INF385T Presenting Information

Spring 2016 Unique #27540

Tuesdays 9-12

UTA 1.210A (Computer Lab Teaching Room)

**Professor Diane E. Bailey**

**UTA 5.438**

[**Diane.bailey@ischool.utexas.edu**](mailto:Diane.bailey@ischool.utexas.edu)

***Who Should Take This Course***

I designed this course for students who wish to hone their skills in the presentation of information in its many forms. Without getting too caught up in semantics, I think it is fair to say that data become information when their presentation elicits understanding. Being able to present information well is, therefore, important if one is to help others understand and use information. Although presenting information effectively is a boon to any working professional, this talent is a particularly critical asset for information professionals. My goal in offering this course is to prepare you for your professional career by helping you acquire the skills needed to present information in numerical, visual, textual, and verbal form. I welcome students who are curious about the theory behind and the techniques of presentation, who are keen to add to their professional toolkit, who are able to work independently (no group projects), and who, in class, are willing to contribute in a friendly, non-competitive manner to facilitate learning in an active and open class environment.

**Learning Outcomes**

When I say that you will learn the skills of presenting information, I mean in particular that you will learn how to:

* Design tables and graphs that fit the data
* Design an information dashboard
* Give talks that allow people to hear and see your message
* Create effective visualizations
* Master the basics of clean layout and design
* Apply your new skills to posters, infographics, and other materials
* Prepare succinct reports that get read
* Write clear, orderly emails
* Assemble slide decks that illustrate your words, support your points, and transform your talk
* Be a confident, engaging, and thoughtful presenter
* Work with multiple graphical design and presentation software packages (Excel, Photoshop, Qlik, Piktochart, and Scribus) and, better yet, explore them on your own and learn from online resources
* Grasp theoretical underpinnings from fields like cognitive psychology and communication so that you understand how the senses and brain work together to permit perception, and then design with those underpinnings in mind

**Overview**

Bad information design confronts us every day. Posters and flyers force us to hunt for basic information of where, when, who, what, and why. Emails ramble, address too many topics, and bury requests at the bottom. Reports lack clear formatting that would help us find information quickly; graphics appear in reports with no explanatory text or titles. We routinely hear talks that meander with no clear point, while slide decks inundate us with bulleted lists and animation. Whether the presentation is numerical, visual, textual, or verbal, bad design choices hinder our ability to comprehend and use information.

As information professionals, we, of all people, ought to know better. This course is one attempt to make sure we do. But mostly, it is an opportunity for us to have fun exploring new areas while learning how to be good presenters of information. That is to say, if you think you’ll like learning why white space is our friend, why tables look better with shading than with grid lines, why a three-panel layout is a winner every time, and why “tell them where you’re going, tell them where you are, tell them where you’ve been” is a bit tired as a plan for talk outlines, this course is for you. Although our time together will be slanted towards gaining practical skills, we will build up these skills on the basis of our understanding of fundamental theories in areas such as cognitive psychology and communication that explain how people perceive and construe sensory input.

**Course Policies**

**Attendance and Participation**

You are expected to attend every class and to have completed the reading and any assignments so that you can actively engage in discussions. Your attendance and participation in class, including your willingness to discuss topics and your helpful, genuine behavior towards your classmates, may affect your grade at my discretion.

**Grading**

Let’s begin with the understanding that I expect you to give each assignment your best effort; you simply cannot gain these skills if you don’t put in the time. Because giving talks is for many of you the most stressful activity in this class, your first talk is pass/fail (P/F) to help you focus on skills, not grades; if you do the minimum that I ask in this talk, you will get full credit. I describe all assignments later in this syllabus; their contributions to your grade appear here.

Tables and Graphs 10%

Dashboard and Description 25%

Talk I 5% (P/F)

Poster 10%

Slide Deck 15%

Talk II 5%

Written Report 10%

Talk III 10%

Infographic 10%

Total 100%

**Late Work Policy**

I think that meeting deadlines is good preparation for a professional career. Thus, you will lose half a letter grade (e.g., A becomes A-, A- becomes B+, and so on) if your materials are not **submitted before class**, or in some cases as described below, **ready by the** **beginning of class** on their due date. You will lose another half a grade per additional weekday late. When handing in your work, please do not tell me that your work is late or constructed inappropriately because a printer was not working, the software failed that morning, or you could not find a stapler (check the lab!). After all, the entire point of this course is the professional presentation of information, so be professional.

### University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Source: <http://www.utexas.edu/welcome/mission.html>

### Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

* Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
* Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
* Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: <http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php>

**Assignments**

There are no group assignments in this class. My sense is that you do plenty of group projects in our program, and I want each of you to gain all the skills in this class, not rely on someone else for them. Therefore, I expect you to hand in assignments that reflect what you have learned and your individual effort, not others’ effort. I encourage you, however, to seek your peers’ help, advice, and feedback. For example, your peers may show you a software trick to solve a problem you cannot resolve on your own or they may critique your design and offer ideas to improve it. In short, I want to free you from the binds of collaboration and coordination that group assignments typically entail while allowing you to learn from and with each other.

**Tables and Graphs. Due Week 5 – Feb 16**

You will receive a handout with instructions for designing a set of tables in Excel, constructing several graphs in Excel, and writing up a short explanation of your design choices. We will have a tutorial on Excel in class, and I expect you to use this software to complete this assignment.

Submit by email to me before class two of the items: a revised Excel spreadsheet for the tables and a slide deck (.ppt, .pptx, or .pdf) into which you will have pasted the charts. Neither of these items should exceed 1 MB in size. If yours exceed that size, seek help from the purple shirts to reduce them before sending to me; do not send me large files. Bring to class a printed, stapled document with your design explanation. See the handout for details of what I require for each item.

I will grade this assignment based on how well you follow the design principles for tables and graphs that we will discuss in class. Your grade will suffer if you violate those principles and if you fail to heed the tips in the handout and the advice I give to you in class. For example, I will instruct you to order columns so that newest data are first; thus, if you fail to reorder the data columns, I will lower your grade. Similarly, the handout will provide information about data that are unnecessary for the decision-making task your design is meant to aid; inclusion of those data will also result in a lowered grade. Likewise, if you submit for the correlation chart a chart that does not show the possible correlation between two variables, or for the time series chart a chart that does not show change in a single variable over time, I will lower your grade.

**Poster. Due Week 7 – Mar 1**

You will redesign a poorly designed event poster of your choice; I will provide an example in class. Your first task is to find a poorly designed event poster on your own; such posters fairly litter the campus and the shops along Guadalupe; you may also find one online. Capture an image of the poster you wish to redesign via a camera picture or an online snapshot; make sure the image is clear. Redesign the poster following the design principles we will discuss in class as well as the ones you will have read in the assignment. In your redesign, convey the same information that the original poster did, but in a better way. You may use Photoshop, for which we will have a tutorial in class, or any other design software (PowerPoint is also fine).

Submit the original poster image and your redesign as digital files that you will post before class to a discussion in Canvas for this course. We should not require special software to view the two images (e.g., .pdf, an image file like .jpg or .png, or PowerPoint slides would be fine). We will view and critique your work in class.

I will grade your poster redesign according to the quality of your application of layout and design principles that we will have discussed in class, such as your use of white space, font type, placement for eye movement, and so on.

**Dashboard and Dashboard Written Description. Due Week 9 – Mar 22**

You will design an information dashboard for an organization of your choice. The organization must be real. The organization must agree to your plan to build a dashboard for them and should be willing to provide you with the necessary information to do so. To convince an organization that they could use a dashboard for internal (staff) or external (public) use, you might show them some examples; just type “information dashboard” into Google images, or direct them to this one at a museum: http://dashboard.imamuseum.org/.

Our class tutorial will introduce you to Qlik, an information dashboard software application. You need not complete your assignment in Qlik; you may instead use Tableau (also a dashboard software), Excel, PowerPoint, or another program. However, I would note that employers favor experience with Qlik and Tableau. No matter which software you use, your dashboard must render its charts, tables, and other graphics from actual data. Thus, for example, if you claim that a chart has a filter that allows displays of different data, you must show that to be true (e.g., include views of several possibilities if the views are from a large set, such as by year over a 20-year period, and all views if from a small set).Ultimately, you are responsible only for the front end design of the dashboard and not for any back end programming that would update information automatically.

You will submit the dashboard design as a digital file by email to me before class. If you use Qlik, send me the qvf file, which you will find in this directory on your machine: C:\Users\USERNAME\Documents\Qlik\Sense\Apps. Else, send your file as a .pdf exported from the dashboard software or other software that you employed.

Bring to class a printed, stapled written description of the dashboard’s details: what information it displays, why the dashboard displays information the way it does, and why the dashboard includes the information that it does (for example, what the information’s relevance to the organization is). Your description should begin with a one-paragraph description of the organization. You should include in your description a brief discussion of information that you considered for, but chose not to include on, the dashboard.

I will grade your work based on how well you address each of the items above in your written description in addition to the quality of the dashboard itself. I will judge dashboard quality according to the readability of its components, the sense that a viewer can readily make of it, the perceived value that the organization would gain from it, the perceived appropriateness of the quantity and type of information that you display, and your attention to detail. I will not grade the description as a report in its own right (as a written presentation of information) because at this stage we will not yet have covered those skills. Nonetheless, a clear, logical description free of grammatical and typographical errors will aid your cause. I expect the written description (not counting the printed dashboard) to be at least three pages long and typically not more than five.

**Talk I. Due Week 9 – Mar 22**

You will give a talk in which you treat the class as an audience from the organization for which you designed the dashboard. Your talk will be the “reveal” of the dashboard, in which you will lay out for us many of the same points you included in your dashboard written description. In addition, you will want to convey to us how we should use the dashboard.

You will not use slides or a projector for this talk. Instead, you should print your dashboard on posterboard (20x30 preferred), which we will display on a stand during your talk. I will provide the stand; you will provide the posterboard. For tips on printing your posterboard, see <https://tutorials.ischool.utexas.edu/index.php/Poster_Design_%26_Printing_Resources>.

In terms of grading, this talk is P/F, which means if you make an attempt that I deem conscientious (e.g., you are prepared and clearly have practiced), you will get full points, else you will get zero points. In other words, this talk is your chance to get down basic skills without the added anxiety of graded assessment. You will receive feedback from the class and me that will highlight what you did well and where you can improve. See the form at the end of this syllabus for the performance areas on which we will comment. Class size will determine talk length, but a reasonable ballpark figure for now is 3.5 minutes.

**Slide Deck. Due Week 12 – Apr 12**

You will create a slide deck for an organization of your choice. The organization must be real, but in this case they need not know about or approve your intentions. In other words, you may fabricate the data in your slides if you like, although real data is always more interesting and meaningful. You must have at least five slides in the deck, with no two slides exactly alike in format or content. In your deck, you must present each of the following: your talk title, a table, a chart, a photo or graphic, and some textual information. The deck can be a deck that an organization gave to you and asked you to fix up or it can be a deck that you create from scratch.

We will not have a tutorial on PowerPoint or any other slide presentation technology; consult the purple shirts, your peers, or ample online resources if you have technical problems. I forbid the use of Prezi for this assignment for reasons I will discuss in class. Submit your slide deck prior to class by posting it to a discussion in Canvas for this course. Ask the purple shirts for help if your file exceeds 5 MB; in other words, do not post anything bigger than that. Posting a .pdf version of your slide deck is the safest option because then you need not worry that the instruction desktop at the front of the room does not have your fonts loaded.

In terms of grading, I want to see you display a range of information that demands a range of presentation formats (e.g., text, charts, graphics, and photos, as noted above), yet forms a coherent set. I will further grade the designs according to the quality of your application of layout and design principles that we will have discussed in class, such as your use of white space, font type, placement, and so on, in addition to principles tailored to slide decks, such as font size, use of bullets, and color combinations.

**Talk II. Due Week 12 – Apr 12**

You will give a talk using your slide deck (remember, no Prezi). You will not give a talk that explains your design choices in relation to the slide deck (as you did for the dashboard); rather, you will give a talk that a person from the organization might give with the slide deck. You will construe the class as the audience appropriate for that talk. Class size will determine talk length, but a reasonable ballpark figure for now is 3.5 minutes.

I will grade the talk against criteria that we will discuss in class and that appear on the evaluation form at the end of this syllabus. You will receive feedback from the class and me that will highlight what you did well and where you can improve according to the performance aspects outlined in the evaluation form.

**Infographic**. **Due Week 14 – April 26**

You will create an infographic for an organization of your choice. The organization must be real, but in this case they need not know about or approve your intentions. In other words, you may fabricate the data behind your infographic if you like, although real data is always more interesting and meaningful. If you decide to create an infographic for a cause or a topic instead of a specific organization, talk to me first so that we can figure out how you can do it.

Our in-class tutorial will introduce you to Piktochart, which you may use to create your infographic. You may also use Venngage, PowerPoint, or any design software of your choice. Submit your infographic to me by email before class in a format that does not require special software (e.g., a .pdf or image file like .jpg should be fine). Ask the purple shirts for help if your file exceeds 5 MB; in other words, do not send me anything bigger than that.

I will grade your infographic according to the readability of its components, the sense that a viewer can readily make of it, the perceived value that the organization would gain from it, the perceived appropriateness of the quantity and type of information that you display, your attention to detail, and your application of layout and design principles as we will have discussed in this class.

**Written Report**. **Due Week 15 – May 3**

You will create a report detailing for your organization the features of their new infographic. As part of your report, you will spell out the research that you did about the organization, its mission, and its needs and how that information shaped your design. You will note the objective of the infographic. You will explain why you included the content that you did, and why you rejected some other possibilities. You should not provide a play-by-play of your thought processes or design decisions, but you should make clear why the infographics has the form and content that it does. You should highlight the features of infographic and note how the organization might employ it.

The first page of the report should be a cover page containing, at a minimum, the report title, your name, the date submitted, and the organization’s name. An executive summary labeled as such and no longer than one page, should directly follow the cover page. A table of contents should appear on the next page. Following the table of contents (perhaps on the same page if room permits, and on the next page if not) should be a list of figures (by label, title, and page number) and a list of tables (same information). We will discuss in class how to craft tightly written, informative executive summaries and design-rich, informative tables of content and lists of figures and tables. The balance of the report should feature orderly sections with subheadings. Use graphics such as tables and figures, all neatly titled and labeled, to help convey data-rich information. This information may have informed your design, may be part of it, or may be information that you considered for inclusion but ultimately rejected.

You must include at least one table and one figure (which may or may not be a chart). Many of you will choose as your figure a panel from your infographic, which makes good sense. Good reports tend to use a separate figure for each infographic panel, and include all of the panels to maintain coherence and provide for sense making on the reader’s behalf. Remember to follow the design guidelines we discussed early in the semester for tables and, if appropriate, charts.

Our in-class tutorial will introduce you to Scribus, desktop publishing software. You may complete this assignment using Scribus, any other desktop publishing software, or Word or other document software. This report has no page limit; you should balance brevity with necessary detail. I make no requirements for line spacing or font size, but your report must have minimum one-inch margins. Bring a printed copy of your report to class; do not email it to me. Staple your report, and, if possible, print it double-sided. A plastic cover or any binding other than a staple is not acceptable.

I will grade your report based on solid writing, logical organization, coherent presentation, quality of content, good design (including recognition of design principles), and conformity to the specifications detailed here.

**Talk III**. **Due Week 15 – May 3**

As the designer of the infographic, you will treat the class as the organization for which you have designed an infographic. You will explain to us your design and your rationale for it, raising points similar to those that you included in your written report. Class size will determine talk length, but a reasonable ballpark figure at this time is 3.5 minutes. You will present your infographic via slide projection (no Prezi), which provides the ability to zoom for all to see. In the past, we have found that beginning with an overall view of the infographic (which conveys form without details) followed by zoomed panels (which allow reading of details) is a good approach. To allow for swift presentation, post your infographic slide presentation prior to class to a discussion on Canvas for this course.

I will grade the talk against criteria that we will discuss in class and that appear on the evaluation form at the end of this syllabus. You will receive feedback from the class and me that will highlight what you did well and where you can improve according to the performance aspects outlined in the evaluation form.

**Materials**

**Required Physical Implements** (bring the first three to class every day)

1. Calculator.
2. Wooden (preferred) or rigid plastic ruler.
3. Blank unlined paper or a sketch pad of full page size, plus a pencil.
4. Posterboard for dashboard assignment, 20”x30”.
5. Spraymount (buddy up with 2-3 friends to split a bottle, good for ~4 posterboards).

**Required Books** (bring to class on appropriate day)

1. Few, Stephen. 2006. *Information Dashboard Design: The Effective Visual Communication of Data*. Sebastopol, CA: O’Reilly Media.
2. Golombisky, Kim and Hagen, Rebecca. 2010. *White Space is Not Your Enemy: A Beginner’s Guide to Communicating Visually through Graphic, Web, & Multimedia Design*. Burlington, MA: Elsevier.
3. Reynolds, Garr. 2008. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkeley, CA: New Riders.
4. Roman, K. and Raphaelson, J. 2000. *Writing that Works: How to Communicate Effectively in Business*, 3rd Edition. Collins.
5. A grammar book of your choice. There are many good ones out there. Here’s a favorite of mine: Thurman, Susan. 2003. *The Only Grammar Book You’ll Ever Need: A One-Stop Source for Every Writing Assignment*. Avon, Mass.: Adams Media.

**Required Articles and Book Chapters** (on Canvas)

1. Behn, Robert D. 2012. The craft of memo writing. Self-published on the web from Harvard’s Kennedy School: http://www.hks.harvard.edu/thebehnreport/All%20Issues/Behn,%20Craft%20of%20Memo%20Writing%202012.pdf
2. Cleveland, William S. 1984. Graphs in scientific publications. *The American Statistician*, 38(4): 261-269.
3. Cleveland, William S. and McGill, Robert. 1985. Graphical perception and graphical methods for analyzing scientific data. *Science*, 229(4716): 828-833.
4. Grant, Elizabeth R. and Spivey, Michael J. 2003. Eye movements and problem solving: Guiding attention guides thought. *Psychological Science*, 14(5): 462- 466.
5. Heath, C. & Heath, D. 2008. Making your presentation stick. From their website: http://heathbrothers.com/resources/.
6. Hegarty, Mary. 2011. The cognitive science of visual-spatial displays: Implications for design. *Topics in Cognitive Science*, 3:446-474.
7. Kosslyn, Stephen M. 1989. Understanding charts and graphs. 1989. *Applied Cognitive Psychology*, 3:185-226.
8. McCabe, David P. and Catel, Alan D. 2008. Seeing is believing: The effect of brain images on judgments of scientific reasoning. *Cognition*, 107: 343-352.
9. Savoy, April, Proctor, Robert W., and Salvendy, Gavriel. 2009. Information retention from PowerPointTM and traditional lectures. *Computers & Education*, 52: 858-867.
10. Scaife, Mike and Rogers, Yvonne. 1996. External cognition: How do graphical representations work? *International Journal of Human-Computer Studies*, 45: 185-213.
11. Schwabish, Jonathan A. 2012. Infographics at the Congressional Budget Office. *IEEE Conference on Visual Analytics Science and Technology*, Seattle, WA, 141-142.
12. Smith, Laurence D., Best, Lisa A., Stubbs, D. Alan, Archibald, Andrea Bastiani, and Robertson-Nay, Roxann. 2002. Constructing knowledge: The role of graphs and tables in hard and soft psychology. *American Psychologist*, 57(10): 749-761.

**Handy Books** (not required, but useful in everyday work)

1. Cairo, Alberto. 2013. *The Functional Art: An Introduction to Information Graphics and Visualization*. Berkeley, CA: New Riders.
2. Few, Stephen. 2004. *Show Me the Numbers: Designing Tables and Graphs to Enlighten*. Oakland, CA: Analytics Press.
3. Kosslyn, Stephen M. 2006. *Graph Design for the Eye and Mind*. Oxford University Press.
4. Murray, Daniel G. 2013. *Tableau Your Data: Fast and Easy Visual Analysis with Tableau Software®*. Indianapolis, IN: John Wiley & Sons.
5. White, Alex W. 2011. *The Elements of Graphic Design, Second Ed.* NY: Allworth Press.
6. Williams, Robin. 1995. *The PC is Not a Typewriter*. San Francisco, CA: Peachpit Press. (or the similarly titled Mac book)
7. Wong, Dona M. 2010. *The* *Wall Street Journal Guide* *to Information Graphics: The Do’s and Don’ts of Presenting Data, Facts, and Figures*. New York, NY: W.W. Norton.

**Informative Books** (not required, but useful in gaining scientific knowledge)

1. Changizi, Mark. 2009. *The Vision Revolution: How the Latest Research Overturns Everything We Thought We Knew About Human Vision*. Dallas, TX: Benbella Books.
2. Gregory, Richard L. 1997. *Eye and Brain: The Psychology of Seeing, Fifth Ed*. Princeton, NJ: Princeton University Press.
3. Hoffman, Donald D. 1998. *Visual Intelligence: How We Create What We See*. New York: W.W. Norton & Company.
4. Ware, Colin. 2013. *Information Visualization: Perception for Design, Third Ed*. Waltham, MA: Morgan Kaufmann.
5. Ware, Colin. 2008. *Visual Thinking for Design*. Burlington, MA: Morgan Kaufmann.

**Fascinating Books** (not required, but intriguing and helpful in developing understanding)

1. Frankel, Felice C., and DePace, Angela H. 2012. *Visual Strategies: A Practical Guide to Graphics for Scientists & Engineers*. Yale University Press: New Haven.
2. Meirelles, Isable. 2013. *Design for Information*: *An Introduction to the Histories, Theories, and Best Practices behind Effective Information Visualizations*. Beverley, MA: Rockport Publishers.
3. Tufte, Edward R. 2001. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press.
4. Tufte, Edward R. 1990. *Envisioning Information*. Cheshire, CT: Graphics Press.

**Course Schedule**

| Wk | Topic | Reading and Other Preparation (to be done BEFORE class) | In-Class Activity | Due (in class) |
| --- | --- | --- | --- | --- |
| 1  1/19 | Intro to class, plus Excel workshop | Read Cleveland, “Graphs in Scientific Publications”Read Grant and Spivey, 2003, “Eye Movements and Problem Solving”Read McCabe and Castel, 2008, “The Effect of Brain Images on Judgments of Scientific Reasoning” | Student intros  Tutorial: Excel |  |
| 2  1/26 | Graphical practice and integrity | Read Hegarty, 2011, “Visual-Spatial Displays”Read Scaife and Rogers, 1996, “How Do Graphical Representations Work?” | Measuring |  |
| 3  2/2 | Tables | Read Smith et al., 2002, “The Role of Graphs and Tables in Hard and Soft Psychology” | Table workshop  HW handout |  |
| 4  2/9 | Graphs | * Read Kosslyn, “Understanding Charts and Graphs” * Read Cleveland and McGill, “Graphical Perception” | Graph workshop |  |
| 5  2/16 | Layout Design | Read Golombisky & Hagen, *White Space* | Tutorial: Photoshop  Design workshop | Tables and Graphs |
| 6  2/23 | Posters |  | Design review |  |
| 7  3/1 | Dashboards | * Read Few, *Information Dashboard Design* | Tutorial: Qlik | Posters |
| 8  3/8 | Talks | Read Heath & Heath, “Making Your Presentation Stick”  * Read Roman & Raphaelson, *Writing that Works*, Ch. 6. * Watch one talk on TED: <http://www.ted.com/>. Analyze it. How did the speaker open? How did she frame her story? What visuals did she use? How did she use her body to aid her talk? | Dashboard workshop |  |
| Spring Break (week of 3/17) | | | | |
| 9  3/22 | Talks - I |  | Student talks | Dashboard |
| 10  3/29 | Slide Decks | Read Reynolds, *Presentation Zen*.Read Savoy et. al., “Information Retention from PowerPoint” | Slide workshop |  |
| 11  4/5 | Infographics | * Read Schwabish, 2012, “Infographics at the Congressional Budget Office” | Tutorial: Piktochart |  |
| 12  4/12 | Talks – II |  | Student talks | Slide Deck |
| 13  4/19 | Report Basics: Putting it All Together | Read Roman & Raphaelson, *Writing that Works*, Ch. 1-3, 7, 12-13 | Tutorial: Scribus |  |
| 14  4/26 | Writing Basics and Email Tips | Read your grammar book. Completely. Twice. Please.Read Behn, “Craft of Memo Writing” | Grammar-a-thon | Infographic |
| 15  5/3 | Talks – III |  | Student talks | Report |

Talk Evaluation

