WELCOME TO OUR WRITING COMMUNITY!

Course Description
This course focuses on the creation of technical and professional documents and the processes involved. Students study rhetorical theory, such as the role of exigence, context, audience, purpose, organization of information, format, and delivery (oral, written, and visual). They apply these rhetorical concepts in real problem-solving projects, done in teams; further, they undertake an individual project to address an actual need in their major or in their future career area. Field work will direct students to experts in the community and the university. Assigned textbook readings offer detailed accounts of actual creation and revision experiences of technical and professional writers in specific settings, engaged in integrated teamwork, facing ethical decision making, addressing challenges, and enjoying the rewards of effective writing.

Prerequisites
Students must make a C or better in English 1301 and 1302 and be proficient in word processing.

Required Texts and Materials

Ford, Marjorie. The Changing World of Work. Longman, 2006 [Do not get this book unless it is free with the Peeples textbook.]

Student Learning Outcomes
By engaging in the course activities, students will learn to communicate. They will
analyze information
analyze purpose and audience
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

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

**Course Concepts and Principles**

By creating projects related to the needs of the university, the community, or a specific career area, students will gain an understanding of the following concepts and apply them:

<table>
<thead>
<tr>
<th>Rhetorical elements - exigence, purpose, audience, presentation of evidence, format, delivery (oral, written, and visual)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience analysis - identify and understand characteristics of an audience, expectations, needs; writing for multiple readers</td>
<td>Ethics and writing</td>
</tr>
<tr>
<td>Document design - the organization of information, presentation, textual and visual connections</td>
<td>Role of research – questionnaires &amp; surveys, company publications, in-house documents, computer data bases, interviews</td>
</tr>
<tr>
<td>Role of collaboration in the writing process – group invention, planning, proposal writing, drafting, peer review/feedback, revisions, roles and functions of collaborating members</td>
<td>Decision making</td>
</tr>
<tr>
<td>Role of technology in document creation and presentation</td>
<td>Revision/editing</td>
</tr>
<tr>
<td>Tone/style</td>
<td></td>
</tr>
<tr>
<td>Writer-based prose and reader-based prose: moving from the &quot;I&quot; focus to meeting the needs and expectations of a particular audience/user</td>
<td>Role of oral communication – sharing of information</td>
</tr>
<tr>
<td>Goals and mission of an organization</td>
<td>Student abilities and potential</td>
</tr>
</tbody>
</table>
Professional/Career expertise | Student major/profession and media skills

Documents To Be Created
You will learn the course concepts (above) by writing the following types of documents. (Your major and your academic and professional interests will also mold the kinds of writing you do.)

1. Literature review for the project proposal and report
2. Memorandums
3. Reports
4. Proposals
5. Progress reports
6. Questionnaires/surveys
7. Style sheets (such as APA and MLA) Use style sheet in your major.
8. Revisions and checklists
9. End-user field tests/audience analysis
10. Media documents

Specific Course Activities
Students will create a survey to gather information that addresses a problem or need in the university or larger community.

Students will develop criteria to analyze survey data.

Students will create a collaborative report that documents the survey process, the data results, and the recommendations to solve the problem or address the need.

Students will implement a textual and visual format to organize the data results in the report.

Students will demonstrate collaboration in the writing process through the creation of drafts and revisions.

Students will compose a piece of research-based academic writing that demonstrates a synthesis of ideas.

Grades

I. Reading Responses/In Class Writing  25%
The assigned reading of chapters in our books is necessary to learn the concepts and principles of professional writing. In class you will respond to a series of questions, created by student groups responsible for analyzing and presenting the chapter contents to the rest of the class. Each reading response writing (quiz) is done at the beginning of class. There are no make ups if you miss one of these in-class writings. Reading Responses/In Class Writing % [No make-up work for these 5 responses.]
II. Team Chapter Analysis, Class Presentation, and Discussion 10%
Each student will have an opportunity to join a group that will study an assigned chapter, analyze its contents, and make a presentation to the rest of the class. The group’s presentation begins with 4 or 5 questions for the reading response (quiz) to be given to the class. Each group member should be responsible for part of the reading response questions and for the oral presentation. Powerpoint will be useful in presenting the information to the class. (Being present for each group's presentation is required.)

III. Introduction Memorandum for Group Survey Project 5%

IV. Group Survey Project and Project Report 25%
The survey project is a collaborative effort. As part of a group you will identify a need or problem within your major, future profession, or community or university organization and conduct a survey to gather data to address this need or problem. Each group may include 2 or 3 students. All members of each group must be present in class and take responsibility for specific tasks in the creation and administration of the survey and the written report. Each group member will be graded on participation in each stage of the project, documented in drafts and progress reports written in class.

If you miss class, you will miss an opportunity to gain credit for your participation. The survey project begins with a proposal, written collaboratively. In the group you will be able to contribute your particular abilities and expertise. (Choose a name for your group to begin shaping a group identity.) This report is 12-15 pages. Each student will submit drafts of his/her share of the work.

V. Proposal for Problem-Solving Individual Project 5%

VI. Individual Project Literature Review Study 10%
A review of three sources begins with an analysis of the contents. An analysis form is found on the schedule. Analyze each source in detail and turn in the 3 analyses before you begin writing the final draft of the literature review. Most of the chapters in our key text have a literature review that you can use as a model. Use APA or MLA guidelines for this document.

VII. Problem Solving Individual Project 20%
Individually, you will undertake a project that is specific to your major, an interest, or an expertise. Some students choose to take a specific part of the survey project and extend it. No survey or questionnaire is needed for this individual project. Some students have connected this assignment to organizations of which they are members. The project begins with a proposal.

The Problem-Solving Individual Project requires three academic sources and a literature review of these sources. Students will use a written guide to analyze the sources. The literature review is required as a foundation from which to address the problem or need. The report is ten pages. Use APA or MLA guidelines for this document. [Include 1 pg. abstract and references pg.]
Success in This Class
Each of you is able to shape this class in a manner that benefits you. You will choose projects that build your expertise. An advantage of the course is that we help each other. We benefit from the experiences that each individual brings, and we applaud the achievements of each individual. In the workplace, being a professional person includes a willingness to collaborate with co-workers to achieve the goals of a department or an organization. Successful employees possess and practice a responsible, professional attitude. That is what I expect from you.

My Investment in Your Success
I have an investment in your success. I will give you feedback as we work through each task, and I will help you build whatever goal you set for yourself. You will also want to secure feedback from team members to reach the level of work that you seek. Your efforts and documents will help you build a portfolio of work that represents your abilities and interests and that you can show to prospective employers or graduate school committees. With each project you propose, you will learn new knowledge, new skills, and new perspectives.

Meaning of Grades
For the assignments that you do we will use traditional grades, but we will interpret them differently from just what do those grades mean for your GPA (which is certainly important). Some assignments will also carry other performance criteria that will give you an idea of where your work would stand in the workplace. A general guideline for interpreting grades in the workplace might look something like this (according to the writers of your textbook):

Grades Criteria
A Manager/department head would be very impressed and remember the work when a promotion is discussed. (Or a client would be very impressed and would buy your product, etc.)

B Manager/department head would be satisfied with the job. Good, but not impressed.

C Manager/department head would be disappointed and ask you to revise or rewrite sections before allowing clients and others to see the work.

D Manager/department head may start looking for someone to replace you. (My experience has been that this action would probably happen at the C level. After all, what manager wants to constantly have to oversee every detail of a project and do several reviews of a project that could be done right the first time.

Discussing Grades in Private
If you would like to discuss a grade or any other aspect of your performance, please see me in my office. In a professional setting supervisors and employees do not discuss performance in front of other employees. Read my comments on your work before you come to my office. I will be very pleased to discuss work with you in private.
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.

**Class Attendance**
In this class we collaborate to work on projects. Therefore, we need the expertise that each student brings, and we need to be in class prepared to work. ON the 3rd absence, I will have to deduct 10 points from the final grade. If you find that you have an emergency that will keep you out of class or an illness that keeps you from class, be sure to see the administrators in the Student Affairs Office. Also, be sure to tell me about any emergencies that will prevent you from doing the work. Also, I have to assess penalties for consistently arriving to class late and leaving class early. We need your presence for our collaborative class setting.

**Late Assignments**
All work should be turned in on time. Late papers or projects should not even be an issue if you have kept up with your work. If you discover that an issue that will prevent you from submitting a paper on time, you should write a memo explaining the issue to me. If you miss class when work is due, be sure to bring documentation. I will decide whether or not to accept a piece of work or assess penalties.

In the group survey project you will be responsible for completing tasks on time. A penalty accompanies late work [Your group members will not be pleased]. Keep in mind that in the workplace there would be serious consequences for missing deadlines. Also, turning in late work has to be done in person. Please do not send it as an email attachment or place it outside my office door.

**No Make Up Work**
There is NO make-up work for the reading responses (quizzes) written in class. Reading responses/in-class writing constitutes 25% of semester grade. (No make-up work for the 5 written responses.)

**CASA: Writing Center**
This Center is a valuable and free service for all students. I would encourage all students to take advantage of the assistance that writing consultants can offer in the writing center. They will not write your papers for you, as that would be plagiarism, but they will work on areas of concern. Professional writers ask other writers to offer feedback.

**Distractions**
Please be respectful of others in class. NO CELL PHONES IN CLASS. No talking on cell phones. Do not leave class to go outside to use a phone. Do not leave in the middle of class. I will have to consider leaving an absence. Do not open web sites that are not related to class projects.
Academic Integrity and Dishonesty
Students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Please refer to the Texas A&M University-Corpus Christi Catalog for additional requirements. Document all sources that you use.

Academic Advising
If you are majoring, or plan to major, in a field taught in the College of Liberal Arts, and if you have not yet obtained a signed degree plan, you should make an appointment to meet with your Academic Advisor. 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.

Disability Services/ 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 staff members at Disabilities Services, located in Corpus Christi Hall 116. 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 Website at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

My Expectations for You
I have great expectations for you. Each of you brings something unique to the group. Together
we will enhance your academic preparation and experiences for your professional area and achievement.

**FALL 2012 TENTATIVE SCHEDULE**  (We may need to cancel a class to do field work.)
Dr. Diana Cardenas,  FC 256,  Diana.cardenas@tamucc.edu  825-3026
office hours: MW 2-4;  TH 10-11 and 2-4

**Aug 23: Thurs**
Introduction of course and class members, read syllabus, explain learning objectives, review the course schedule, discuss 3 key projects, and consider possible groupings and topics for the semester's 3 key assignments: (1) group survey project, (2) the essay analysis team, (3) the individual focus project.
Note: Please submit all papers and projects to me in class. Students have lost papers because they placed them outside professors’ doors. This is an unsafe practice. Do not email papers.

**Semester Key Assignments**
(1) **Group Survey Project**
Begin thinking about a need/problem that can be addressed in the group survey project, which is due October 11. The survey is a study of a real, documented need. In all companies and organizations surveys are used to gather information to make decisions and to plan for improvement or change. For example, local city planners surveyed business people and civic groups to identify how much travel is international. They determined that a need exists for an international flight to Mexico. They proposed a plan to bring an international airline company to the city. [In this project we apply the theory that we gain from the textbook readings.]

How to begin: Are you aware of a need in your field, your department, at work, at church, the university, or a community organization? This assignment allows you to study and analyze a need in depth and to offer recommendations that may lead to a solution or improvement. A report (12-15 pages, single spaced) is due on October 30. This report will be addressed to a real audience (a decision maker).

The most effective survey projects have dealt with social issues that have an impact on particular segments of the community (children, students, the elderly, athletes, single parents, and environmental groups). To illustrate, two students studied the need for a "green" environment on campus, surveyed students, environmentalists, and artists and wrote a report to Dr. Killebrew. It won 1st place in the Haas Writing Awards.

You may find yourself working on the group project and the essay analysis team project (2nd assignment) at the same time. Be prepared to manage both responsibilities. Some class time is given for surveying and interviewing; however, you will have to work outside of class.

As you begin looking for a need/problem, you may want to group yourselves within majors/ across majors or individual talents and abilities: expertise in EXCEL, graphics, or community contacts. Adopt a group name. Create rules for the group members.
Proposal for Group Survey Project/Field Test
You will create and present a proposal for the survey project. Also, you will present the survey questions to the class as a field test.

(2) Team Essay Analysis Project
As a member of a team, you will analyze an essay/article (from our texts) and present your ANALYSIS of it in class. I will provide basic guidelines for the analysis, and you will decide how to make your presentations. Most students have done Powerpoint or Prezi presentations and class participation activities. You will create a quiz for the class. [5 ARTICLES ARE LISTED ON THE SCHEDULE.] You will apply the theory described in these articles to your projects.

(3) Individual Focus Project
This individual project allows you to investigate a subject/topic from an academic standpoint. It may stem from a personal interest, a focus within your major, a university or community need/problem, or a future workplace or profession. It intends to enhance your expertise or create a foundation for future work. The effort begins with a guiding question. For example, a student who wants to teach English in Japan began with the question, “How does an American university graduate obtain a teaching position in an accredited Japanese educational setting?”

- First, you will begin this investigation with a formal literature review of 3 academic, peer-reviewed articles to determine what scholars/experts have reported about the subject/topic.
- Second, you will write an Individual Focus Project Memorandum to propose your individual project.

1st Memorandum Assignment
After reading the syllabus and viewing the schedule, write a memo in which you state that you understand the policies regarding absences, late work, in-class work, and daily responsibilities. Also, tell me about your background, strengths, joys, writing experiences, future plans, and what developments are occurring in your professional field. For an example of a memo format, see Shelley's effective memo.

*FROM EACH SURVEY GROUP: On a sheet of paper write down names of group members.

FROM EACH ESSAY ANALYSIS TEAM: Write down names of team members. Turn in to me.

Aug 28: Tues
Turn in 1st Memorandum Assignment.

Introduce the Group Survey Project
This collaborative effort will help you gather information to effectively address a real problem/need or answer a question. You may select an issue or need within your major, within the university, or in the community. Find a resource person who can give you information about the need/problem. Decide how a survey will help you gather meaningful information to examine the need or problem and serve to lead you to a recommendation or solution. You will present the
survey questions to the class as a field test. This project will help you learn how to conduct research, analyze data, and present the findings in a document to a decision-maker.

Create groups and generate topics for Group Survey Project
Survey groups can have 3 members. Post the names of your group's members on a Wiki page. You decide on which member's site you want to post. Begin generating ideas until you discover a documented need for the survey project. As an example, last year a group examined the growing problem of students using social media sites during class instruction. The group surveyed faculty members in several departments. They also surveyed first-year students, sophomores, juniors, and seniors to determine if attitudes toward the use of social sites differ among students. The group was also interested in how students explained their use in class.

Another example, several years ago, an administrator suggested that the Technical and Professional Writing Program apply for the STAR award for excellence in teaching. Three students conducted a survey designed to assess student learning in technical writing classes to determine how much students were learning, what they were learning, and how they assessed their learning. Also, the group wanted to write a report about its findings and publish it for others engaged in technical and professional writing. In writing the proposal the group included the task of looking at articles published in the Technical Writing Quarterly. This STAR project is ongoing because the English Department and administration would like the program to win the STAR award.

Introduce Team Essay Analysis Project
Scroll through this schedule to see the 6 essays to be analyzed by the teams.

Based on what topic interests you, group yourself with 2 other classmates. Choose one essay selection. Name your group. I will provide the basic criteria for your group ANALYSIS and presentation.

ASSIGNMENT
Read "Happiness at Work: Job, Career, and Calling" on page 14 in The Changing World of Work. We will discuss it on Aug 30.

Aug 30: Thurs
Guest: Mr. Ian Samples, "Assessing the Experiences of Students in the Technical/Professional Writing Program Group Survey Project"


In-class writing response [I will create a question for your writing response.]

Examine IRB form for your group.

Assignment for next class meeting: Begin thinking about a need/problem for group survey project.
Sept 4: Tues
GROUP SURVEY PROJECT
Group Survey Project teams meet to work on survey project. Submit to me a list of possible survey topics for each group.

Look at the kinds of needs that students have addressed:

- Ms. Erika Reyna-Brodhag, a psychology major, created and administered a survey project: "Weighing the Fear of the $700 Billion Bailout Plan against the Average American" to assess the bailout’s impact on students’ attitudes toward their futures.
- David Phillips and Shannon Cruz, students majoring in English, conducted a survey project, "Wellness Gardens and Eco-Friendly Development on Texas A&M University-Corpus Christi Grounds," to identify the attitudes of faculty, staff, and students toward the environment.
- Andrew Dunlap, an English major and pre-law student, created a survey project to determine how safe students feel on campus. In his law studies he discovered that survey findings are used as part of evidence.

TEAM ESSAY ANALYSIS: The first essay analysis team should meet with me. Essay Analysis Team #1 should examine the task and plan a presentation of the essay: "Division of Labor or Integrated Teams: A Crux in the Management of Technical Communication" on page 321 in Professional Writing and Rhetoric by Jim Peeples.

Each team will use the ARTICLE ANALYSIS form as a beginning step. Prepare a quiz.

Assignment for next class meeting:

Sept 6: Thurs
In class each group works on the survey project: Look at the PROPOSAL and the proposal elements for the project. I have a model on the link below. Copy and paste the proposal structure as a Word document.
http://falcon.tamucc.edu/wiki/English3301/ProposalForPortfolioIII

PROPOSAL
In the proposal include details about the need. Involve each team member. Also, be sure that each member of the team is given an assignment for the remainder of the project life. The proposal must state what is expected of each member and include a due date. Please create rules for the group, and be very specific about individual responsibilities.
http://falcon.tamucc.edu/wiki/English3301/ProposalForPortfolioIII

In class planning: Essay Analysis Team #1 should plan the essay analysis, quiz, and discussion of "Division of Labor or Integrated Teams."
*The weekend: ESSAY ANALYSIS TEAM #1 should collaborative to finalize the presentation.

**(By Sunday at 5 pm, email to me a copy of the quiz questions and a description of the plans to present the essay/article.)

Assignment for Sept 11:
Re-read "Division of Labor or Integrated Teams: A Crux in the Management of Technical Communication."

**SEPT 11: Tues**
**Quiz and Team Essay Analysis**
Quiz, presentation, and discussion led by ESSAY ANALYSIS TEAM #1:
"Division of Labor or Integrated Teams: A Crux in the Management of Technical Communication."

Assignment: Read “Strategies to Create Effective Surveys.” (I will email it to you.)

**Sept 13: Thurs**
Discuss “Strategies to Create Effective Surveys Group Survey Project.”
Each group should draft survey questions. Be prepared to present the questions to the class for field testing, discussion, and revision.

Assignment: Revise and finalize survey questions.

**Sept 18: Tues**
Each group will present and administer surveys to our class members.

Assignment for next class meeting:
Write draft of the Group Survey Proposal. Come see me if you have questions.

**Sept 20: Thurs**
Revise draft of Group Survey Proposal. Work on logistics: identifying target populations, administering the survey, checking on tasks (who does what), and verifying timeline.

ESSAY ANALYSIS TEAM #2: Meet with me.

Assignment: Collaborate online to complete the proposal.
Begin reading "Writing Review as an Opportunity for Individuation" on pg. 122 for quiz and presentation on Sept 27.

**Sept 25: Tues**
**Due: Each group turns in PROPOSAL FOR THE SURVEY PROJECT.** In the Subject line, include the title of the survey project. Each member should write initials by his/her name.

**Sept 27: Thurs**
NO CLASS: Conduct surveys
Survey project: Examine information/data from surveys. Create data spreadsheet on EXCEL and enter data.

Oct 2: Tues
Survey project: Examine information/data from surveys, continue to enter data.

End of the month inventory: Please respond to the bulleted questions and give me responses:

- End of month inventory: Write a response to each question:
  - What is working for you in the course?
  - What is not working?
  - What are you doing to have a successful project?
  - What do you need from me?

Assignment: Conduct surveys

ALL MAJORS CAREER FAIR: OCT 3, 10 AM -2 PM

Oct 4: Thurs

Use 2 models to create the structure for the paper. Look in our book, Professional Writing and Rhetoric:

1st model: "Division of Labor or Integrated Teams" by Killingsworth and Jones on page 321.


Assignment: Read "Writing Review as an Opportunity for Individuation" on pg. 122 in Professional Writing and Rhetoric.
Quiz and presentation on Oct 9.

Oct 9: Tues
Quiz and Team Essay Analysis
Quiz, presentation, and discussion led by ESSAY ANALYSIS TEAM #2: "Writing Review as an Opportunity for Individuation" on pg. 122 in Professional Writing and Rhetoric.

Oct 11: Thurs
Work on Survey Report
Use the models--Killingsworth and Jones essay [p. 321] and MacKinnon essay [p. 411]-- in our book to shape the report format.
Oct 16: Tues
Work on survey report.
Audience for report: Remember that the group survey report will be addressed to a real audience (decision maker).

Ethics in the writing process.
Each person in the group must take part in the writing of the survey report. Each person should write part of the report draft. In the past, sections of the report have been assigned, unfairly, to one person.

Part of the grade on this survey report is an evaluation of each group member by other members of the group. Group members are very specific about the work of their peers when they evaluate the work done.

Assignment: Work on draft of survey report.

Oct 18: Thurs
Work on survey report
Find an academic article to use in the Introduction for the survey report.

Submit draft of Survey Report by end of class.

Assignment: Read "Between Efficiency and Politics: Rhetoric and Ethics in Technical Writing” on pg. 172 in Professional Writing and Rhetoric.

Quiz and presentation on Oct 23.

Oct 23: Tues
Quiz and presentation: ESSAY ANALYSIS TEAM #3 provides quiz and presentation, "Between Efficiency and Politics: Rhetoric and Ethics in Technical Writing” on pg. 172 in Professional Writing and Rhetoric.

Work on Survey Report. Submit a second draft of the report.

Due at the beginning of class on Oct 25. Be sure that all drafts are included in the final notebook.

Each group member should indicate ownership of his/her draft sections.
Include all surveys.

Oct 25: Thurs
Revise draft of report. Prepare final copy of report. Follow the instructions below:

INSTRUCTIONS FOR SUBMITTING THE GROUP REPORT:
(1) In a group notebook, place the following items:
letter of transmittal to the audience/reader
title page
report
Works Cited page
Surveys distributed and collected

(2) Separately, in a thin folder, turn in the report sections (beginning drafts and final drafts) that you wrote by yourself.

Also, turn in an evaluation of each group member.

Write an evaluation of your own efforts and writing. Explain what you did to contribute to the project.

Include one email to show how group members communicated.
Submit all tests and memos written from the beginning of class to this date.

Oct 30: Tues
Due: The Survey Report

Nov 1: Thurs
Work on Individual Project

Work on Introductory Memorandum for the Individual Focus Project. (emailed to you)

The key research question should be clearly stated in the introduction to the memorandum.

For example: How does the tool, Prezi, improve teaching effectiveness in an university English classroom?

Another example: How did the Gulf of Mexico oil spill affect the American alligator?

Include sub-research questions that will build the body of your Individual Report.

Find 3 peer reviewed academic articles that relate to your topic and research question. (Use the Bell Library online article search.)

Print the first page and last page of each article for me.

Nov 6: Tues
Work on the Literature Review of 3 peer reviewed academic articles that relate to your topic and research question.

Print the 3 pages and last page of each article for me.
Assignment: Revise the draft of Literature Review.

Nov 1: Thurs
Assignment: Read “Moving beyond the Academic Community: Transitional Stages in Professional Writing” on p. 388 in Professional Writing and Rhetoric. Quiz on Nov 6.

Nov 6: Tues
Quiz and presentation: ESSAY ANALYSIS TEAM #4 presents a quiz and discussion of "Moving beyond the Academic Community: Transitional Stages in Professional Writing" on p. 388.

Assignment: Revise Literature Review.
Be sure that you are NOT taking information from sources without giving credit: "According to James Groner in "Maintaining Healthy Diets for Athletes," the removal of a general dining room with food preparers who work for the university has opened up a diet that may not be nutritious for athletes (14).

Nov 8: Thurs
Due: Turn in Literature Review. NO late papers

Create draft of Individual Focus Project report.

Be sure that you are NOT taking information from sources without giving credit: "According to James Groner in "Maintaining Healthy Diets for Athletes," the removal of a general dining room with food preparers who work for the university has opened up a diet that may not be nutritious for athletes (14).

Nov 13: Tues
The Abstract:
Begin creating an abstract. You will write the abstract after you complete the report. You found examples of abstracts in the 3 academic sources you analyzed and included in the literature review.
Look at various abstracts. Also, look at an abstract for an article within your major in the Bell Library online sources.

Assignment: Read “Assessing Attitudes toward Environmental Sustainability: A Student-Initiated/ Student Directed Survey Project to Promote the Viability of an Island University.” Quiz on Nov 15.

Nov 15: Thurs
Quiz: Essay Analysis Team # 5 presents quiz and discussion of "Assessing Attitudes toward Environmental Sustainability: A Student-Initiated/ Student Directed Survey Project to Promote the Viability of an Island University " handout.

Assignment for Nov 20: Email a progress report before midnight (for a grade). No late emails
Progress Report: Individually each person submits a one-page progress report (in memo form). In this progress report memo respond to the 7 questions:

What work has been completed?
What specific tasks and writing have you done?
What work is in progress?
What research questions have you answered?
What is the strength of the report at this point?
What work still needs to be done?
What problems have you experienced? Explain.

Nov 20: Tues
NO CLASS
Work on draft of Individual Project portfolio. Revise all elements of the paper. Come see me if you have questions.

Nov 22 Thurs Happy Thanksgiving

Nov 27 Tues

Assignment: Revise draft of the Individual Report.

Nov 29

Assignment: Revise draft of the Individual Report.

Dec 4: Tues
Work on draft of the Individual Report.
Write the Works Cited page. Include the 3 academic articles and any print or electronic source. Come see me if you have questions.

Dec 6: Thurs
Last day of class: Assemble Individual Report portfolio.

Dec 10: Mon
Due: Entire project is due on Dec 10 at 5 pm.
Report includes the abstract, front matter, body, and back matter. Bring project in a thin folder to FC 256.

ENJOY YOUR HOLIDAY AND TAKE CARE OF YOURSELF.