WELCOME TO THIS WRITING COMMUNITY.

In this setting you, your student peers, and I will write during each class meeting, and we will discuss our writing tasks. You will undertake writing projects that allow you (1) to connect documents and activities to your own academic objectives and your future workplace and (2) to address needs or problems in the community that affect you in some manner.

I do not prescribe all assignments. You will have to think for yourself. For some in-class work and projects beyond the classroom, you will work collaboratively with your classmates to benefit from their competencies. WE MOTIVATE EACH OTHER, and we want everyone to succeed.

COURSE DESCRIPTION

This course gives you experience in obtaining and interpreting information within university, community, and online settings to write various kinds of documents for specialized audiences to address a specific need. Prerequisites include English 1301 and 1302.

STUDENT LEARNING OUTCOMES

By engaging in the course activities, students will learn to communicate. They will
(1) analyze information
(2) analyze purpose and audience
(3) create rhetorically effective professional documents
These learning outcomes stem from 21st Century Technical Communication Skills:

A 21st century technical communicator creates documents that communicate effectively, persuasively, and concisely. Specifically, the technical communicator

(1) solves problems to help achieve an organization’s goals
(2) addresses a particular user/purpose/task
(3) acquires, evaluates, and applies core knowledge and designs content
(4) integrates cultural and ethical considerations
(5) promotes collaboration
(6) incorporates appropriate combination(s) of text or graphics
(7) uses appropriate tools/media technology

TEXTS AND MATERIALS


Flash drives to save your work. Email your own work to yourself. (If you have any problems saving your work, please contact the computer assistance office.) Pay for printing of daily work.

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: informational memorandums, proposals, analytical reports, and correspondence:

Audience - identify and understand specific needs and expectations of audiences
Role of collaboration in the writing process - peer review, functions of collaborating members
Revision/editing - importance of drafting, several revisions, and final editing
Role of teacher in writing process as facilitator
Effective grammar
Concise language /precise language: no slang
Mechanics/punctuation
Tone/style: removal of any informal and conversational language
Presentation of information/Formatting to help the reader
Design elements - white space, paragraphing, grouping information, and visual aids
Role of research—surveys, interviews, company publications, official websites, data bases
Decision making
Role of technology in document creation
Role of oral communication - in obtaining information and making presentations
Documentation styles (APA, MLA)
**YOUR AUTHORITY AS A WRITER**

My goal is to focus on your authority as a writer. [You bring certain knowledge and skills to the class.] In this student-centered class you will emerge as an expert. You will not passively receive information from me. You will discover information in our textbook, in our online course website, from on-site observations, interviews, and from online sources.

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 within community agencies, study and respond to the ideas of technical writers featured in our textbook, and interact with peers.

You will analyze a need or a problem and generate solutions using written and visual information.

YOU AS A KEY AGENT IN YOUR LEARNING AND YOUR ACHIEVEMENTS: WHAT ARE YOUR RESPONSIBILITIES?

This is a student-centered course. You are the key agent involved in independent thinking, identifying projects, planning, and making decisions and choices based on the information you gather and interpret within the classroom and in the community.

You are expected to move beyond the traditional student role in which the teacher controls the activities. You will become a self-directed learner, and you will create opportunities for your academic growth and future professional development. You are responsible for your grades.

INDIVIDUALIZED LEARNING: GIVING YOU AN ADVANTAGE

| Each project will be different for each student. | History major who wishes to work for a museum |
| Tailor three key projects to connect to your major or your future profession or workplace. | CJ major who hopes to work for Texas Parks and Wildlife |
| Modify each assignment to develop new skills or enhance your abilities. | Psychology major wants to evaluate surveys included in an experiment |
| Pre-veterinary major or pre-pharmacy majors-build criteria into activities: statistics, scientific research. | Biology major wants to gain experience in documenting scientific information |
| Reach beyond your usual learning content | English major will benefit from APA styles |

HOW TO CREATE A PROFESSIONAL WORKPLACE/ENVIRONMENT

To create a meaningful and professional experience in this class we cannot have interference caused by distractions. We view this class as a professional work setting. Each of us wants to exhibit professional responsibilities and behaviors. What is expected of you at your future place of employment is what we should expect to achieve our goals.
Cell Phones

Turn off all cell phones and put them away in book bags or purses. Do not leave in the middle of class to use your phone. I will have to count the interruption as an absence. If you choose to use your phone instead of doing assigned work, I will not be able to grade your portfolios. Wait until the end of class to use your cell phone and the class computers (for personal and social purposes).

WRITING WORKSHOP

This computer-based class is a hands-on writing workshop environment. During each class meeting you will have an active role as you work on the phases of each project. Also, you will respond to the work of your classmates, and from your classmates you will receive feedback for your work. This class gives you collaborative experiences that are similar to those in a professional workplace.

This class will require regular correspondence between you and me, you and your other classmates, and you and university and community sources needed to gather information.

WE NEED YOU IN CLASS

Because of this workshop approach, you need to be in class. You will work on your assignments during each class meeting. An absence means a 0 for any in-class writing grade.

Having car trouble is not a valid excuse for missed work. Send the assignment with a friend. Please do not email assignments to me. I have found viruses, and some files do not open.
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 part of the portfolio will be missing. [Missing parts will affect the grade.]

GRADING

- **Twenty-five** percent (25%) of your grade will come from responses to the text readings, quizzes, in-class memos, 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.

- **Seventy-five** percent (75%) of your grade will come from 3 portfolio projects. Each stage of a project has to be completed according to due date.

  **Portfolio 1**: Thirty percent (30%) of your grade comes from this portfolio: 3 parts: Interview Report, Observation Report, Fact Finding Report

  **Portfolio 2**: Fifteen percent (15%) of your grade comes from portfolio (4 parts: chronological resume, functional resume, letter of application, strategy memo)

  **Portfolio 3**: Twenty-five percent (25%) of your grade comes from portfolio (3 parts: reflection, professional report, drafting)

- Five percent (5%) of your grade comes from the oral presentation of Portfolio 3. You must be present for all presentations to receive your grade.

You are the person responsible for your writing improvement and the success of your projects and documents AND your grades.

Your projects are considered public documents, and the readers are professionals; thus, we will work to prepare documents that meet high expectations and standards. 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. Use my comments to improve your writing.
IF YOU DO NOT UNDERSTAND AN ASSIGNMENT OR IF YOU NEED ASSISTANCE

If you do not understand a class assignment, **come to the office immediately** or call or **email** me.

## POLICIES

<table>
<thead>
<tr>
<th>Class Attendance/Absences</th>
<th>Plagiarism: Taking What Is not Yours</th>
<th>Late Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be responsible for your writing improvement and your grade. Thus, you have to attend class on time and be prepared to work. Each absence is a zero for the daily work. If you realize that an emergency will keep you from class for more than one day, be sure to notify the university officials about your emergency. Begin this process with me. Call me first to discuss your emergency. Attendance and tardiness affect your grade. After 3 missed class meetings, up to 10 points may be deducted from final grade.</td>
<td>Academic Integrity and Dishonesty Students are expected to &quot;demonstrate a high level of maturity, self-direction and ability to manage their own affairs&quot; and to &quot;conduct themselves in accordance with the highest standards of academic honesty.&quot; Please refer to the 2000-2001 Texas A&amp;M University-Corpus Christi Catalog for additional requirements. DO NOT COPY FROM online sources.</td>
<td><strong>Late work will not be accepted.</strong> Homework and in-class writing cannot be made up. Major projects require drafts. I cannot accept a portfolio that is missing drafts that I read, marked, and returned.</td>
</tr>
<tr>
<td>Days off</td>
<td>DO NOT COPY WORK FROM OTHER STUDENTS' PAPERS. Plagiarism has severe consequences. Do not jeopardize your academic standing.</td>
<td>If you miss a quiz because of an emergency, you may take ONE make-up quiz at the end of the semester (date on schedule).</td>
</tr>
</tbody>
</table>
*The reading assignments and the preliminary drafts of portfolio work will be affected by absences. In-class writing activities help us prepare the portfolios. Therefore, if you are absent, you miss the preparation. An absence means a 0 for any in-class writing grade.

**STAY IN TOUCH WITH ME**

**Emergencies**
If you have an emergency and have to miss class, please CALL ME. Also, write a memo explaining the emergency. **KEEP documentation** (funeral home notice, emergency room receipt, courtroom notice).

If you realize that an emergency will keep you from class for more than one day, be sure to notify the university officials about your emergency. Begin this process with me.

**End of the month inventory**
At the end of each month I will ask you for feedback regarding your progress and any factors that may interfere with that progress. Inform me of any obstacles to your achievement.

**RESOURCES**
CASA/Writing Center is a valuable, free service for all students. I encourage all students to take advantage of the feedback from the consultants/tutors who will discuss your drafts.

**SUCCESS IN THE COURSE**
I am very pleased to be working with you. You will have a productive semester. I structure the course so that you can write in class and ask questions in class. However, if you need additional help, you should work with me in my office. 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.

**MY OFFICE DOOR IS OPEN**
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.

**PUBLIC DISCUSSION OF GRADES**
I do not and CANNOT discuss grades in class. Wait a day after a grade has been assigned to come to my office.)

**UNIVERSITY STATEMENTS**
**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 Disabilities Services, located in CCH
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.

**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.

**CONTROL OF YOUR GRADE**  
*You have the power to improve your writing. You are the key factor* in the success of your projects and documents AND your grades.

**IF YOU NEED ASSISTANCE**

If you do not understand a class assignment, **come to the office immediately or call or email me.**

**TENTATIVE SCHEDULE:** TR 11:00

Diana L. Cardenas, Ph.D. FC 256 Diana.cardenas@tamucc.edu (361) 825-3026  
[11/19/2012]
WELCOME to English 3301. Class philosophy: "We are in this together, and we succeed together" (a comment by a former student who now works for Texas Parks and Wildlife).

**Be sure to CHECK it each week.** 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 [30%]

**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.

You MUST come to class.

**SPECIAL ANNOUNCEMENT:** Members of the administration have told faculty members to report ALL INCIDENTS OF PLAGIARISM (cheating) so that the cheating is recorded and the student disciplined. DO NOT GET INVOLVED IN ANY PLAGIARISM PROBLEM.

**Recommendations for Success:**

(1) Because you are preparing for a professional degree and we work with professionals in our community, we will conduct our class as a professional environment. Attending each class meeting and doing the required activities should be viewed as coming to work. Be sure that your cell phone is off and that it is tucked away safely in your backpack or in purses. I will not be able to grade a portfolio if a cell phone is on your desk area.

(2) To have successful projects a student has to be in class when drafts are due and when we exchange papers. Full credit cannot be given to a project that did not include preliminary drafts due in class.
(3) It is best not to send portfolio drafts, completed documents, or quizzes by email. Please, do not leave papers outside my office door. Turn in work in class when it is due.

(4) Make a copy of any progress reports you send (when I request these). To receive credit for progress reports, they have to meet the deadline.

**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 29th I will have a writing prompt for you to answer in class: questions related to PAFEO on pages 8-15.

On Monday, 27th, bring to class: 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 29**

AGAIN, WELCOME TO ENGLISH 3301, TECHNICAL WRITING!

SPECIAL ANNOUNCEMENT: Faculty members have been asked to report ALL INCIDENTS OF PLAGIARISM (cheating) so that the cheating is recorded and the student disciplined. DO NOT GET INVOLVED IN ANY PLAGIARISM PROBLEM.

Group Work I:

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?

Group/Team Work II:

Each group 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?

**NOMINATING/SELECTING TEAM LEADERS:**

We will need 6 team leaders/facilitators who will oversee 6 teams of students. Team leaders answer questions, reinforce instructions for assignments, and serve as troubleshooters. They look ahead at future readings, projects, and activities. However, anyone can see me with any questions and concerns..

Introduce **PORTFOLIO I: WORKPLACE LITERACIES:** 4 documents

4 DOCUMENTS: (1) Introductory Memorandum, (2) Interview/Class Visitor Report, Observation Report, (4) Fact-Finding Report (See the link on Portfolio I webpages.)

**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. You MUST come to class.

**Requirements as a Student in ENGL 3301:**

(1) We will conduct our class as a professional environment, as your place of employment. Attending each class meeting and doing the required activities should be viewed as the focus of your place of employment..

(2) Turn in drafts when they are due and be present when we exchange drafts. A report that does not have drafts cannot receive full credit. NO LATE PAPERS

(3) You must be present in class. On the third absence, I will have to deduct 10 points from the final grade.

**ASSIGNMENT: 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 regarding cell phones, due dates, and plagiarism.

**ABSENCES:** If you were absent on Aug 22, please see me during my office
hours at Faculty Center 256.

**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 on Keegan. No make-up quizzes.

| Thu 31 | **Due: QUIZ:** In Class Writing Response to "Using PAFEO Planning" (written at the beginning of class).

Discussion of Keenan article and PAFEO planning efforts

**INTRODUCE PORTFOLIO 1: WORKPLACE LITERACIES**

4 DOCUMENTS: INTRODUCTORY MEMORANDUM, INTERVIEW/CLASS VISITOR PRESENTATION REPORT, OBSERVATION REPORT, AND FACT-FINDING REPORT.

[1] INTRODUCTORY MEMORANDUM (for Portfolio 1)

Begin the draft of the Introductory Memo (11 elements). I will send you a list of questions that you will answer.

[2] INTERVIEW REPORT:

You will be sent a copy of 20 elements required for the interview/presentation report. On the day of the visitor presentation have plenty of paper to record the person's presentation.

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.**

**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 Sept 5, you will have a quiz, a letter to a specific audience. I will have the quiz for you when class begins.

| FEB 5 | **Due: QUIZ:** In Class Writing Response to "The Importance of Memos, Letters, and E-mail" (TO BE written at the beginning of class).

**CONTINUE INTRODUCTION TO PORTFOLIO 1: WORKPLACE**
**LITERACIES**


**Introductory Memo for Portfolio I**

In class: Write a draft of the Introductory Memo. I sent you the list of questions to answer.

PORTFOLIO I

Be sure that you understand the 4 documents in this portfolio.

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

Homework:

PORTFOLIO I: WORK on the documents, specifically the Introductory Memo.

Please read the bulleted list of questions for the class presenter.

<table>
<thead>
<tr>
<th>FEB 7 Thurs</th>
<th>CLASS VISITOR: PROFESSIONAL LITERACIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Due: Introductory Memorandum for Portfolio I</td>
</tr>
</tbody>
</table>

<p>| 12 | QUIZ: &quot;The Writing Process&quot; by Adelstein on pages 16-20 |
|    | Homework: |
|    | Work on the Interview Report/Visitor Presentation Report, the Observation |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
</table>
| Th 14 | Writing Workshop (Continue work on Portfolio 1).  
Work on the questions for the Observation Report. |
| Tues 19 | Work on the questions for the Fact-Finding Report.  
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.  
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? |
| Th 21 | **Due:** First draft of WORKPLACE LITERACIES.  
(This means the draft of the Interview Report, the Observation Report, and the Fact Finding Report.)  
Writing Workshop: Revise drafts. |
**CHECKLIST:**

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

1. Is the purpose of EACH document clear?
2. Have I fully answered each bulleted item for the Interview Report?
3. Have I formatted the information in EACH OF THE 3 DOCUMENTS so that the reader finds information quickly?
4. Have I eliminated all slang and unnecessary phrases, such as "due to the fact that," "pretty much," "beautiful," "love," "in the long run," "on the right track," and "I believe," and "I feel."

Use a thin folder with 3 brackets and 2 side pockets.

Organize and **separate** the final drafts of 3 documents, rough drafts, interview notes, and quizzes.

Fasten ALL papers

---

**DUE: WORKPLACE LITERACIES PORTFOLIO**

The following documents should be included in your portfolio:

- Checklist
- Introduction Memorandum (11 items) that I read and marked and graded
- Interview/Presentation Report 3-4 pages (class visitor) of the literacies of a professional
- Observation Report ("Staples Street Improvement")
- Fact-Finding Report
- Drafts of each report
- Handwritten notes for visitor presentation, observation, and fact-finding field work
- Quizzes
- References page (APA or MLA): Include each article that we read
**PORTFOLIO 2**

**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 . . . ."

Direct any questions to team leaders or to me.

<table>
<thead>
<tr>
<th>MAR</th>
<th>5</th>
<th><strong>Due:</strong> Response to Munschauer reading: Quiz on Writing Resumes and Letters . . . &quot; by Muschauer's article, pages 254-282, in your textbook.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class discussion of responses and articles.</td>
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<tr>
<td></td>
<td></td>
<td>Look again at the article in our book, &quot;Writing Resumes and Letters . . . .&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Introduce Portfolio 2: Carefully read instructions for each of the documents in Portfolio 2 links.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Work on Chronological Resume and Functional Resume and Application Letter.</strong> In these documents think about the message you want to send to a prospective employer or other decision maker.</td>
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<tr>
<td></td>
<td></td>
<td>The fourth document, written last, is a Strategy Memorandum in which your describe the strategies used to create the functional resume, the chronological resume, and the letter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on drafts of key documents: 2 resumes and application letter.</td>
</tr>
<tr>
<td>Thurs</td>
<td>7</td>
<td><strong>ALL MAJOR CAREER FAIR, Wed., Oct 3, 10:00 AM- 2 PM, UC BALLROOM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due:</strong> Introductory memo for Applying for a Job Portfolio.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create documents for Applying for a Job Portfolio.</td>
</tr>
</tbody>
</table>
|   |   | End of the 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.

**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?

<table>
<thead>
<tr>
<th>March 12-15</th>
<th>NO CLASS: SPRING BREAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 19</td>
<td>Due: Draft of Applying for a Job Portfolio.</td>
</tr>
<tr>
<td></td>
<td>Writing Workshop (revise, seek resources, exchange resumes and letter with a peer, rewrite)</td>
</tr>
<tr>
<td></td>
<td>Meet with me (or team leaders) if you have questions.</td>
</tr>
<tr>
<td></td>
<td>This portfolio MAY BE TURNED IN TODAY OR ON the 17th.</td>
</tr>
<tr>
<td></td>
<td>BE SURE TO LOOK CAREFULLY AT THE LINK, SUBMITTING THE PORTFOLIO.</td>
</tr>
<tr>
<td></td>
<td>Introduce Portfolio 3. (If we have time) Look into the Opportunities Page for a possible need for project 3. (On link)</td>
</tr>
<tr>
<td></td>
<td>CAREER FAIR: Government Agencies and Criminal Justice Majors - TUESDAY, October 16, UC Ballroom, 10 AM- 2 PM</td>
</tr>
<tr>
<td>21 Tue</td>
<td>Due: Applying for a Job Portfolio (all elements):</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>PORTFOLIO 3:</td>
</tr>
<tr>
<td></td>
<td>Introduce Portfolio 3. (If we have time) Look into the Opportunities Page for a possible need for project 3. (On link)</td>
</tr>
<tr>
<td>26 Tue</td>
<td>PORTFOLIO 3: Introduce and discuss each component of Portfolio 3.</td>
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<tr>
<td></td>
<td>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?)</td>
</tr>
</tbody>
</table>
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. (Having 3 members in a group has not worked well in some instances. Choose a partner carefully.)

You may do this project 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 the resources you will use. **Include at least 2 sources in a References page or Works Cited page.**

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

<table>
<thead>
<tr>
<th>APR</th>
<th>2</th>
<th>Due: ORAL PRESENTATIONS OF PROPOSALS (2 minutes for each student)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Presentation:</td>
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<td></td>
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<td>(1) What is the organization or group?</td>
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<td>(2) Who is the contact person?</td>
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<td>(3) What is the precise need?</td>
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<td>(4) How is the need documented?</td>
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<td>(5) How are you qualified to address this need?</td>
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<td>(6) What challenges do you foresee?</td>
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<td>Classmates will give each presenter feedback for the proposed project.</td>
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<td>Use responses of classmates to refine your proposal.</td>
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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? (4) What do you need from me?

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<th>April</th>
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<tbody>
<tr>
<td>NO CLASS: Meet with your contact person</td>
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<tr>
<td><strong>Due:</strong> By midnight tonight. Send me through email a formal memorandum regarding this meeting with your contact person.</td>
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<td>Identify time and place of meeting. Also, describe what you and your contact person discussed.</td>
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<tr>
<td>Each student or each group member (individually) should email a memo to me. Email due by midnight. NO LATE PAPERS.</td>
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<td>Keep a copy for yourself.</td>
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| 9  |
| **Due:** PROPOSAL for Portfolio 3  |
| Work on Portfolio 3  |

| 11 |
| 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.  |
| **Teacher Career Fair,** UC Ballroom, 9:30-12 noon.  |

| 16 |
| **RESEARCH THE OPTIONS TO SOLVE OR ADDRESS THE NEED OF THE ORGANIZATION.**  |
| Identify advantages and disadvantages of each option.  |

| 18 |
| Work on the Report  |
| Find options or a process to solve the need.  |
| **MAKE-UP QUIZ:** You may take one make-up quiz.  |

| 23 |
| **DUE: PREPARE FOR ORAL PRESENTATION:**  |
Each student must be present for **ALL** the presentations to receive his/her presentation grade (5%).

**DUE: 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, co-operated 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.

WED. 21**ST**   **NO CLASS**

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<th>Thurs</th>
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<tr>
<td>ORAL PRESENTATIONS</td>
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<td>Each student must be present for <strong>ALL</strong> the presentations to receive his/her presentation grade (5%).</td>
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| 7 |
| Oral presentations |
| Each student must be present for **ALL** the presentations to receive his/her presentation grade (5%). |
| May Monday | 13 | Due: Project portfolios in my office, FC 256 by 6:30 pm |