Northeastern University  
College of Professional Studies  
ALY6070 Communication and Visualization for Data Analytics

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ALY6070</th>
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</thead>
<tbody>
<tr>
<td>Course Name:</td>
<td>Communication and Visualization for Data Analytics</td>
</tr>
<tr>
<td>CRN:</td>
<td>20940</td>
</tr>
<tr>
<td>Quarter / Year:</td>
<td>Winter 2018 CPS Quarter- Second Half</td>
</tr>
<tr>
<td>Term Length:</td>
<td>6 Weeks</td>
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<tr>
<td>Start Date:</td>
<td>February 20, 2018</td>
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<tr>
<td>Course Format:</td>
<td>Blended</td>
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<tr>
<td>Instructor Name:</td>
<td>Alice Mello, PhD</td>
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<tr>
<td>Instructor E-mail:</td>
<td><a href="mailto:a.mello@northeastern.edu">a.mello@northeastern.edu</a></td>
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<td>Instructor Phone Number:</td>
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<tr>
<td>Virtual Office Hours:</td>
<td>All pressing questions should be asked in class</td>
</tr>
</tbody>
</table>

**Technical Requirements**

In order to access this course, you will need a NORTHEASTERN UNIVERSITY’S COLLEGE OF PROFESSIONAL STUDIES online Blackboard account, which can be obtained via the following link: http://nuonline.neu.edu/ Additional technical requirements include access to Adobe Acrobat and PowerPoint. Please see the Technical Help section of the course in Blackboard.

Each student is expected to be responsible for his or her access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

*Note regarding e-mail/voicemail:* If you e-mail me, please include your name and class title. Please allow up to 48 hours for an email reply. All class correspondence will go to your assigned NEU email account. Any emails being sent to the whole class will go to your NEU email. It is mandatory you use your NEU/Husky email account when contacting your instructor.

**Required Text(s)/Software/Tools:**


This course revolves around using data visualization tools, so you will need to download Tableau and R Shiny. Use the links below. Please note that as a student you receive a free limited term license of Tableau and R Shiny is open source, so these programs should not cost you an additional fee.

Tableau: https://www.tableau.com/academic/students  
R Shiny: https://www.rstudio.com/products/shiny/

**Course Prerequisites**

NO prerequisite at this time.

**Course Description**

Offers an overview of key informational design concepts, with the emphasis on the relationship between information and audience in the context of communicating of complex quantitative information. The course encompasses three main context areas: 1. exploratory data visualization, 2. dashboard and scorecard design, and 3. spatial data representation. We will be discussing ethical questions related to the communication and visualization of data analytics.

**MPSA Program Student Learning Outcomes (SLOs)**
<table>
<thead>
<tr>
<th>Specialized Knowledge</th>
<th>Broad and Integrative Knowledge</th>
<th>Applied and Collaborative Learning</th>
<th>Civic and Global Learning</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>SLO 2</td>
<td>SLO 3</td>
<td>SLO 4</td>
<td>SLO 5</td>
</tr>
<tr>
<td>Integrate the major theories, tools, and approaches in data analytics to identify and successfully communicate data-driven insights for informed decision-making.</td>
<td>Articulate and effectively defend the significance and implications of the work in data analytics in terms of challenges and trends in a local, national or global context.</td>
<td>Apply the principles, tools and methods of analytics to a comprehensive real-world problem or project related to data analyses for tactical and/or strategic decision making; present data, information and/or analytical insights and recommendations for successful implementation of the project.</td>
<td>Propose an effective path to resolution of an analytical problem that may be complicated by the competitive environment, opposing interests, divergent or uncertain data and information.</td>
<td>Apply the principles, tools and methods of analytics to a project within a sponsoring organization to successfully assist with the extraction, development, delivery, and/or translation/implementation of data analysis for tactical and/or strategic decision-making in organizations.</td>
</tr>
</tbody>
</table>

- In this course students are introduced to material and activities that relate to Program SLOs 1, 5
- In this course students are developing skills that relate to Program SLOs 2-4

**Course Outcomes (COs)**

1. Implement key informational design concepts, with the emphasis on the relationship between information and audience
2. Apply visually arresting visualizations in a variety of forms, such as XY plots, histograms, bar charts, etc.
3. Apply strategies for the systematic visual exploration of multidimensional and heterogeneous data sets
4. Communicate complex data information and insight using data visualizations
5. Apply the relevant criteria for evaluating visualizations and identify common mistakes
6. Propose the appropriate visualization for an audience and defend choices through the evaluation of the different ways of communicating data
7. Clarify and support data visualizations through the effective use of annotation
8. Identify how conflicting interests within an organization may contribute to how data is communicated differently
9. Create dashboards, design scorecards, and represent spatial data through exploratory data visualization
10. Analyze the ethical considerations related to the communication and visualization of data analytics

**Performance-Oriented Learning Goals**

Upon successful completion of the course, you should achieve the following:
1. Explain the importance of context;
2. Differentiate between exploratory and explanatory data visualization approaches;
3. Understand who is your audience;
4. Summarize consulting for context: questions to ask and questions you will be asked;
5. Summarize various methods of data storytelling;
6. Recognize appropriate data visualizations;
7. Understand various theories of visual perception (i.e., Gestalt and Principles of Visual Perception);
8. Recognize the function and form of data visualizations;
9. Analyze exemplary visuals by understanding the author’s choice of visual perception theories, thought processes, function, and form of the visuals;
10. Explain what “research” questions the authors are trying to answer with dashboards;
11. Develop basic research questions for your final project to be answered with dashboard;
12. Understand the basics of Tableau;
13. Develop a basic dashboard using Tableau;
14. Analyze and summarize the effectiveness in answering the “research” question in a written format;
15. Understand the basics of R Shiny;
16. Develop a basic dashboard using R Shiny;
17. Summarize several ways individuals can mislead with statistics;
18. Recognize appropriate and ethical data visualizations;
19. Recognize how to be ethical when considering the function and form of data visualizations;
20. Develop dashboards to answer your “research” questions.

Grading/Evaluation Standards

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>TOTAL POINTS</th>
<th>TOTAL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>WEEKLY—</td>
<td></td>
<td></td>
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<tr>
<td>(DQ = Discussion Question)</td>
<td>&quot;Primary Responses&quot; for each</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Thread due by Wednesday, 11:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EST.</td>
<td></td>
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<tr>
<td></td>
<td>&quot;Secondary Responses&quot; for each</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Discussion Thread due by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saturday, 11:59 PM (EST).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Tableau Application Assignment</td>
<td>Due on Sunday of Week 3 @ 6 PM EST</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>R Shiny Application Assignment</td>
<td>Due on Sunday of Week 4 @ 6 PM EST</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Assignment Project</td>
<td>Due on Friday of Week 6 @ 11:59 PM EST</td>
<td>400</td>
<td>40%</td>
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<tr>
<td>Total:</td>
<td></td>
<td>1000</td>
<td>100%</td>
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</table>

Grading Scale
The final grade reported will be broken down by the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>74-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.9%</td>
</tr>
<tr>
<td>F</td>
<td>69.9% or below</td>
</tr>
</tbody>
</table>

Course Methodology
Each week, you will be expected to:
1. Review the week's learning objectives.
2. Complete all assigned readings (2-3 hours).
3. Complete all lecture materials for the week (1-2 hours).
4. Participate in the Discussion Board and in class (2-3 hours).
5. Complete and submit all assignments and tests by the due dates (2-3 hours).

**Overview of Assessments**

**Discussion Board**

*During each week, learners are required to submit a minimum of three postings for each discussion question and follow the requirements below:*

1. **Timeline and Length of Posts**
   i. A “primary response” by Wednesday, 11:59 P.M. (Eastern).
      1. Primary response should consist of a minimum of 250 words and should be in response to the weekly prompt on Blackboard.
      2. Primary responses that are posted after Wednesday will not be accepted.
   ii. Last minute postings that are empty of substance and essence will result in significant point deductions.
      1. A minimum of two replies to the primary posts of other students by Saturday, 11:59 P.M. (Eastern).
      2. Replies should contain at least 50 words.
      3. Replies should be in response to your classmates primary response.
      4. Learners are expected to post their responses to the weekly replies on at least two different days of the week so that there will be enough time for fruitful correspondences with other learners throughout the week.

2. **Content of Posts**
   a. When responding to the Discussion forum, learners should support their comments with logical reasoning and with the techniques of data analysis. Simply stating that agree or disagree without further describing why will not be accepted as a valid discussion.
      i. A minimum of one reference should be cited in each primary response.

3. **Expectations for the Discussion Board Culture**
   a. The Discussion Board is a space for academic exchanges. As a result, you must check for proper and exacting punctuation, spelling, and grammar. In addition, you must reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board.
      i. A grading rubric for Discussion Board responses is provided.
   b. Please treat your classmates and the instructors with the utmost respect.
      i. Inappropriate posts will be removed immediately.
      ii. The instructor reserves the right to penalize students for repeated violations of the participation policy within a course.
   c. In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned.
      i. Quality contributions take into account not only the instructor’s questions but also your classmates’ contributions.

4. **Evaluation Criteria**
   a. All discussions will be graded by using the following criteria:
      i. Comprehension (20%)
      ii. Participation (40%)
      iii. Critical Thinking (20%)
      iv. Writing Mechanics and Citation (20%)

**Final Assignment Project**

1. **Overview and Rationale**
The goal of this assignment is to implement key information design concepts, demonstrate the function and best form of data visualizations by developing dashboards to answer your “research” questions and telling the story behind them.
  
  In other words, it is time to put it all together utilizing the provided Data Set
  - Follow the techniques summarized on Chapter 8 of the textbook
  - Be sure to use the information we have discussed on this course to craft your final assignment
  - Be sure to review the following thoroughly

2. Course Outcomes
   - Implement key informational design concepts, with the emphasis on the relationship between information and audience
   - Apply visually arresting visualizations in a variety of forms, such as XY plots, histograms, bar charts, etc.
   - Apply strategies for the systematic visual exploration of multidimensional and heterogeneous data sets
   - Communicate complex data information and insight using data visualizations
   - Propose the appropriate visualization for an audience and defend choices through the evaluation of the different ways of communicating data
   - Clarify and support data visualizations through the effective use of annotation
   - Create dashboards, design scorecards, and represent spatial data through exploratory data visualization

3. Project Components
   - Part 1: Analyze the data, run statistical test and plot the dashboards you see fit. You can use either Tableau or R Shinny, or a combination of both.
   - Part 2: Write a paper that presents a full understanding of the data analyzed. Include:
     - Questions you asked about the data
     - Data Sources used
     - Variables used on analysis
     - Method used to analyze the data
     - Findings (dashboards and summaries)

4. Project Format
   - The page limit is ten pages for the entire paper
     - The written part of your paper should be at least two and no more than five pages
     - The dashboards might take another two to five pages.

***It is expected that you use proper APA style, which includes grammar, syntax, and citations. For more information, be sure to review Purdue Owl’s website***

5. Project Evaluation Criteria
   - Please review the rubric on Blackboard for additional information

Communication/Submission of Work
   - Be sure to review the submission guidelines for each assignment.
     - Where indicated:
       - Attach your completed assignments and click Submit to turn them in to me
         - Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab
   - Completed assignments that are sent to me by Emails will not be accepted
   - To communicate your content-oriented inquiries and questions, please use the discussion board.
     - For private questions, use Email.
Documentation Guidelines
The MPS in Analytics program requires the use of APA guidelines for citing sources. Why is proper citation important? It signals that every student is an active and informed participant in the College’s academic community. It enables instructors to understand how sources are used to support perspectives and conclusions. And it forms the basis for ethical communication practices that are expected in a professional career in communications or any other field.

- For these reasons, students are responsible for learning how to use proper APA citation methods. To do so, students can review APA guidelines on the Purdue Online Writing Lab website, or make an appointment with the International Tutoring Center or the Writing Center on the Northeastern campus. Students are encouraged to review this excellent interactive tutorial developed by the Harvard Graduate School of Education, with a focus on modules 2, 3, and 4: http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed

- Failure to use APA guidelines to document sources will result in grade deductions. For a pattern of careless citation errors, the maximum possible grade a student can earn on that particular assignment (or section of an assignment) is 70% of the total possible points. For instances of plagiarism and other types of violations of academic integrity such as unauthorized collaboration with another student or submitting work from a prior course, the maximum possible grade a student can earn on that particular assignment is 50%, as well as possible referral to the Office of Student Conduct and Conflict Resolution.

- Each paper need to be handed in in via Turnitin; every paper that contains more than 20% non-original material will not be accepted.

Late Submission of Work
Each assignment is due on the date indicated - late assignments will not receive any points. There are no make-up dates, extensions, or re-works for the assignments after they are handed in, except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

**No submissions via email will be accepted**

Class Schedule / Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic of Instruction</th>
<th>Assignments</th>
<th>Connection(s) to COs / SLOs</th>
</tr>
</thead>
</table>
| 1    | 02/19/2018-02/24/2018 | Introduction: Data Visualization and Storytelling with Data | • Review Materials in Blackboard  
• Read: Chapter 1  
• Discussion Board 1 | CO 4, 5, 6, 7  
SLO 1, 2 |
| 2    | 02/25/2018-03/03/2018 | Theories and Tools: Communicating Effectively w/Data Visualizations | • Review Materials in Blackboard  
• Read: Chapters 2-6  
• Discussion Board 2 | CO 2, 4, 5, 6, 7  
SLO 1, 2 |
| 3    | 03/04/2018-       | Storytelling w/Tableau: Importance of Context &            | • Review Materials in  
                          | CO 3, 4, 5, 6, 7, 8,  
SLO 3, 4, 5             |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
<th>CO</th>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/10/2018</td>
<td>Application</td>
<td>Blackboard</td>
<td>9</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Read: Chapters 7-10</td>
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<td></td>
<td></td>
<td>• Discussion Board 3</td>
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<tr>
<td></td>
<td></td>
<td>• Tableau Application Assignment (Due Sunday @ 6 PM EST)</td>
<td></td>
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<tr>
<td>03/11/2018-</td>
<td>Storytelling w/R Shiny: Importance of Context &amp; Application</td>
<td>• Review Materials in Blackboard</td>
<td>CO 3, 4, 5, 6, 7, 8, 9</td>
<td>SLO 3, 4, 5</td>
</tr>
<tr>
<td>03/17/2018</td>
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<td>• Discussion Board 4</td>
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<td>• R Shiny Application Assignment (Due Sunday @ 6 PM EST)</td>
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<tr>
<td>03/18/2018-</td>
<td>Ethical Considerations in Data Visualization</td>
<td>• Review Materials in Blackboard</td>
<td>CO 5, 6, 7, 8</td>
<td>SLO 1, 2</td>
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<tr>
<td>03/24/2018</td>
<td></td>
<td>• Discussion Board 5</td>
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<tr>
<td>03/25/2018-</td>
<td>Brining it All Together: Storytelling and Application</td>
<td>• Final Signature Project (Due Friday @ 11:59PM EST)</td>
<td>CO 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>03/31/2018</td>
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**Academic Integrity Policy**

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

The following is a broad overview, but not an all-encompassing definition, of what constitutes a violation of academic integrity. Also, we will start each course with an Academic Integrity tool that you are required to study.

**Cheating:** The University defines cheating as using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on his or her own mastery of the subject.

Examples include, but are not limited to:
• Unauthorized use of aids such as but not limited to notes, text, the Internet, cell phones, etc. to complete any academic assignment.
• Copying from another student’s academic work.
• Unauthorized communication during an examination.
• Handing in the same paper for more than one course without explicit permission from the instructor(s).
• Intentionally viewing a test before it is administered.
• Storing notes in a portable electronic device for use during an examination.

Fabrication: The University defines fabrication as falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples include, but are not limited to:
• Inventing data, facts, or sources for an academic assignment.
• Altering the results of a lab experiment or survey.
• Citing a source in a bibliography that was not used.
• Stating an opinion as a scientifically proven fact.

Plagiarism: The University defines plagiarism as using as one’s own the words, ideas, data, code, or other original academic material of another without providing proper citation or attribution. Plagiarism can apply to any assignment, either final or drafted copies, and it can occur either accidentally or deliberately. Claiming that one has “forgotten” to document ideas or material taken from another source does not exempt one from plagiarizing.

The following sources require citation:
• Word-for-word quotations from a source, including another student’s work.
• Paraphrasing (using the ideas of others in your own words).
• Unusual or controversial facts not widely recognized.
• Audio, video, digital, or live exchanges of ideas, dialogue, or information.

Students unclear as to whether or not a source requires citation should speak with their professor.

Unauthorized Collaboration: The University defines unauthorized collaboration as instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, any analysis, interpretation, or reporting of data required by an assignment must be each individual’s independent work unless the instructor has explicitly granted permission for group work.

Examples include, but are not limited to:
• Submitting work that closely matches that of another student, even when the work is to be original to the student handing in the assignment.
• Sharing a take-home examination, case write-up, lab report, or any other assignment with a peer without express permission from the instructor.

Participation in Academically Dishonest Activities: The University defines participation in academically dishonest activities as any action taken by a student with the intention of gaining an unfair advantage over other students.

Examples include, but are not limited to:
• Misrepresenting oneself or one’s circumstances to an instructor.
• Stealing an examination.

• Purchasing a pre-written paper.

• Selling, loaning, or otherwise distributing materials intended for the purpose of cheating, plagiarism, or other academically dishonest acts.

• Destroying, altering, stealing, or forging another student’s work, library materials, laboratory materials, academic records, course syllabi, or examination/course grades.

• Intentionally missing an examination or assignment deadline to gain an unfair advantage.

• Forging information or signatures on official University documents.

**Facilitating Academic Dishonesty:** The University defines facilitating academic dishonesty as intentionally or knowingly helping or contributing to the violation of any provision of this policy. Examples include, but are not limited to:

• Doing academic work for another student.

• Making available previously used academic work for another individual who intends to resubmit the work for credit.

**Obligation to Uphold Academic Integrity:** All members of the Northeastern University community have a role in upholding the Academic Integrity Policy. Any member of the community who witnesses a violation of this policy should report it to the appropriate faculty member or the Office of Student Conduct and Conflict Resolution web page (OSCCR).

**College of Professional Studies Policies and Procedures**
For comprehensive information, please see the Registrar University Catalogs page as well as the Student Resources page of the Northeastern University College of Professional Studies website.

**Student Accommodations**
The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

**Resources for International Students**
The list below includes some resources at Northeastern University to support international students.

**Global Student Success (GSS)**
Website: http://www.cps.neu.edu/gss
Global Student Success supports the success of international students at Northeastern University. GSS provides international students with high-quality language, academic and cultural support. Below are the resources that fall under GSS.
**International Tutoring Center (ITC)** – The ITC offers both English as a Second Language (ESL) tutoring and language and culture workshops. Services are available in-person and online.

- **ESL Tutoring:** Provides high-quality comprehensive English language and academic support for international students through 50-minute individual and group tutoring appointments. Sessions focus on areas including academic writing, listening, speaking, reading and TOEFL preparation. ITC also offers conversation tutorials on various topics.

- **Language and Culture Workshops:** The workshops cover English language skills, American culture, and general tips for academic success. There are in-person and recorded workshops.

- **Listening & Speaking Classes** – These courses offer listening and speaking practice for students to improve their pronunciation, listening comprehension and speaking skills. College of Professional Studies students register via MyNEU.

**International Student & Scholar Institute (ISSI)**  
Website: [http://www.northeastern.edu/issi](http://www.northeastern.edu/issi)

ISSI is committed to being an active resource to the university’s community of international students, scholars and their families. The staff provides professional expertise and advice to ensure that students maintain compliance through their immigration, academic and employment experiences. They also offer cultural and fun activities throughout the year to help students be more engaged with the Northeastern and broader community.

**Accent & Communication Training**  
Website: [http://www.northeastern.edu/bouve/csd/clinic/accent-and-communication-training-act/](http://www.northeastern.edu/bouve/csd/clinic/accent-and-communication-training-act/)

The Accent & Communication Training is for non-native speakers of English who want to enhance their communication skills in academic, professional, and social situations. It is offered through the Department of Speech-Language Pathology and Audiology at NORTHEASTERN UNIVERSITY’S BOUVÉ COLLEGE OF HEALTH SCIENCES.

**NUCALLS**  
Website: [http://www.nucalls.neu.edu/](http://www.nucalls.neu.edu/)

NUCALLS is a student organization at Northeastern University that is dedicated to offering free language classes to the Northeastern community. Students who are interested in improving their English language or other foreign language skills can take advantage of these resources.

**Northeastern University Writing Center**  
Website: [http://www.northeastern.edu/writingcenter/](http://www.northeastern.edu/writingcenter/)

The Northeastern University Writing Center is housed in the Department of English within the COLLEGE OF SOCIAL SCIENCES AND HUMANITIES. It is open to any member of the Northeastern community and exists to help any level writer from any academic discipline.

**End-of-Course Evaluation Surveys**

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this class, please take the time to complete the evaluation survey at [the NEU Evaluation Kit website](http://www.northeastern.edu/evaluationkit/). Your survey responses are completely confidential. Surveys will be open for the last two weeks of the class. An email will be sent to your HuskyMail account notifying you when surveys are available.

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