ENGL 3301. 202 Technical and Professional Writing  
Spring 2012  [syllabus revised 11/17/11]  

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Office Hours MW 11-2 pm; TR 10-11 and 3:30-4:30; and by appointment  

COURSE DESCRIPTION  
This course is designed to give you experience in obtaining and interpreting information within university and community professional settings to write various kinds of reports for specialized audiences.  

WELCOME TO THIS WRITING COMMUNITY. In this setting you will be involved in various writing projects that allow you (1) to identify needs—related to your academic objectives and your future workplace—and respond to these needs and (2) to address concerns or problems in the community that affect you in some manner. My main objective is to help you enhance the knowledge and skills you bring to the class. You will think through needs/concerns, analyze the audience(s) involved, secure various types of resources, generate solutions, and present these solutions effectively in writing. You will be engaged in projects outside our classroom.  

This is a student-centered course. You are the key agent involved in independent thinking, identifying projects, planning, and making decisions. You are expected to move beyond the traditional student role in which the teacher controls the activities. I do not prescribe all assignments. You will have to think for yourself and make your own decisions. For in-class work and projects beyond the classroom, you will work collaboratively with your classmates to benefit from the competencies that each one of you brings. IN THIS CLASS WE HELP EACH OTHER. The success of one student means success for everyone.  

My objective is to focus on your authority as a writer. I am not the only expert in this class. In fact, in this student-centered course you will emerge as an expert. You will not passively receive information from me. You will discover information on our course website, and you will read emails from me. You will choose the projects, go out into the field, conduct interviews with professionals in your future workplaces, request information from contact persons at the university and community agencies, study and respond to the ideas of technical writers featured in our textbook, search for many types of other information using the Internet, and interact with your peers.  

As English 3301 is held in a computer-assisted classroom, you have the tools to help you interact electronically with the individuals you need to contact and to become knowledgeable about the subject you explore. YOUR ROLE as a student will change as you make important decisions and choices based on the information you gather and interpret within the classroom and in the community. You will become a self-directed learner, and you will create opportunities for your academic growth and future professional development. Each project will be different for each student. You can tailor the three key projects to connect with your major or your future
workplace, or you can modify each assignment to develop new skills or enhance your abilities. If you are a journalism minor or a pre-veterinary major, modify the three projects to meet your needs.

**Student Learning Outcomes**
By engaging in the course activities, students will
(1) identify a need or problem by describing the factors involved
(2) generate a viable solution to the need or problem
(3) create a document that reflects an effective interweaving of purpose and audience.

**What Is Technical Writing?**
In their book, Information in Action: A Guide To Technical Communication, Jacqueline Palmer and M. Jimmie Killingsworth write that "[t]echnical communication is the process by which researchers and technical experts develop information products for users. . . . The information product has value if it helps the user perform an action efficiently and with sound results. Transforming information into action, then, is the goal of technical communication . . . ." (4). Your class projects will involve individuals who will provide information to help you achieve your purposes and also make use of your work to make decisions.

To give you a sense of what is involved in technical communication, I include seven characteristics:
(1) Addresses a particular reader(s)
(2) Helps reader solve problems
(3) Reflects an organization's goals and culture
(4) Is produced collaboratively
(5) Uses design to increase readability
(6) Consists of words or graphics or both
(7) Is produced using high-tech tools

**Required Text and Materials**

Flash drives to save your work.

You can always email your own work to your home computer. (If you have any problems saving your work, please contact the computer assistance office.)
Create a computer account and pay the fee to print documents in class. Make sure that your home computer documents can be opened in class.

**Creating a Professional Environment**
To have a meaningful and professional experience we cannot have interference caused by distractions.
- Turn off all cell phones.
- Please wait until the end of class to use the computers for personal and social purposes.
• Playing at the computers (instead of doing assignment) will result in a zero for daily grade.
• Do not leave in the middle of class to speak on cell phone. I will have to count the interruption as an absence.
• NO USE OF PHONE CAMERAS OR VIDEOTAPING IS ALLOWED.

Course Concepts
By becoming aware of the writing required to be successful in the workplace and analyzing the different types of writing, you will gain an understanding of the following concepts and be able to apply them in various documents, such as analytical reports and proposals, memos, and correspondence:

• Audience - identify and understand various audiences, writing for multiple readers
• Role of collaboration in the writing process - peer review, roles/functions of team members
• Revision/editing - importance of several revisions and final editing
• Role of teacher in writing process as facilitator
• Effective grammar
• Conciseness/preciseness
• Mechanics/punctuation
• Tone/clarity/style
• Presentation of information/Format
• Design elements - white space, paragraphing, headers & footers, document styles, and visual aids
• Role of research - questionnaires & surveys, company publications and in-house documents, data bases, and websites
• Interviewing
• Decision making
• Role of technology
• Role of oral communication - in obtaining information and making presentations
• Documentation styles (APA, MLA)

Journalism Minors
Newswriting is a form of professional writing. It has a unique purpose and style, often quite different from other forms of professional writing practiced in this class. If you are taking this course as part of a journalism minor, you may be able to tailor some of the assignments to meet your needs. Please see the professor to discuss options.

Writing Workshop
This class is designed as a hands-on writing workshop class. You will have an active role as you work on the phases of each project and respond to the work of your classmates. Also, from your classmates you will receive feedback for your work. This class is designed to give you experiences that are similar to those you will experience in a professional workplace. Involved in a professional work setting is deciding what tasks you will do, when you will complete those
tasks, how you will gather resources, and how you will complete the tasks. This class will
require regular correspondence between you and me, you and your other classmates, and you and
university and community sources you will need to contact in order to gather information.
Because of this approach, you need to be in class. You will treat this class as YOUR
WORKPLACE, and you will work on your assignments each class meeting. Writing is an active
process, and the more you actively participate, the better results you will see in your writing
progress. Absences will affect your performance just as absences will affect your performance at
the workplace. If a student is absent when a draft of a paper is due, the daily grade will suffer,
and that also means that 10 points will have to be deducted from the paper when it is finally
turned in.

Grading
Twenty-five percent (25%) of your grade will come from responses to the text readings,
quizzes, drafts of work due in class, proposals presented in class, responses to oral presentations,
and emails requested by professor. Responses to readings are done at the beginning of
class. There is NO make-up work if a student is tardy to class. If you have an emergency and have to
miss class, please write a memo explaining the emergency and please include documentation
(funeral home notice, emergency room receipt, courtroom notice). A student will be able to
make up one quiz (scheduled at the end of the semester).

75% of your grade will come from 3 portfolio projects:

- Portfolio 1 (which has 3 parts) 30%
- Portfolio 2 15%
- Portfolio 3 25%
- 5% will come from the oral presentation for Portfolio 3

Class Attendance/Absences
We view this class as a professional work setting. It is very important to exhibit professional
responsibilities and behaviors. What is expected of you at your future place of employment is
what I expect of you in class. You will be responsible for your writing improvement and your
grade. Thus, you have to attend class on time and be prepared to work. At the end of each month
I will ask you to give me feedback regarding your progress and any factors that may interfere
with that progress. Be sure to keep me informed of any special circumstances that cause you to
miss class.

The reading assignments and the preliminary drafts of portfolio work will be affected by
absences. I assign certain points for daily work; therefore, if you are absent, you do not get those
points. An absence means a 0 for the daily grade and a 0 on the draft in progress. If you realize
that an emergency will keep you from class for more than one day, be sure to go to the office of
the dean of students to discuss your particular case. Begin this process with me. Call me first to
discuss your emergency. I will give a day off during the semester to avoid absences. After the
third absence, I will have to deduct 10 points from the final grade.

Late Assignments
If you have an emergency and cannot submit a paper, write a memo to me to explain why
you cannot meet the deadline. Keep in mind that in the workplace there would be serious consequences for turning in reports/projects late. Based on your memo, I will determine how much to deduct from your grade. BE SURE to include documentation such as doctor's office statements, court appearance papers, etc. Having car trouble is not a valid excuse. Send the assignment with a friend. Please do **not** email assignments to me. I have found viruses. In some cases I have not been able to open attachments.

**Missed Examinations/Quizzes**
If you miss a quiz, you may take a make-up quiz on a day set aside for this purpose. The date will be identified on the schedule. **YOU WILL BE ABLE TO MAKE UP ONLY ONE QUIZ.**

**Prerequisites**
Typing ability is a prerequisite. Other prerequisites are English 1301 and 1302.

**Success in the Course**

**Courtesy**
I am very pleased to be working with you. In this class we all help each other, and we applaud each other's successes. I treat each student with respect, and I expect students to treat each other and me with courtesy and respect. Each one of us should encourage behaviors that help reach excellence. We should not have **talking that interferes with learning, tardiness, leaving class early, and talking on cell phones.**

**Privacy**
If at any time you have concerns or questions regarding anything connected to the course, your performance in the course, and grades, please come to my office to talk with me privately. In the professional world, matters of a personal nature are discussed in private, not in front of fellow employees. In my office you and I can deal with any concerns or questions. (I do **not** discuss grades in class. Wait a day after a grade has been assigned to come to my office.) If you do not understand something, come to the office immediately or email me.

You will have a productive semester. I structure the course so that I can give you help in the classroom, so be sure to ask. Also, you can get help from your peers. You will find that many of your peers have expertise in various areas. Your documents are public and will be read by professionals, and we will all work together to prepare documents that meet high expectations and standards. You may work with a tutor in the Writing Center to improve your writing.

**Grading**
You need to understand that **I cannot assign an A to a paper that does not meet the criteria for excellence.** I take much time to read and respond to your papers, so please be sure to read my comments. They offer guidance.

**Tutoring and Learning Center/Writing Center**
This is a valuable, free service for all students. I would encourage all students to take advantage of the service on the second floor of the Bell Library. You should consider going there for additional feedback beyond peer exchange in class.
**Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Corpus Christi Hall 116, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**ACADEMIC ADVISING:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Reminder to English Majors:** As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**ENGL 3301 TR Tentative Schedule**

Jan 12

WELCOME to English 3301. "We are in this together, and we succeed together" (a comment by a former student who now works for Texas Parks and Wildlife). **This schedule MAY change.** Be sure to CHECK it each week. Also, if I need to contact the class I will send emails.

On this schedule I post internship and job opportunities for you as I find them.

Collect contact information on index cards. Introduction of students and majors.
Introduce course website and explain course and the syllabus: Course involves writing for the community (service learning) to be done in and outside the classroom and field work.

Introduce portfolio assignments. Portfolio I: Workplace Literacies

Daily Work in Class: You will learn and practice elements of a technical/professional writing setting: receiving information online through emails, searching daily for new information beginning with class web site, being responsible for instructions, finding answers to questions, learning to be resourceful, making decisions about how to complete projects, TAKING responsibility for your work, writing documents, turning in assignments on time, collaborating with classmates, and making oral presentations.

SPECIAL ANNOUNCEMENT: The Vice-president of Student Affairs, Dr. Cheneaux, has told faculty members to report ALL INCIDENTS OF PLAGIARISM (cheating) so that the cheating is recorded, the student disciplined, and a letter placed in the student's file. DO NOT GET INVOLVED IN ANY PLAGIARISM PROBLEM.

Group Work: Create a group to discuss the following 3 questions. Each group will select a spokesperson to report key responses to the entire class. Record all the criteria on board and on wiki page (volunteer?). Wiki page link is located above this schedule within Class Ideas.

(a) What is a professional environment? (b) What are professional responsibilities and acceptable behaviors? (c) Why is it important to connect this class to a professional workplace?

Homework: Read pages 1-15 in Strategies for Business and Technical Writing and then focus on the essay, pages 8-15, titled "Using PAFEO Planning" by John Keenan.

On the 19th I will have a writing prompt for you to answer in class: questions related to PAFEO on pages 8-15.

Bring to class: write a brief paragraph (in memo format) in which you state that you have read the syllabus and that you understand the class format and policies. Remember that cell phones are not allowed on the desks. Turn off the phones and put them away. Do not leave class to answer the phone.

I will not be able to grade your work if I see a cell phone on your desk.

Jan 17 AGAIN, WELCOME TO ENGLISH 3301, TECHNICAL WRITING!

SPECIAL ANNOUNCEMENT: The Vice-president of Student Affairs, Dr. Eliott Cheneaux, has told faculty members to report ALL INCIDENTS OF PLAGIARISM (cheating) so that the cheating is recorded, the student disciplined, and a letter placed in the student's file. DO NOT GET INVOLVED IN ANY PLAGIARISM PROBLEM.
Group Work I: Create a group to discuss the following 2 questions. Each group will select a spokesperson to report key responses to the entire class. Record all the criteria on the board and the wiki page (a volunteer). Wiki page link is located above this schedule within Class Ideas.

(a) What is a professional environment? (b) What are professional responsibilities and acceptable behaviors? (c) Why is it important to connect this class to a professional workplace?

Group/Team Work II:

Groups will create criteria for grading/assessing public documents. Select a team leader to report for each group. Record the responses on board and record in a wiki page. Any volunteer?

Team/Group Leaders:

We have 5 team/group leaders/facilitators who will answer questions, reinforce skills needed to complete the various components of the portfolios, and serve as troubleshooters. However, anyone can see me with any questions and concerns..

Discuss PORTFOLIO I: WORKPLACE LITERACIES: 4 documents

4 DOCUMENTS: INTRODUCTORY MEMORANDUM, INTERVIEW REPORT, OBSERVATION/FACT-FINDING REPORT, AND HURRICANE PREPAREDNESS REPORT (See the link on Portfolio 1 webpages.)

Introductory Memo for Portfolio 1:

Obtain elements required in this introductory memo by copying and pasting information located on the Portfolio Assignments website link.

Interview Report for Portfolio 1:

Review the interview/presentation questions for a professional (contact) person in the workplace. Copy and paste questions from our website link to a Word document.

Observation/Fact Finding Report: See the link in the website link.

Hurricane Preparedness Report: See the link in the website link.

Daily Work in Class:

You will learn and practice elements of a technical/professional writing setting: receiving information online through emails, searching daily for new information beginning with class website, being responsible for instructions, finding answers to questions, learning to be resourceful, making decisions about how to complete projects, TAKING responsibility for your work, writing documents, turning in assignments on time, collaborating with classmates, and making oral presentations. You MUST come to class.
Requirements as a Student in Engl 3301: Memo Writing:

Please turn in a brief memo in which you state that you have read the syllabus and that you understand the class approach and policies.

ABSENCES: If you were absent on Jan 12th, please see me during my office hours at FC 288.

Homework: Read pages 1-15 in Strategies for Business and Technical Writing and then focus on the essay, pages 8-15, titled "Using PAFEO Planning" by John Keenan. Read and prepare for an in-class quiz. No make up quizzes.

**Due: QUIZ: In Class Writing Response to "Using PAFEO Planning" (written at the beginning of class).

Discussion of Keenan article and PAFEO planning efforts

PRESENT PORTFOLIO 1:

4 DOCUMENTS: INTRODUCTORY MEMORANDUM, INTERVIEW REPORT, OBSERVATION/FACT-FINDING REPORT, AND HURRICANE PREPAREDNESS REPORT

Introductory Memo for Portfolio 1

Write draft of the Introductory Memo. See the link on Portfolio 1 pages.

Look carefully at instructions for all the elements required for the interview/presentation report. On the day of the interview/presentation video have plenty of paper to record the person's presentation. (Keep All Notes to Turn In.)

INTERVIEW REPORT: Extensive, hand-written notes MUST be turned in with the portfolio. Be sure that you understand the questions and record answers for these questions. I have the right to refuse the notes if they are incomplete.

PRESENTATION: LITERACIES AT THE PROFESSIONAL WORKPLACE: Event Specialist, College of Liberal Arts, Ms. Olivia Ross

Homework: Read "The Importance of Memos, Letters, and E-mail" by Sharon and Steven Gerson, pages 120-140 in Strategies for Business and Technical Writing.

On January 24, you will have a quiz, a letter to a specific organization. I will have the quiz for you when class begins.

24 PRESENT PORTFOLIO 1:
4 DOCUMENTS: INTRODUCTORY MEMORANDUM, INTERVIEW REPORT, OBSERVATION/FACT-FINDING REPORT, AND HURRICANE PREPAREDNESS REPORT

Introductory Memo for Portfolio 1: In class: write a draft of the Introductory Memo. See the link on Portfolio Assignments link on webpages.

PORTFOLIO I

Re-read the Portfolio I description to understand the 4 documents are involved and what is due.

Work on Introductory Memo for portfolio 1

If you have missed class, you SHOULD meet with me during my office hours to discuss the work you missed.

PRESENTATION: LITERACIES AT THE PROFESSIONAL WORKPLACE: University Center and Student Activities Director, Ms. Lisa Perez

Homework: Read "How To Write a Better Memo" handout.

Due: Quiz: In class writing response: "The Importance of Memos, Letters, and E-mail" by Sharon and Steven Gerson, pages 120-140 in Strategies for Business and Technical Writing."

PRESENTATION: LITERACIES IN A PROFESSIONAL WORKPLACE: VIDEO: Mr. Richard Alvarez, Forensics Photographer, Corpus Christi Police Department

Discuss reading. Look at the Checklists in the article.


Portfolio I: When you visit the interviewee (Hurricane Preparedness Report), take notes carefully. These extensive, written notes have to be turned in.

Bring draft of introductory memo to exchange with peers. Be sure that at least one peer reads your memo and signs and dates it.

Homework: Read "How to Write Better Memos" by Mintz handout

THIRD PRESENTATION: LITERACIES IN A PROFESSIONAL WORKPLACE VIDEO: Ms. Chris Davis Garcia, a freelance writer
Due: Response to "How to Write Better Memos" by Harold Mintz

Bring draft of introductory memo to exchange with peers. Be sure that at least one peer reads your memo and signs and dates it. Then, revise the introductory memo for Portfolio I and turn it in.

Due: Introductory Memorandum for Portfolio I

Inventory: This student-centered class is designed to make you a self-directed learner who makes decisions and choices using the resources available to you in class and on our website.

Evaluate your learning- (1) What is working for you, (2) What is difficult, (3) what new strategies are you using to complete the project, (4) What do you need from me?

Feb 2 NO CLASS


7 Interview Video:

Writing Workshop (Continue work on project).


9

Due: First draft of Writing on the Job Portfolio. (This means the draft of the Interview Report, the Fact Finding Report to Mr. Coons, and the Hurricane Preparedness Report.)

Writing Workshop: Exchange drafts of the 3 documents.

Revise drafts.

Create a checklist that is unique to how you take a final look at the portfolio. I would begin with the following:

(1) Have I fully answered each bulleted item for the Interview Report?

(2) Does my format help the reader find the information quickly?

(3) Did I remove all slang and ineffective phrases, such as "due to the fact that and "I believe"?

Buy a thin folder with 3 brackets and 2 side pockets. Organize and separate the 3 documents, questions, rough drafts, interview notes, and quizzes.
Create a checklist to make sure you have addressed all requirements.

For example: (1) Is the purpose of this document clear? (2) Have I eliminated all slang and unnecessary phrases, such as "due to the fact that"? (3) Have I formatted the information so that the reader finds information quickly?

DUE: Writing on the Job Portfolio:

Checklist (a list of items to review before you turn in the portfolio)

Introduction Memorandum (11 items) that I read and marked

Interview Report 3-4 pages (video interview) of the literacies of a professional

Observation/Fact-Finding Report ("State of the Neighborhood") to Mr. Gallegos or Mr. Coons

Hurricane Preparedness Report

Drafts of all reports

Handwritten notes for video, observation, and hurricane preparedness interview

Quizzes

References page (APA or MLA)

16 Guest : Ms. Alissa Inman

Introduce Portfolio 2: "Applying for a Job Portfolio: Recognizing and Implementing Writing Strategies"

Portfolio 2 includes (1) a chronological resume, (2) a functional resume, (3) an application letter, and (4) a strategy memo.

Homework: Read "Writing Resumes and Letters . . . " by Muschauer on pages 254 in our textbook.

Homework: Do a self assessment: On a sheet of paper write an extensive list: Your personal traits, values, categories of skills, and evidence of these skills.

Homework: Bring the self assessment to class for the reading response (quiz) on "Writing Resumes and Letters . . . "
Due: Response to Munschauer reading: Quiz on Writing Resumes and Letters . . . " by Muschauer's article, pages 254-282, in your textbook.

Class discussion of responses and articles.

Introduce Portfolio 2: Carefully read instructions for each of the documents in Portfolio 2 links.

Work on Chronological Resume and Functional Resume and Application Letter. In these documents think about the message you want to send to a prospective employer or other decision maker.

The fourth document, written last, is a Strategy Memorandum in which you describe the strategies used to create the functional resume, the chronological resume, and the letter.

Direct any questions to team leaders or to me.

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Due: Introductory memo for Applying for a Job Portfolio.

Work on drafts of key documents: 2 resumes and application letter.

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Create documents for Applying for a Job Portfolio.

End of the month inventory: This student-centered class makes you a self-directed learner who makes decisions and choices using the resources available to you in class and on the website.

Evaluate your learning: What is working for you in class? What is or was difficult? What strategies are you using to be successful? What do you need from me?

ALL MAJOR CAREER FAIR, March ___, 10:00 AM- 2 PM, UC BALROOM

March 1 NO CLASS

WORK ON THE 2 RESUMES, AN APPLICATION LETTER, and THE ANALYSIS OF STRATEGIES MEMORANDUM.

6 Due: Draft of Applying for a Job Portfolio.

Writing Workshop (revise, seek resources, exchange resumes and letter with a peer, rewrite)

Meet with me (or team leaders) if you have questions.

This portfolio MAY BE TURNED IN TODAY OR ON the 9th.

BE SURE TO LOOK CAREFULLY AT THE LINK, SUBMITTING THE PORTFOLIO.
Introduce Portfolio 3. (If we have time) Look at the Opportunities Page for a need for project 3.

8 Due: Applying for a Job Portfolio (all elements):

Turn in: Introductory memo and also job description; mission statement for agency, company, or program; resumes; letter of application letter or personal essay; strategies memo, and checklist.

PORTFOLIO 3:

Introduce Portfolio 3. (If we have time) Look into the Opportunities Page for a possible need for project 3. (On link)

SPRING BREAK 12th-16th: Enjoy your Spring Break.

March 20

Introduce and discuss each component of Portfolio 3.

Read the PROPOSAL: Write a proposal (in memorandum form) in which you identify the community project you will undertake, describe the group or agency and its programs, and explain the real NEED for the project. (Is there a community problem or is there a change that requires attention?)

Name the contact person at the agency or company and tell how you will get feedback from the person.

In the Proposal explain how you will document the need. To prove that a real need exists, include the information given to you by the contact person or refer to the organization's yearly report or its plan for the future.

Working with a partner: Collaboration for Portfolio 3: Two members to a group. (Teams of three members have not worked well. Choose a partner carefully.) You may work individually.

In the proposal identify the students involved (if collaborating), the distribution of tasks and responsibilities, and include a timeline. (You must have all due dates.)

Identify resources you will use. Include at least 2 sources in a References/Works Cited pg.

Criminal Justice majors: Use APA format for the Report and References page.

22

Due: ORAL PRESENTATIONS OF PROPOSALS (2 minutes for each student)

(1) What is the organization or group?

(2) Who is the contact person?
What is the precise need?

How is the need documented?

How are you qualified to address this need?

What challenges do you foresee?

Classmates will give each presenter feedback to help refine the proposal.

27 Work on Portfolio 3: The Proposal

Re-read the link for the actual report for Portfolio 3: How to write the report.

Remember that the need has to be documented. Who says that it is a real need?

End of month inventory: This student-centered class is designed to make you a self-directed learner who makes decisions and choices using the resources available to you in class and on our website. (1) What is working for you? (2) What is not and why? (3) What are you doing to produce a successful project? and (4) What do you need from me?

29 NO CLASS: Meet with your contact person

Due: By midnight tonight. Send me through email a formal memorandum regarding this meeting with your contact person. Identify time and place of meeting. Also, describe what you and your contact person discussed.

Each student or each group member (individually) should email a memo to me. Email due by midnight. NO LATE PAPERS. Keep a copy for yourself.

April 3 Due: PROPOSAL for Portfolio 3

Work on Portfolio 3

5

Work on project: research the community need or problem. Work on gathering information.

Homework: WORK ON OPTIONS TO SOLVE OR ADDRESS THE NEED OF THE ORGANIZATION.

10 RESEARCH THE OPTIONS TO SOLVE OR ADDRESS THE NEED OF THE ORGANIZATION.

Identify advantages and disadvantages of each option.

12 Work on the Report: Find options or a process to solve the need.
17 NO CLASS: SEND PROGRESS REPORT.

Individually, each student should send me a detailed progress report (1-2 pages, single spaced) in memorandum form regarding your work on the project. Due at midnight. NO LATE PAPERS

**DUE: PROGRESS REPORT:**

(1) What work has been completed? Be specific. (2) What work is in progress? (3) What additional work has to be done? (4) Has each team member attended work meetings, completed his/her assigned tasks and responsibilities, cooperated with all members? (5) Have you experienced any problems in the organization? If you prefer to give me the progress report before this date, place it in a folder and turn it in.

19 Due: Draft of report. Bring a copy to me to keep. NO LATE PAPERS.

Work on oral presentation.

Each student must be present for all the presentations to receive his/her presentation grade (5%).

24 Oral presentations

26 Oral presentations

May 1 Oral presentations

3 Oral presentations

May 7 Due: Project portfolios in my office, FC 288