

# Capstone Deliverables

## Individual Deliverables

### Response to the Syllabus

I want to be sure each of you are clear about what is expected from you in this class and to give you opportunities for raising questions about what I have planned. I also want to challenge you now to start being creative (but coherent) with a document that might otherwise seem to you to have great potential for being flat. Read through the Course Website and look through the documents in dropbox. Be sure to explore all aspects of both websites.

Write 250–500 words in response, using the following questions to guide you. (Please do not write your response as a sentence-by-sentence response to these questions; instead, please work & play to come up with a creative but coherent way to respond. Exceptions: All students must include a response to the About Grading information.)

*What are the main skills I am hoping you will gain by the end of the quarter?*

- What do you think you need to learn or do to achieve those skills?
- How will we arrive at your grade for this class? Are you comfortable with how you imagine this process to work?
- What makes you most nervous about what I've written in the syllabus?
- What do you think will give you the most pleasure in this class?
- What are the skills you bring to class that you think will help you the most?
- Can you envision the shape of the semester from the Syllabus & Weekly Schedule?
- Does anything remain vague to you? Is there anything you can suggest now for improving what you see ahead?

SPRING 2010

### **dropbox.com**

All assignments should be submitted through **dropbox.com**. I have created a folder for each of you according to your last name. Drop assignments in the appropriate folders. You will need to create an account at **dropbox.com** in order to submit your assignments. This account is free.

### **Individual Deliverables Checklist**

- Response to the Syllabus
- Work Style Survey
- Blog Responses to Readings
- Discussion Leader/Tutorial Leader
- Performance Evaluations
- Annotations
- End-of-Semester Reflection

## ☐ **Work Style Survey**

This survey is intended to be a mini-resume used by your classmates when considering which projects they desire. As you all know, working effectively as collaborates takes more than simply clicking with each other's personality. We all have strengths and weaknesses, and we all do something that other people would find irritating. You should also consider how you work, how they work, your knowledge and skills, and any time constraints. The more honest and forthcoming you are, the more likely the group will succeed.

## ☐ **Blog Responses to and Discussion of Readings**

We will be reading several articles/chapters that will provide starting points for our discussions about information design. To facilitate these discussions, I set up a blog that we will use to engage in discussions. A link is provided on the course website to the blog's login page. Although in a public domain, only registered users may post responses and comments. You will need to register with the blog site to post responses and comments. With every reading, you will be expected to post a response to the blog as well as engage in discussion by posting comments to other students' posts—prior to the beginning of class. **Discussion leaders (see next assignment) will begin the discussion for the reading by the Wednesday PRIOR to the class for which the reading is assigned.** Comments should be posted throughout the next five days.

*Note: I will expect you to post thoughtful responses and comments. They don't need to be terribly long, but they should be thoughtful. Please do not simply comment that you agree with someone else's response or that someone is right or wrong, as the case may be. Engage in a discussion about the assigned reading.*

## ☐ **Discussion Leader/Software Tutorial Leader**

For this assignment, I will ask that students work with one other student to take the lead for discussions about one of the readings or a software demonstration (InDesign, Photoshop, or Dreamweaver). Discussion leaders should post the initial

response to the assigned reading for which they are assigned in order to start the conversation about that reading (see Blog Response Assignment).

At the beginning of class for that reading, discussion leaders will direct discussion in ways that demonstrate they have read/thought about the reading. I'd recommend that they prepare at least five discussion questions to help guide discussions in class. Discussion leaders will also write the annotation for that reading for the class Annotated Bibliography (see next assignment). Each student must sign up for two leader positions. You can let me know at any time which reading/software you choose.

<b>Readings</b>	<b>Discussion Leaders</b>
Jacobson	Bridgeford
Pink	
Horn	
Schrive	
Mazur	
Albers	
Carliner (Framework)	
Carliner (Research)	
Spinuzzi	
<b>Software</b>	
InDesign	
Dreamweaver	
Photoshop	
Windows MovieMaker	

### **Annotated Bibliography**

For this assignment, I will ask that students write an annotation for one of the readings for class or (one of the readings from the ancillary list because we may not

have 12 readings total for the entire class. An annotated bibliography helps the reader understand the particular usefulness of each item. The ideal annotated bibliography shows the relationships among individual items and may compare their strengths or shortcomings. These annotations should evaluate the content of the article/chapter in terms of the course's goal to define and describe information design. An annotation is a critical summary of the value of the content. Think of it in terms of how the article/chapter can help us understand information design better.

Some helpful sources about writing annotations:

[Earlham College](#)  
[University of Toledo](#)  
[Purdue Owl](#)

### ☐ **Performance Evaluations**

I will also ask you to write a performance evaluation for each group member you work with on the collaborative project as well as one for yourself. Use the form provided on the course website.

### ☐ **Annotated Portfolio or Outside Project or *Terrarium* Website for Oregon City**

For this assignment, I will ask students to create an annotated portfolio or an outside project. The annotated portfolio should exemplify and explicate your work (experience) in this and other technical communication classes and/or in the workplace. You will need to define the purpose and audience for your portfolio (e.g., job market, promotion, or freelancing). The portfolio can be print or digital, depending on its purpose and audience. Note: *This portfolio fulfills the graduate certificate's requirement for a portfolio as required for certificate completion.*

See [Example](#) Portfolio.

Because some students in the class are actually taking the capstone course before finishing all the Technical Communication courses, they may not be ready to create a comprehensive portfolio. In that case, students can complete an outside project in lieu of an annotated portfolio or create a website that links from the [Oregon City](#) website. This project must be approved by the instructor. NOTE: **This assignment is due the Monday of finals week.**

### ☐ **End-of-semester Reflection Memo**

In a memo to me, reflect on what you've learned about information design as a concept, as a practice, and as a perspective for work. In what ways is information design different from or the same as technical communication? Feel free to comment on the value of changing the name of the certificate to Information Design. Also consider the various aspects of the course such as the communities of practice theory, situational and audience analysis, document writing and production, technical communication style, collaborative work, and/or performance. You might also want to make suggestions about the class content for the next time I teach it. Your memo should be thoughtful and at least one complete page.

### ☐ **Graduate Assignment**

For this assignment, I will ask graduate students to write one additional annotation for the course bibliography.