

Dr. Tracy Bridgeford ([tbridgeford@unomaha.edu](mailto:tbridgeford@unomaha.edu))  
Technical Communication, Fall 2010

## Individual Deliverables

dropbox.com

All assignments should be submitted through **dropbox.com**. I have created a folder for each of you according to your last name. Each of your folders will contain two other folders called Individual Deliverables and Collaborative Deliverables respectively. 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.

### Assignment Scenario

All assignments connected to Terrarium begin with this general scenario: In preparation for Enclosure Day, a new Midwest Board of Regents (MBOR) had been formed, representing the education interests of residents from the former state of Nebraska. The MBOR was the basis for what came to be the Midwest Enclosure University (MEU). Located in the Omaha City Enclosure, MEU quickly became the central educational center for the Midwest, and by 2052, had gained a reputation for academic excellence. In 2049, MEU changed its enrollment policy to allow exchange students from its sister university, Eastern Enclosure University located in Portland City.

### Completing Assignments

Submit all assignments in an email to the instructor BEFORE class begins. Take care when writing the cover email. Ambiguous emails will be deleted without reading. However, be sure to have a copy of your assignment available in digital or print format for possible discussion during class.

### Assignment Descriptions

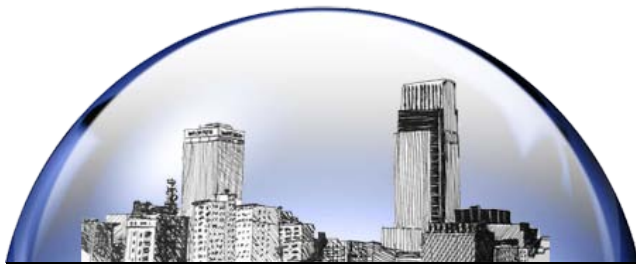
Each assignment listed below is worth five points.

#### 1. 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 on Blackboard. Be sure to explore all aspects of both websites.

#### Quick View

Assignment	Deliverables
Preparation	Response to the Syllabus
Practice with grammar, style, and punctuation	Quick Exercises
Participation	In-class activities
Readings	Written response
Brainstorming	Pitch & Situational Analysis Worksheet
Accountability	Individual Activity Log for collaborative project
Self-assessment	Performance Evaluation
Assessment	Performance Evaluations for each group member
Reflection	End-of-Semester Reflection Memo



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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?

### 2. Quick Exercises

These exercises will occur during the first 10–15 minutes of class. You will be expected to bring your completed exercises to class (not submitted to the drop box) for review. These exercises are provided for your convenience to review common error patterns in your writing.

### 3. Various In-class Activities

Students will be expected to participate in various activities during class.

### 4. Responses

Generally, reading response are one, single-spaced page. Responses should be rich discussions of the reading and your understanding of its meaning. These responses are not summaries; they are interpretations. That is, how do you understand what you've read?

### 5. Pitch and Situational Analysis Worksheet

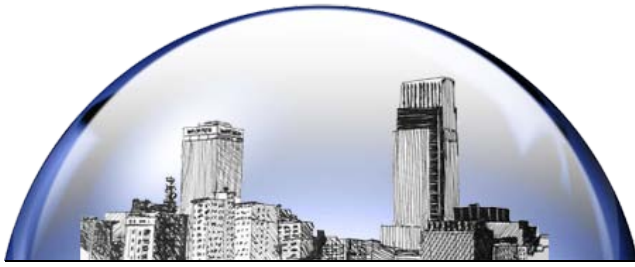
Students will make a 60-second pitch identifying their idea for the situation and scope, the audience, and the desired instruction set for the collaborative project.

### 6. Individual Activity Log

Throughout the collaborative project, students will keep an ongoing activity log as a record of their work on the collaborative project. Use the Individual Activity Log form provided on the course website.

### 7. Self-assessment

Students will complete a self-evaluation of their performance on the collaborative project. Use the Performance Evaluation form provided on the course website.



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### 8. Performance Evaluation for each group member

Students will complete a performance evaluation for each group member on the collaborative project. Use the Performance Evaluation form provided on the course website.

### 9. End-of-semester Reflection

In a memo to me, reflect on what you've learned about technical communication. 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 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.