Course description
This independent study will serve as a substitute for ENG 407C – Advanced Professional Communication. The course is designed for upper-level undergraduates interested in advanced and emerging concepts in professional writing.

In general, the course will focus on professional writing contexts that emphasize Web 2.0 and the role of social media in those contexts, as well as practical concerns such as principles of research design, document design, and visual design. Students will examine complex real-world documents and scenarios to analyze how writing works for professional contexts and audiences.

The primary objective of Advanced Professional Communication is to help you analyze and apply the principles of successful writing and design in online environments. Although we will spend considerable time working with various software programs and online apps, this is not merely a “tools” or “skills” course; rather, the course is designed to engage you in a critical discussion about what it means to write and design in online environments, prompt you to consider how these environments are changing before our eyes, and prepare you to be an active participant in online communities.

Student Learning Outcomes
As an advanced course in the Professional Writing Minor, ENG 407C connects the course outcomes directly to the Goals for the Professional Writing Minor:

1. Proficiency in designing, writing, revising, and editing print and digital texts for a variety of audiences and purposes in professional contexts
2. An understanding of discourse conventions for common professional writing genres
3. An ability to manage large and small writing projects and collaborate effectively at all stages of a writing project
4. Visual design awareness and acuity
5. A broad repertoire of research and critical-thinking skills that reflect an awareness of social and cultural contexts
6. Strategies for learning digital and software applications and acquiring expertise

Specifically, upon completion of ENG 407C, students will be able to

- Understand and articulate the unique rhetorical expectations of professional writing
- Plan, produce, format, and edit professional writing materials that effectively respond to particular rhetorical situations
- Design, produce, and implement research strategies in professional writing contexts
- Create professional writing materials that circulate in ethically and socially responsible ways
- Analyze and evaluate professional writing contexts based on sound criteria
- Develop tools and applications more effectively for working in professional writing contexts
- Exhibit responsible professional digital networking skills.
Project Descriptions and Proposed Readings

Course completion requires students to deliver the following projects:

**Module 1 – Weeks 1-4**
Multimodal Book Review or Podcast Review (learn and report on specific and relevant app or software sample)
- Enacting Visual and Digital Rhetorics through Multimodal Book Reviews: A Collaborat
- What makes podcasts so addictive and pleasurable?
- Podcasting for Beginners: The Complete Guide to Getting Started
- Six Colors: Want to do a podcast? Don’t be intimidated
- 10 Lady Podcasts You Should Be Listening To Right Now

**Module 2 – Weeks 3-7**
Translation Project
- Find select “advice” on writing and translate for professional writers in a digital age
- Prepare as multimodal slideshare.
  - [http://www.brainpickings.org/2013/05/03/advice-on-writing/](http://www.brainpickings.org/2013/05/03/advice-on-writing/)
  - What Is an @uthor? | The Los Angeles Review of Books

**Module 3 – Weeks 6-10**
Design a small usability test protocol
- That Catcalling Video and Why “Research Methods” is such an Exciting Topic
- How to make usability testing a habit | Userbrain
- UX Companion | User experience design tools | Cyber-Duck
- What a Prototype Is (and Is Not) | UX Magazine
- How Prototyping is Replacing Documentation | UX Magazine

**Module 4 – Weeks 7-12**
Create an Infographic (learn and report on specific and relevant app or software sample)
- Rules, Attribution, and Doing The Right Thing
- Ann’s Blog | The Best Visualization Tool of All Time
- 10 of the Best UX Infographics - The Usabilla Blog
- Interactive Data Visualization for the Web
- The 18 Best Infographics Of 2014 | Co.Design | business + design
- How Designers Turn Data Into Beautiful Infographics | Co.Design | business + design
- Vision Statement: How to Lie with Charts
- 11 Design Tips for Beautiful Presentations
- How to Tell a Story with Data

**Module 5 – Weeks 9-14**
Digital Online Research Project and Report (learn and report on [https://tags.hawksey.info/](https://tags.hawksey.info/))
- Why Web Design is Dead | UX Magazine
- Thomas Padilla-YouTube Research
- Twitter for Learning: The Past, Present and Future | Learning in the Social Workplace
- Getting Started with Twitter and Twitter Chats — #clmooc

**Module 6 – Weeks 15-16**
- Final Reflection

Student work will be assessed as part of a comprehensive process, with ample opportunities for student-to-teacher interactions, both online and face-to-face.