered by adding fresh perspectives. Your reviews should concentrate on the problem areas also, rather than only be a compilation of ’you did a good job' and ‘I understood what you wrote’ kind of comments. Proofread your reviews carefully. It is unacceptable to have structural and mechanical errors when you are advising others on how to improve their work!

I am looking for well rounded, deeply insightful, and useful information regarding your peers' submissions. Comments like "The content flows well' certainly does not match this! Please note: Water flows, papers do not!

Assignment Deliverable Rubric:
Please read the rubric given in Appendix B: Audience Analysis Guide Discussion Assignment, as that is the rubric I am using for all discussions.

Appendix E: Instructional Manual Project

Course: Certification in Document Design Strategies

Instructor/Professor: Papia Bawa (pilot course). Other instructors TBA

Project points: 500 (Proposal Memo=100+Draft and Reviews=150+Final Versions =250)

Learning Objectives: This project relates to the following course objectives:

10. Effectively and critically analyze writing situations using Task Analysis and C.A.P.S Analysis model (developed by Papia Bawa)
11. Proficiently use critical thinking to identify specific requirements of style and content of the documents/documentations
12. Create usable C.A.P.S analysis matrixes using MS Excel or Word for at least 2 projects
13. Effectively apply strategies of AAG to the documents/documentations; and to peer to peer and student-instructor communications
14. Utilize the 'Diamond' approach to prioritize and organize all document/documentation content
15. Apply principles of 'Précis composition' to create documents/documentations that are concise, precise, and focusing on to-the-point information
16. Apply 'Chunking' tools to create documents/documentations with appropriate and effective sections and sub-sections that display proficiency in heading and sub-heading designs, judicious use of lists and white spaces.
17. Create and insert appropriate visual aids like graphs, charts, illustrations, etc. using Infographic tools for the instructional manual and marketing collateral strategy project
18. Proficiently apply design strategies of 'Color Psychology' for at least the instructional manual and marketing collateral strategy project
19. Apply 'wordless' documentation design strategies
20. Design Business and Technical Documents (plans, proposals, marketing artifacts, instruction manuals. Minutes of meetings, etc.). for 'live' clients and get client feedback
21. Utilize preexisting knowledge/skills relating to genres of business and technical documents/documentations

Project duration: Approximately 5 weeks: Introduced in week 3/module 3. Final deliverables due in the Friday of week 8/module 8.

Individual Activity: Students will complete this project individually

Project Resources: The 'Assignment' section of the course will contain a 'Resource for Instructional Manual Project' folder with multiple documents and links to help with several items in this project. Please refer to this section for all items that are marked ® in this document. Also, all items being covered in this project have been taught in the respective modules. Please refer to the lecture notes and readings for additional help.

Summary of Project:

For this project students will critically analyze a manual and then redesign the manual to make it more effective. The idea is to demonstrate three skills:

Identifying elements that make a manual ineffective
Identifying elements that make a manual l effective
Designing manuals that work better for the end users

While demonstrating the above, students will also display their abilities to research and find supporting materials that are credible, and to use them judiciously in their analysis. They will also be expected to draw upon the materials related to writing instructions that are covered in English 211 or equivalent Business/Technical Writing course. This assignment is designed to help you build on that knowledge and enhance it by learning specific ways in which to design effective instructions.

Project Activities: Students must participate in all of the activities for their project to be accepted for final grades

Activity 1: Brainstorming Project Ideas and Submitting Proposal Memo: Points: 100 (50 for memo + 50 for feedback)

The objective of this activity is to find the subject of the project (poorly designed manual), brainstorm ideas relating to it, and receive feedback from peers and the instructor on the viability or other wise of your ideas. You may modify your ideas before submitting the draft, if you feel that is required based on the feedback.

Scour the web and find an instructional manual that you think is poorly designed. Alternatively, if you, as an end user have in your possession a manual that you consider to be poorly designed, you may use that as well. If you choose this alternative, you MUST scan the manual and submit as a PDF file along with your response, to be considered for grading. If the said manual is available online, you may provide a working link.

If choosing an online manual, provide the manual title and a working link in the first paragraph of the memo page. Example: "This proposal relates to the instructional manual titled _____ accessed via the following link:" For PDF versions just provide the manual title.

When selecting the manual be aware that you will be redesigning it to a better version for the final deliverable. Therefore, it is advisable to select something that is not too long. However, the project goal is also to assess the complexity and depth in your redesign, so avoid selection manuals that have very few steps. Bottom line: Don't pick a 'How to Put the

Elephant in the Fridge' kind of manual, but also don't choose one with 50 pages or more! Of course, in the feedback for your proposal the instructor will let you know if your choice will work or not.

Write a ½ to 1, page, single spaced memo (no more than a page please!) proposal, summarizing why you find the manual user unfriendly, and give a brief description of how you propose to redesign it to make it more effective. At this point, *although it is not required*, you may want to provide 1-2 online sources that will back up your assessment of the manual and your proposed solutions for improving it. This will help you for the next activities.

Submit the final Proposal Memo in the 'Instructional Manual Proposal' Discussion forum by the due date specified. Make sure to write this in formal memo format and in single space.

Then, choose two peer memos and provide feedback regarding the viability of their proposal. Think about why you feel their proposal will or will not work.

Activity 2: Project Draft and Peer Reviews: Points 150 (50 for draft+ 100 for reviews)

The objective of this activity is to prepare a draft and receive reviews/feedback from peers. If you also want specific feedback from the instructor, you may ask two specific questions relating to the draft when submitting it in the Assignment section.

By the due date prepare a draft of the project and also submit an AAG, C.A.P.S Matrix and peer reviews.

For the project draft part, include **at least two from items a,b,c** **You will need to complete ALL three parts for the final project deliverables.**

b- A table highlighting the bad and ugly of the manual. Beneath the table, write a detailed explanation of why your assessment of the manual is valid. You can take cues from your proposal memo and criteria list create for the 'Analyzing Infograhics and Images' discussion. You MUST support your assessment with at least 2-3 web sources, and items from the course materials. Make very specific references to the parts of the manual you are discussing. Cite all sources using APA style.

b- A table highlighting your proposed changes to make the manual more user friendly. Beneath the table, write a detailed explanation of why your proposed changes are valid. You can take cues from your proposal memo and criteria list create for the 'Analyzing Infograhics and Images' discussion. You MUST support your assessment with at least 2-3 web sources, and items from the course materials. Make very specific references to the parts of the manual you are discussing. Cite all sources using APA style.

c- Redesign the manual to convert it into your version of an effective, user friendly manual. You can use all the visual aids, graphics etc. from the original manual, but MUST also add at least three more that you have created. Feel free to modify the text, color. increase/decrease the 'wordless' component, etc., if you feel that will be appropriate. Use any Infograhic tool that you feel is appropriate for the purposes of increased functionality for the manual's redesign.

The idea is to show a marked improvement in the manual from an end user perspective. That will be the KEY element factored in the rubric for the final version.

The following are REQUIRED for this activity

d- A ½ to 1 page AAG report (This can be in the form of a matrix or chunked paragraph, highlighting the audience profile for the project. Note that you will be redesigning the manual for specific end users, so be sure to include the profile of what you believe or know to be the actual end users of the selected manual)

AND

A ½ to 1 page C.A.P.S matrix. (Use the model available in the Modules section to create a template for this. Clearly identify the context, audience, purpose, and strategies of style for the project. For the audience part, you may simply refer to the AAG report, if nothing new is being added here. Do not repeat information.)

e- Submit your drafts in the Instruction Manual Assignment Draft discussion forum AND in the Assignments section by the due date. Then, by the due date, provide feedback to two of your peers. Read the detailed instructions below.

Peer Reviews for the Instructional Manual Assignment Draft

What you will review: The Instruction Manual Assignment Draft written by your peers.

How you will do this: This will be done as an individual activity.

Where to submit the reviews: The Instructional Manual Draft Peer Review forum

What exactly will you submit: First, submit your Instructional Manual Draft in the respective forum by the due date specified in the schedule. Then, read the drafts that have been submitted in the forum by the other groups in the class and choose two. Answer the following questions for each of the selected peer drafts.

1. What aspects of the draft are good and what needs improvement? Why do you feel so? Be very specific when writing this.

2. Are there any areas/parts of the draft that you are unable to understand? Identify all such areas and make a list. DO NOT respond with a ' we did not find anything wrong with this draft' kind of a response. There is always scope for improvement in documents. Take the time to find them to help your peers. Remember, they will be doing the same for your drafts.

3. Give at least FOUR suggestions that will help improve the final version of the Instruction al Manual Project. Make these suggestions meaningful. Refer to specific sources that you have used to arrive at your suggestions. Do not simply point out to a problem or give sketchy remarks or try to proofread the documents. It is NOT your job to revise the document for your peers. Rather, you must strive to provide substantive, constructive and specific feedback that will act as a guide to your peers so that they can improve it on their own.

Write your reviews and by the due date, submit them in the respective discussion forum.

Activity 3: Final Project Deliverable

After incorporating all suggestions given by the instructor and any peer recommendations that you found useful, submit the following latest by the Friday of week 8/module 8.

Project Final Revised Version: Points 250

- Items a,b,c as described in Activity 2 of this project (200 points)
- A 1 page reflection of your experience while writing the project. (50 points)

Rubric

Excellent: A	No proofreading errors; displays a superior understanding of what makes a manual effective or not; the redesign displays a significant improvement in helping end users to perform the task/s; superior quality of self-created visual aids; use of judicious and varied infograhic tools; supporting evidence for the analyses appropriate and taken from credible sources; no use of Wiki, non-scholarly or popular sources; AAG and C.A.P.S Matrix display excellent understanding of the concepts; correct APA citations; timely submission in the correct venues for all parts; all project requirement s completed
Good: B	No proofreading errors; displays a good understanding of what makes a manual effective or not; the redesign mostly displays improvement in helping end users to perform the task/s; superior quality of self-created visual aids; use of judicious and varied infograhic tools; supporting evidence for the analyses appropriate and taken from credible sources; no use of Wiki, non-scholarly or popular sources; AAG and C.A.P.S Matrix display excellent understanding of the concepts; correct APA citations; timely submission in the correct venues for all parts; all project requirements completed
Fair: C	Only minor proofreading errors; displays a fair understanding of what makes a manual

	effective or not; the redesign displays some efforts in helping end users to better perform the task/s, but leaves room for improvement; quality of self-created visual aids is fair, but can be improved; use of infograhic tools, but not enough variety and the visual aids need improvement; supporting evidence for the analyses are not very appropriate and/or taken from credible sources; use of Wiki, non-scholarly or popular sources; AAG and C.A.P.S Matrix display some understanding of the concepts; minor errors in APA citations; timely submission in the correct venues for all parts; all project requirements not completed
Below Average/Poor: D/F	Many proofreading errors; does not adequately display understanding of what makes a manual effective or not; the redesign displays an insignificant improvement in helping end users to perform the task/s; inferior quality of self-created visual aids; ineffective use of infograhic tools, or no tools used at all; supporting evidence for the analyses not compelling and taken from non-credible sources; use of Wiki, non-scholarly or popular sources; AAG and C.A.P.S Matrix do not display adequate understanding of the concepts; many errors in APA citations; late or incomplete submissions; submissions not in the correct venues for all parts; all project requirements not completed.

Appendix F: Chunking and Précis Discussion Assignment

Where to submit: Discussion forums> Précis and Chunking Forum

When to submit: End of Module 3. See schedule for due date

Points possible: 100

What to do:

Read:

a- Lecture PPT: Précis and Chunking. This contains details relating to writing precisely and using chunking techniques to overcome Short Term Memory retention issues.

Please access the PPT using the link below:

http://snack.to/b7h8ri8p

b-Designing Documents for Visual Impact:
http://emedia.leeward.hawaii.edu/hurley/modules/mod5/5_docs/doc_design.pdf

c- E-Book Chapters: Document Design>

- Page Design Process
- Headings
- Lists
- Special Notices
- Highlighting and Emphasis

Watch:

(i) Précis Writing Video: https://www.youtube.com/watch?v=GtncXIijH2I

Research:

Articles/materials on précis writing and chunking. This is required and I am expecting at least two such sources to be used and cited in your responses.

Think Critically:

How can you use these techniques in your own writing processes?

What to submit:

For this assignment you need to submit all of the following. Remember to cite all sources using APA. Write in Times New Roman, 12 size, single space.

1- A 2-3 paragraph reflection of the Précis and Chunking techniques you learned about from the assigned readings and videos. Think in terms of how important these techniques could be with respect to different writing situations.

2- The links below have some examples of poorly designed web documents. Pick any one and identify which one you chose. Then, create a table indicating all the items that makes the document poorly designed and how you believe each of these items can be redesigned or fixed to improve the overall document design.

http://www.lirvin.net/TechW/Assignments/poordesignEG.pdf

http://www.topdesignmag.com/20-examples-of-bad-web-design/

3- Pick any one document from the links below. Then, write a Précis of it by reducing the total word count to one third of the original. You may also use chunking tools in the process if you wish.

http://chronicle.com/blogs/profhacker/document-design-lessons-learned/29234 (You must only write a précis of the original article, and not the responses to it).

http://www.visualmess.com/

4- Choose at least 1 peer post and respond in 2 or more paragraphs. Write comments that may help your peers to improve their AAGs or further their understanding of the subject covered by adding fresh perspectives. Your reviews should concentrate on the problem areas also, rather than only be a compilation of 'you did a good job' and 'I understood what you wrote' kind of comments. Proofread your reviews carefully. It is unacceptable to have structural and mechanical errors when you are advising others on how to improve their work!
I am looking for well rounded, deeply insightful, and useful information regarding your peers' submissions. Comments like "The content flows well' certainly does not match this! Please note: Water flows, papers do not!

Assignment Deliverable Rubric:
Please read the rubric given in Appendix B: Audience Analysis Guide Discussion Assignment, as that is the rubric I am using for all discussions.

Appendix G: Analyzing Infographics and Images Guide Discussion

Where to submit: Analyzing Infographics and Images Discussion Forum

When to submit: End of Module 4. See schedule for due date

Points possible: 100

What to do:

Read:

Lecture PPT : Power of Images. Please access this using the link below:

http://snack.to/bdpf2pj1

Research:

What makes infographics and images effective or ineffective? What are some examples of good/bad/ugly images and infographics available online? This is required, and I am expecting at least two sources used and cited as per APA in your responses.

Think Critically:

What are some of the dos and don'ts of using infograhics and images in documents? How will creating a criteria list for appropriate usage of infographics and images help your own professional writing process?

What to submit:

For this assignment you need to submit all of the following. Remember to cite all sources using APA. Write in Times New Roman, 12 size, single space.

1- A criteria list to evaluate the effectiveness or other wise of infographics and image usage in documents/documentations. Support your choice of items on the list with clear, precise, and compelling arguments, using supporting evidence from the readings and your own research.

2- Browse the two links given below:

Infographics List: http://infographiclist.com/tag/top/

IKEA list of Instruction Manuals:
http://www.ikea.com/ms/en_US/customer_service/assembly_instructions.html#1

Then, from the items available in each of the links, choose one infographic and one instruction manual that has plenty of images. Write a review of the infographic and manual of your choice, using the criteria list you designed.
3- Choose at least 1 peer post and respond in 2 or more paragraphs. Write comments that may help your peers to improve their understanding of the subject covered by adding fresh perspectives. Your reviews should concentrate on the problem areas also, rather than only be a compilation of 'you did a good job' and 'I understood what you wrote' kind of comments. Proofread your reviews carefully. It is unacceptable to have structural and mechanical errors when you are advising others on how to improve their work!
I am looking for well rounded, deeply insightful, and useful information regarding your peers' submissions. Comments like "The content flows well' certainly does not match this! Please note: Water flows, papers do not!

Assignment Deliverable Rubric:
Please read the rubric given in Appendix B: Audience Analysis Guide Discussion Assignment, as that is the rubric I am using for all discussions

Appendix H: Color and Visual Aid Usage in Document Design Discussion

Where to submit: Color and Visual Aid Usage Discussion Forum

When to submit: End of Module 6. See schedule for due date

Points possible: 100

What you have to do:

Read :

a- Lecture PPT: The Color Story. This contains detailed descriptions of color psychology in relation to marketing document designing and also has some great links to supplemental readings.

Please access this using the link below:

http://snack.to/bh952pj1

b- Information given in the ColorMatters website accessible from this link:

http://www.colormatters.com/

What to Submit

For this assignment you need to submit all of the following. Remember to cite all sources using APA. Write in Times New Roman, 12 size, single space.

1- A 2-3 paragraph description of your understanding of the concept of color psychology as it relates to professional document designing. Think in terms of what the scenarios are best suited for using color, and how does color change perceptions of end users.

2- A numbered list (in order of priority) of 6 important items to consider when applying color to your document designs. Each item in the list must be described in 3-4 sentences. Be sure to make specific references to the materials from the readings and video.

3- Choose one topic from the selection of COLOR topic sections provided on the top of the Color Matters home page. Think about three pieces of information given in the link that you can agree upon/relate to because you have faced similar situations, and write a reflective vignette describing your experiences.

Example: In the section COLOR and Symbolism, one piece of information is "…, in our current world of non-standard terms, most people are familiar with colors described by words such as crimson, indigo, chartreuse and khaki. Some may have difficulty with puce (a purplish-brown), cerise (cherry red), viridian (green with a tinge of blue), ochre (dark yellow), and cyan (blue-green)." Think about how this relates to your own experiences. Were you familiar with terms like 'puce' etc. or not? How extensive is your color vocabulary?

Choose at least 1 peer post and respond in 2 or more paragraphs. Write comments that may help your peers to improve their understanding of the subject covered by adding fresh perspectives. Your reviews should concentrate on the problem areas also, rather than only be a compilation of 'you did a good job' and 'I understood what you wrote' kind of comments. Proofread your reviews carefully. It is unacceptable to have structural and mechanical errors when you are advising others on how to improve their work!
I am looking for well rounded, deeply insightful, and useful information regarding your peers' submissions. Comments like "The content flows well' certainly does not match this! Please note: Water flows, papers do not!

Assignment Deliverable Rubric:
Please read the rubric given in Appendix B: Audience Analysis Guide Discussion Assignment, as that is the rubric I am using for all discussions

Appendix I: Reflection Collage Discussion

Where to submit: Discussion forums> Reflection Collage Forum

When to submit: End of Module 8. See schedule for due date

Points possible: 100

What to do:

For this final discussion you will describe your learning experience and create a Reflection Collage displaying your key achievements in this course. Then, you will respond to your peers and say your goodbyes.

What to submit:

For this assignment you need to submit all of the following. Remember to cite all sources using APA. Write in Times New Roman, 12 size, single space.

1- A 2-3 paragraph reflection of your understanding of the materials covered in the course.

2- A Reflection Collage displaying your specific accomplishments related to three of the assignments that you feel were most useful for you. The collage will be in the form of a table in which the following items will be displayed. Add some emoticons and/or clipart to exemplify the overall 'mood' and 'texture' of the collage contents. Think in terms of using images and clipart to visually display your ideas and enhance the text.

- The name/s of the assignments
- Your preexisting knowledge and skills related to what was taught and assessed in the assignments
- The knowledge and skills you gained after completing the assignments
- Your assessment of the quality of feedback received from your peers and/or instructors for these assignments.
- Was there anything you would have done differently to complete the assignments? If so, what?
- Was there anything about the assignments that you believe could have been different? If so, what and why?

4- Choose at least 1 peer post and respond in 2 or more paragraphs. Share your learning experience stories, and add/expand on the peer reflections.
Assignment Deliverable Rubric:
Please read the rubric given in Appendix B: Audience Analysis Guide Discussion Assignment, as that is the rubric I am using for all discussion

References

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