FALL 2013 ENGL 3301.201 TECHNICAL AND PROFESSIONAL WRITING
MW 2:00-3:15 (7/12/2013)

DIANA L. CARDENAS, Ph.D. ASSOCIATE PROFESSOR OF ENGLISH
FACULTY CENTER (FC) 257 TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Office Hours Office Hours
M-W 11:30 – 1:30* by appointment
TR 12:00- 1:00
Thursday 5:00 -6:00

(361) 825-3026 Diana.cardenas@tamucc.edu

Call me: Share with me any question about any aspect of the course. Send an email: Inform me of any concern, need, or worry that may affect your work.

Field Research: You will be engaged in on-site projects [outside our classroom]. Syllabus revised 7/15/ 2013

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 and others in some manner.

I do not prescribe all assignments. You will have to think for yourself. WE MOTIVATE EACH OTHER, and we want everyone to succeed.

THIS SYLLABUS IS AN EXAMPLE OF TECHNICAL/PROFESSIONAL WRITING.
THE SCHEDULE IS ALSO AN EXAMPLE OF TECHNICAL/PROFESSIONAL WRITING.
Your job is to learn how to navigate the schedule and all documents within 3 portfolios.
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
**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 need to be a self-directed learner, and you will create opportunities for your academic growth and future profession. You are responsible for your grades.

**INDIVIDUALIZED LEARNING: GIVING YOU AN ADVANTAGE**

| Each project will be different for each student. | For example, a 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 expect of you to achieve our goals.

**Cell Phones**

![No cell phone icon](image)

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**

![Writing workshop icon](image)

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.

Use the class time to plan your documents, draft them, revise them, and prepare final work.

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 will need 6 team leaders to serve as troubleshooters for each team.**

**WE NEED YOU IN CLASS**

Because of this workshop approach, you need to be in class. Class time is integrated into the time period so that you can ask questions and work on your assignments.

An absence means a 0 for the day’s 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: Observation Report, Fact Finding Report, Sustainability Report

  **Portfolio 2:** Fifteen percent (15%) of your grade comes from portfolio (3 parts: chronological resume, functional resume, letter of application)

  **Portfolio 3:** Twenty-five percent (25%) of your grade comes from portfolio (2 parts: Interview Report, Survey Report)
• 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. I cannot assign an A to a paper that does not meet the criteria for excellence. Incomplete portfolios will have to receive a zero.

**POLICIES**

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<tr>
<th>Class Attendance/Absences</th>
<th>Plagiarism: Taking What Is not Yours</th>
<th>Late Work</th>
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<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 1 missed class meeting, I have to deduct 10 points 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 2011-2012 Texas A&amp;M University-Corpus Christi Catalog for additional requirements. <strong>DO NOT COPY FROM online sources.</strong></td>
<td>Late work will not be accepted. 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>
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<tr>
<td>Day off</td>
<td><strong>DO NOT COPY WORK FROM OTHER PAPERS.</strong> 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>
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*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 week 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.

FALL 2013 SCHEDULE (BELOW) ALSO located in the Schedule link in Blackboard.
**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 and 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.

You MUST come to class.

**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.

**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 11th I will have a writing prompt for you to answer in class: questions related to PAFEO on pages 8-15.

<table>
<thead>
<tr>
<th>Sept 9 Mon</th>
<th>AGAIN, WELCOME TO ENGLISH 3301, TECHNICAL WRITING!</th>
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<tr>
<td><strong>Group Work I</strong>:</td>
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<td>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.</td>
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<tr>
<td>(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?</td>
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<td><strong>Team/Group Leaders:</strong></td>
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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, SUSTAINABILITY REPORT, OBSERVATION REPORT, FACT-FINDING REPORT (See the link on Portfolio 1 Blackboard.)

Introductory Memo for Portfolio 1:

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

Interview Report [ Video of a Professional ] for Portfolio 1:

Review the interview/presentation questions for the professional literacies VIDEO. Copy and paste questions from our website link to a Word document.

Observation Report:

See the link in the website link.

Fact Finding 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, search. I have to deduct 10 points from the final grade.

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.

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 11th I will have a writing prompt for you to answer in class: questions
related to PAFEO on pages 8-15.

LITERACIES OF A PROFESSIONAL: Mr. Richard Alvarez, Forensics: CHRISTI POLICE DEPARTMENT

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| Sept 11 Wed | **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  
Work on Introductory Memo for Portfolio 1 (See the Portfolio Assignment link.)  
Write draft of the INTRODUCTORY MEMORANDUM FOR PORTFOLIO I. See the link on Portfolio 1 page.  
Discussion: 21st Century Literacies and Competencies  
**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.  
Quiz will be a letter to a specific organization. I will have the quiz for you when class begins.  
video |
| Sept 16 Mon | |
THE GOAL IN CLASS IS TO EXAMINE THE CONCEPT OF LITERACIES IN A VARIETY OF WORKPLACES.

PORTFOLIO I:

DISCUSS 4 DOCUMENTS THAT FIT INTO THE FRAMEWORK OF LITERACIES: (1) Introduction Memorandum, (2) Observation Report (3) Fact Finding Report, and (4) Sustainability Report

INTRODUCTION MEMORANDUM

INTERVIEW REPORT

Presentation: A Professional in the Workplace: University Center and Student Activities Director, Ms. Lisa Perez.

In class: 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. SEE COURSE WEBSITE FOR OFFICE HOURS.

**Due at the end of class: Introductory Memo for Portfolio 1

Sept 18 Wed

*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,

PORTFOLIO I: INTERVIEW REPORT

Presentation: A Professional in the Workplace: Senior Officer Roger Arrevalo, Community Problem Solving

TAKE EXTENSIVE WRITTEN notes. (I cannot accept the portfolio if extensive hand written notes for each question are not included.)

INDIVIDUAL ASSISTANCE: If you would like individual attention in regards to Portfolio I and the three documents you will prepare, please meet with me in my office.
Sept 18 Wed

NO CLASS: Field research

Work on Observation Report, Fact-Finding Report, and Sustainability Report

The Fact-Finding Report and Sustainability Report allow you to be creative.

End of month inventory: Evaluate your learning: what worked, what was difficult, what new strategies will you use to complete the project, what do you need from me? You do not have to type this memo. Hand writing is fine. Due at the end of class.

Begin a draft of your interview report (in memo format). Use your handwritten notes.

Sept 23 Mon

*Due: Response in class: Mintz: "How to Write a Better Memo"

Discussion of "How to Write a Better Memo."

VIDEO PRESENTATION: PROFESSIONAL IN THE WORKPLACE: Ms. Carole Moody, Director, Community Workforce, Community Outreach Department, TAMU-CC and formerly of the Port of Corpus Christi

Writing Workshop (Continue work on drafts of the 3 documents for Portfolio

Homework: Work on the 3 reports.

25th Wed
Workshop the 3 reports.

End of month inventory: Evaluate your learning: what worked, what was difficult, what new strategies will you use to complete the project, what do you need from me? You do not have to type this memo. Hand writing is fine. Due at the end of class.

BE SURE TO KEEP ALL HANDWRITTEN NOTES FROM THE OBSERVATION, THE FACT FINDING TRIP, SUSTAINABILITY DATA COLLECTION. They are an important part of the portfolio.

Using feedback from peers in class, revise drafts of Observation Report, Factual Report, and Sustainability Report I: Workplace Literacies

Create a CHECKLIST to make sure you have addressed all requirements. For example,

(1) Does each document have a purpose statement?

(2) Did I fully answer each item in the interview questions?

(3) Did I explain the job duties of the person, specifically what writing he/she does?

(4) Does the format and organization of each document help a reader can find information quickly?

**Due: Draft of Observation Report, Factual Report, and Sustainability Report I: Workplace Literacies**
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<th>Oct 2</th>
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<td><strong>Due: Final copy of Workplace Literacies Portfolio. (This means the Interview Report, the Observation Report, Factual Report.)</strong></td>
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<td>Include the HANDWRITTEN interview notes, any documents that you found online about contact person, all peer-reviewed drafts, any other drafts, all quizzes, and the checklist.</td>
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<td>Place the checklist at the front of the portfolio.</td>
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<td>INTRODUCE PORTFOLIO 2 and PORTFOLIO 3</td>
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<td>Review links within Portfolio 2: Applying for a Job (Scholarship, Internship, Graduate School) Portfolio: Recognizing and Implementing Writing Strategies</td>
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<td>Web Page Activity: Locate web pages for prospective employers, internships, scholarships, or graduate schools.</td>
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<td><strong>Homework</strong>: Do a self assessment. On a sheet of paper write an extensive list of your personal traits, values, categories of skills, and evidence of these skills. <strong>This self-assessment will help you to prepare for the next quiz:</strong> Munschauer:</td>
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<td><strong>Read</strong> &quot;Writing Resumes in the Language of Employers&quot; in <em>our book</em> on pages 254-282.</td>
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<td>Include EVIDENCE OF THESE SKILLS (What specific experiences have you had that developed these skills?)</td>
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<td>Oct 7</td>
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<td><strong>Due: Reading response for &quot;Writing Resumes in the Language of Employers&quot; on page 254.</strong>&lt;br&gt;Work on Applying for a Job Portfolio. This assignment is NOT make believe.&lt;br&gt;Portfolio 2 includes an introductory memo (planning document), a chronological resume, a functional resume, an application letter, and a two-page description/explanation of the strategies you used to create the chronological resume, the functional resume, and the cover letter.&lt;br&gt;Work on the INTRODUCTORY MEMORANDUM for Portfolio 2&lt;br&gt;Find two resumes in your field, preferably one chronological and one functional for your personal benefit.&lt;br&gt;DO NOT apply for positions (jobs) for which you are NOT qualified.&lt;br&gt;Do NOT apply for graduate school if you do not have the undergraduate requirements.&lt;br&gt;View sample resumes and cover letters located in our Portfolio 2 links.</td>
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<td><strong>DUE: Introductory Memo for Portfolio 2</strong>&lt;br&gt;RESUMES: Do not use a template. Create a 1 page resume.&lt;br&gt;In the chronological and functional resumes, be creative. Represent your</td>
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abilities and talents in original ways.

Find two resumes in your field, preferably one chronological and one functional.

Direct questions to me.

**Homework:** Spend time planning the resumes and what kinds of evidence you will include.

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| Work on the drafts of three key documents: two resumes and the cover letter (or personal statement for law school, scholarships).

The functional and the chronological resumes are one page each. Do not write 2 page resumes.

End of month inventory: Evaluate your learning: what worked, what was difficult, what new strategies will you use to complete the project, what information will you need from me?

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| Portfolio 2 includes (1) a chronological resume, (2) a functional resume, (3) an application letter, and (4) a strategy memorandum: a two-page description of the strategies you used to write the documents.

**Strategy Memo:** After you write the 2 resumes and the application letter, write a two-page description of the strategies you used to write the resumes and cover letter.

Writing Workshop (revise, exchange resumes and letter with a peer, write the strategies memorandum, rewrite all documents, and create checklist).

Meet with me if you have questions.
Oct 21 | Mon |
--- | --- |
**Due: Draft: Applying for a Job Portfolio (all elements)**<br><br>(1) Checklist<br>(2) Introductory memorandum (that I marked and graded)<br>(3) Job description or description of internship, scholarship, or graduate school, and the specific qualifications or requirements<br>(4) A functional resume (that address the required qualifications)<br>(5) A chronological resume (that address the required qualifications)<br>(6) Application letter/ cover letter (For graduate school or scholarship, please turn in the personal statement.)<br>(7) A two-page description of strategies used to write the documents. Include strategies used to write the functional resume, the chronological resume, and the application letter or personal essay.<br><br>****YOU MAY TURN IN THIS PORTFOLIO TODAY OR ON WED.****

INTRODUCE PORTFOLIO 3: Addressing a Need in the Community

Oct 23 | Wed |
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**Due: Applying for a Job Portfolio (all elements)**

Introduce/Discuss Portfolio 3

Look at the [PROPOSAL](#) link on our website. Decide on a community need before you leave for Spring Break.

Oct 28 | Mon |
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Discuss Portfolio 3 assignmen. Review each of the components of Portfolio 3.
THE PROPOSAL:

Begin a proposal (in memo form) in which you identify the project you will undertake, the group or agency, and explain the NEED for the project (Is there a 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 a real need exists, include the information given by the contact person or refer to the organization's yearly report or plan for the future.

Working with a Partner:

Collaboration for Project 3: Two members to a group. (Three members in a group has not worked well in some instances. Choose partners carefully.) You may also 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 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 report and References page.

Oct 30 Wed
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.

Each student or each member (individually) of a group should email a note to me regarding your meeting with the contact person for project 3. Please write it separately. Email due today at midnight. NO LATE Papers. Keep a copy.

Nov 4 Mon

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 it is a real need?

**ASSIGNMENT: PREPARE AN ORAL PRESENTATIONS OF A PROPOSAL** (2 minutes for each student)

<table>
<thead>
<tr>
<th>Nov 6</th>
<th>Wed</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td><strong>Presentation:</strong></td>
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<tr>
<td>Anyone who already has identified a community need may present it to the class:</td>
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</tr>
<tr>
<td>(1) What is the organization or group?</td>
<td></td>
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<tr>
<td>(2) Who is the contact person?</td>
<td></td>
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<tr>
<td>(3) What is the precise need?</td>
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<tr>
<td>(4) How is the need documented?</td>
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<tr>
<td>(5) How are you qualified to address this need?</td>
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<tr>
<td>(6) What challenges do you foresee? Give each presenter feedback for the proposed project.</td>
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<tr>
<td>Use responses of classmates to refine your proposal.</td>
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</table>

**Nov 11**  **Mon**

**Due:** PROPOSAL for portfolio 3

End of month inventory: Progress report: Evaluate your learning: What is working? What is difficult? What have you done to have a successful project? What do you need from me?

**Nov 13**  **Wed**

Workshop: Research the need or problem. Work on project.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Homework/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 18</td>
<td>Mon</td>
<td>Work on Options to solve or address the need of the organization. Research options to solve or address the need. Identify advantages and disadvantages of each option.</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Wed</td>
<td>Due: Turn in a brief description of each options for the report. Work on project 3. Homework: Read “A Pixel Is Worth a Thousand Words.” Quiz on the 25th.</td>
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<tr>
<td>Nov 25</td>
<td>Mon</td>
<td>Quiz: “A Pixel Is Worth a Thousand Words.” Individually, send me through email a progress report (1 page) in memo form regarding the work on your project. Due at midnight. <strong>Due: draft of report. Bring a draft for me to keep. NO LATE PAPERS.</strong></td>
</tr>
<tr>
<td>Nov 27</td>
<td>Wed</td>
<td>NO CLASS <strong>Due: Progress report:</strong> (1) What work has been completed? (2) What work is in progress? (3) What work still needs to be done? (4) Any problems? (5) Has each team member attended work meetings, completed his/her assigned tasks and responsibilities, cooperated with others? REPORT ON OPTIONS:</td>
</tr>
</tbody>
</table>
Work on Powerpoint presentations. If you have never done a Prezi or Powerpoint presentation, please ask for assistance.

Workshop: Exchange drafts with peers and revise.

Plan oral presentation

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Dec 2 Mon</td>
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<td>Oral presentations</td>
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<tr>
<td>4 Wed</td>
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<td>Oral presentations</td>
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<tr>
<td>10 Mon</td>
<td></td>
<td>Oral presentation</td>
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<tr>
<td>13 Friday</td>
<td>** Due: Project 3 project portfolios in my office by noon**</td>
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</tbody>
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