

COURSE REQUIREMENTS, TLEN 5600 Fall 2006

Information and materials for this course are managed through WebCT.	
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Texts (These books are available at your favorite online store.)

- **Recommended**—Diane Hacker, *The Bedford Handbook*, 7th ed.
- **Recommended**—A good desk dictionary, such as *Webster's* or *American Heritage*

Website

- University of Colorado Style Guide, <http://www.colorado.edu/Publications/styleguide>

Course Description

The purpose of TLEN 5600 (“seminar”) is threefold:

1. Provide students with exposure to industry experts in various fields.
2. Help students improve their written and verbal communications skills, which will prove useful to them throughout their University careers and beyond.
3. Help students build their professional network by encouraging them to write and send letters and/or emails to classroom presenters.

During each class, industry experts will speak for roughly 50-60 minutes, and roughly 15-30 minutes will be allotted for open discussion. Presentations will also be recorded and made available via streaming media to alumni association members. Further, the Silicon Flatirons Telecommunications Program (described below) is an integral part of Seminar, and students should plan their time accordingly so that they may attend these conferences.

Credits

TLEN 5600 must be taken twice over the course of your studies at ITP. In addition, TLEN 5600 is now a two-credit course. Students who were admitted to the program prior to Fall 2005 have the option to be “grandfathered” into a one-credit course if they wish. If you would like to take TLEN 5600 as a one-credit course this year (and if you qualify), you must withdraw from TLEN 5600 and enroll in a one-credit independent study. Please note that the course requirements will remain the same whether students take the course for one credit (i.e., independent study) or two credits (i.e., TLEN 5600). Students interested in pursuing the one-credit independent-study option should contact the instructors during the first week of class.

With the permission of the Faculty Director, students who have completed one semester of TLEN 5600 may choose one of two options for the second semester: (i) students may sign up for a two-credit independent study with Patrick Ryan (or another faculty member), which will lead to the completion of a published research paper at either a reputable academic conference or a reputable journal (criteria must be agreed upon in advance), or (ii) students may take a structured policy-based writing seminar (such as TLEN 5835, the Computer Crime Seminar). Completion of either of these requirements will exempt the student from a second instance of TLEN 5600 only if the student has

received written agreement from the faculty director in advance. Students interested in one of these options should see Patrick Ryan in order to discuss additional details.

Rationale for the Course

One of the core objectives of TLEN 5600 is to provide students with exposure to various industry experts and to academic debate (through the SFTP conferences). A second core objective is to help students improve their writing skills. Almost across the board, employers of ITP students have indicated that these students need to improve their writing skills. This problem is not limited to our international students: *everyone can stand to improve their writing*.

Rules and Regulations

Our classroom community depends on the active commitment of both the instructors and the students—your presence is critical to our ability to function as a community. As such, attendance is mandatory for in-class students.

Further, the vitality of our classroom community depends on your active preparation for and participation in class activities. We all will benefit when you (1) ask relevant questions of the speaker during discussion periods and (2) help keep conversation and question/answer sessions active and productive. A sign-up sheet will be circulated for each class, and it is your responsibility to make sure that your name is properly recorded on it.

Also note that classroom attendance may be excused on a case-by-case basis. If you need to miss a class, you must contact Patrick Ryan by email prior to class. Because course participation cannot be verified for CAETE students, those students will have additional writing requirements. Please contact us if you need to discuss any special circumstances involving your attendance.

Check/Check Minus Papers

In-class students will submit 6 check/check minus papers, and CAETE students will submit 8 check/check minus papers. Students should consider these papers as an opportunity to improve their writing, demonstrate their efforts at thoughtful evaluation and revision, and build their professional network. Each paper will be a letter written to one of the presenters from this semester's class. Each letter will briefly thank the presenter for talking with the class and highlight points of interest that arose from the presentation. *Note:* Letters will be submitted as a Word document via WebCT. Students are strongly encouraged to send these letters to the speakers in question by email or by snail mail.

The following requirements apply:

- Write papers hypothetically addressed to any 6 presenters (or 8 presenters for CAETE students), so long as at least two of the papers are addressed to speakers from two different SFTP conferences.
- Submit papers by the deadlines shown in WebCT. *Note:* Students will be permitted to submit all papers **up to two days late with no grade penalty**. Students will receive a check minus on every paper submitted after this two-day grace period. There will be no exceptions to this rule, and we will not entertain any attempts at negotiation.
- Spell-check papers and proofread them to remove grammatical, mechanical, and typographical errors. Also, ensure papers are developed in detailed, coherent paragraphs; supported with concrete supporting details, and written in complete sentences.
- Ensure each paper is between 200-500 words in length, and provide a word count at the end of the paper.
- Ensure the file name and the paper itself both clearly state the name of the presenter.

Failure to comply with any of the requirements above will affect the student's grade.

Note: In rare instances, particularly strong papers will receive a check plus. Every check plus summary has the potential to boost the student's final grade. In addition, check plus papers will be posted on the class' public website, which will be described in class.

Graded Research Paper

All students will submit a research paper ranging in length from 2,800-3,200 words. Papers will be published on the Seminar website at the end of the semester.

Students will select a paper topic based on the topics discussed during classroom presentations. Students are encouraged to discuss possible paper topics with Patrick Ryan, the teaching assistant, and/or our classroom presenters. Papers will follow the guidelines posted to WebCT, and all students will submit a draft paper for a mandatory ungraded review on a designated date roughly halfway through the semester. Comments provided during this review will help clarify areas that require additional work (e.g., content, structure, style, language, and grammar). Under no circumstances may the graded research paper be the same paper that has been or that is being submitted in another course.

The Silicon Flatirons Telecommunications Program (SFTP)

Three SFTP conferences are scheduled for this fall. If you are an in-class student, you must attend at least two of the conferences, one of which be the 35th Anniversary event on September 7. CAETE students are required to watch all three conferences on CD or streaming video. Please familiarize yourself with the SFTP website at <http://www.silicon-flatirons.org>.

If you are an in-class student and you are unable to attend at least two of these conferences, *do not take this course this semester*. You will not be excused from this requirement. There will be a sign-in sheet at the entrance to each conference, and it will be your responsibility to make sure that your name is properly recorded on it.

Fall Challenge

Students are strongly encouraged to participate in the Challenge, which will be discussed in greater detail in class. Participation is required at least once for all in-class students (i.e., you are required to take two semesters of the Seminar, and you must complete the Challenge during one of those semesters). CAETE students *may* participate in the Challenge, though they are not required to do so (participation will require travel to Boulder for the team assignments and for the presentation). Participation of in-class students in the Challenge will allow for the substitution of 2 check/check minus papers, and participation of CAETE students will allow for the substitution of 4 check/check minus papers. The Challenge will also be graded on a check/check minus basis, although students should note that many opportunities accompany the Challenge, such as job opportunities, prize money, and exposure to industry professionals.

In the past, some students and alumni have registered for the Challenge and then withdrawn after seeing the case, so we have passed new rules regarding participation. If you are a registered student in Seminar, you may participate in the Challenge. However, you may not decide to participate in the Challenge and *then* withdraw at a later time. Alumni and ITP students not registered in Seminar may participate in the Challenge only upon approval by the Director. In addition, these students and alumni must be present on the day of the discussion of the case and the rules.

Email to Instructors

Questions about the course requirements, check/check minus papers, SFTP conferences, and other general topics should be emailed to the student assistant. Questions about attendance should be emailed to Patrick Ryan. Questions about the research paper should be emailed to Carolyn Daughters. If you are unsure about who to contact, please email the student assistant first.

Note: One of the primary purposes of this course is to help students improve their communication skills. With this thought in mind, students' email communications should, generally speaking, be grammatically correct, concise, and, most importantly, understandable. We reserve the right to lower your class contribution score if we receive multiple emails that are poorly written or difficult to understand.

Evaluation

The graded research paper will be evaluated based on content, organization, style, grammar, spelling, and punctuation. All students—native and non-native English speakers alike—will be graded on the same standard.

The grading for research papers is based on the premise that students can greatly improve the quality of their work by circulating that work among colleagues. All students will be expected to obtain feedback from others before handing in the paper (just as they should do in a professional setting) so errors of any kind can be eliminated and so the style and content of those summaries can be improved. The table below shows the breakdown of the final grade.

Assignment	Weight
Check/Check Minus Summaries	30 %
Research Paper	70 %
TOTAL POINTS	100 %

If you receive a “check minus” on any single assignment, your final grade *will* be adversely affected. If you receive a “check minus” on two or more assignments, you will be required to set up a plan with the instructors to improve your writing. Failure to identify and execute a plan will result in the highest possible grade of “C”.

Note that class contribution does not count formally toward your grade. However, your level of class contribution throughout the semester may help determine your final grade, especially if you have a borderline final grade (e.g., B+ / A- or a- / A). In other words, **you should take class contribution very seriously**.

Based on past performance, we expect most students’ grades to fall somewhere in the “A to B” range. Although there is by no means a fixed curve—it is possible for all students to receive grades of “A”—you should not *expect* to receive an automatic “A” for this course. *The instructors are not tolerant of “grade negotiation” efforts.*

Showing Respect to Our Guest Lecturers

The success of this class depends on our ability to attract interesting guest lecturers. These lecturers are not compensated for their time, and they do not receive prestige for coming. Further, their intent is not to sell something to you (after all, students are not part of their target market). So, why do they come? They come because they love the academic setting and because they enjoy sharing ideas with students who care about what they have to say.

Please respect our guest lecturers by (1) arriving to class on time, (2) preparing thoughtful questions, and (3) sitting towards the front of the class. The latter is a subtle—but important—element. Studies have shown that students who sit towards the front regularly get better grades than those in the back. More importantly, however, sitting towards the front will convey to our lecturers that we respect them and that we are excited to hear their presentations. Finally, please do not hesitate to speak to the lecturers after class. Thank them for coming. Tell them that you enjoyed their presentations. Network!

The Writing Center and the International English Center

The CU Writing Center (<http://www.colorado.edu/pwr/writingcenter.html>) provides free individual tutoring designed to address each student’s specific needs. The staff is trained to assist you at every stage in the writing process, from first draft to final revision. (The Center is not a proofreading service, however.) You can email wrtghelp@colorado.edu to make an appointment. Hours are Monday-Thursday from 9am-8pm, Friday from 9 am to 12 noon, and Sunday from 4pm-7pm.

The Writing Center is not yet staffed to provide full online assistance. However, the Writing Center does offer limited email consultation to distance-learning students. If you would like feedback on your papers and are unable to come to the Writing Center in person, you should send an email to the above address and include the following

subject heading: Distance Learning Assistance Requested. You should also include the paper itself (attached as a Microsoft Word document) and a detailed list of the questions you would like the Writing Center to address. Allow 2-3 days for a response since this service is provided in addition to the Writing Center's busy in-person schedule.

Finally, if English is not your first language and you need additional support, please contact the CU International English Center at <http://www.colorado.edu/iec/programs.html>.

Policy on Academic Honesty

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303.725.2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/acadinteg.html> and at <http://www.colorado.edu/academics/honorcode/>.

Note that the instructors will periodically run submissions through a plagiarism program (e.g., www.turnitin.com) or perform other research in order to verify that students follow the Honor Code. Any papers that are found to be plagiarized in whole or in part may be turned over to the Honor Code Council for action. There will be no negotiation on this point with the instructors.

Students with Disabilities

If you qualify for accommodations because of a disability, please submit to us a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/sacs/disabilityservices).

Religious Obligations

Students with religious obligations that conflict with a class or scheduled assignment should contact the instructor at least two weeks in advance to clarify the reason for the absence and to arrange for an alternative deadline for that assignment. See the University policy at http://www.colorado.edu/policies/fac_relig.html.

Classroom and Course-Related Behavior

Students who exhibit disruptive classroom or course-related behavior may be subject to disciplinary action. See the University policy at http://www.colorado.edu/policies/class_behavior.html.