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

Field Research: You will be engaged in on-site projects [outside our classroom].

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 reading assignments, 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, request information from contact persons at the university or at 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 oral, 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**

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

**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.

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.

I ASSIGN a daily grade during writing workshops. If you miss a writing workshop, you will receive no credit.

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:** Twenty-five percent (25%) of your grade comes from portfolio (3 parts: Reflection, professional report, references –APA)

  - **Portfolio 3:** Fifteen percent (15%) of your grade comes from portfolio (4 parts: chronological resume, functional resume, letter of application, strategy memo)

- Five percent (5%) of your grade comes from the oral presentation of Portfolio 2. 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.

Public Documents

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.</td>
<td>Academic Integrity and Dishonesty</td>
<td><em>Late work will not be accepted.</em></td>
</tr>
<tr>
<td>Each absence is a zero for the daily work.</td>
<td>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;</td>
<td><em>Homework and in-class writing cannot be made up.</em></td>
</tr>
<tr>
<td>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.</td>
<td>Please refer to the 2000-2001 Texas A&amp;M University-Corpus Christi Catalog for additional requirements.</td>
<td>Major projects require drafts.</td>
</tr>
<tr>
<td>Attendance and tardiness affect your grade. After 3 missed class meetings, up to 10 points may be deducted from final grade.</td>
<td>DO NOT COPY FROM online sources.</td>
<td>I cannot accept a portfolio that is missing drafts that I read, marked, and returned.</td>
</tr>
</tbody>
</table>

| Days off | DO NOT COPY WORK FROM OTHER STUDENTS' PAPERS. | 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). |
| I will give specific days off during the semester to minimize absences. Use these days to take care of personal matters. | Plagiarism has severe consequences. Do not jeopardize your academic standing. | |

*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.*
Public Discussion of Grades
I do not and CANNOT discuss grades in class. Wait until my office hours to discuss a paper in my office.)

Notice to Student with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

Academic Advising

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. If you are unsure about your use of sources, please consult with me or visit the writing center (in the TLC, in the Glasscock building) for advice on source documentation BEFORE the item is due. For this course, you must use either MLA or APA citation style. Any grammar handbook and many web sites have directions on correct citation. Click here for MLA documentation rules and here for APA documentation rules.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.
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.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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.

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.

STAY IN TOUCH WITH ME
Emergency
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.

IF YOU NEED ASSISTANCE
If you do not understand a class assignment, come to the office immediately or call or email me.

Questions?
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and the University.

Below you will find schedule:

ENGL 3301 TECHNICAL AND PROFESSIONAL WRITING
TENTATIVE FALL SCHEDULE  TH 5:30

Diana L. Cardenas, Ph.D.  FC 257  Diana.cardenas@tamucc.edu  (361) 825-3026

[11/21/2014]
**ENGL 3301 TECHNICAL AND PROFESSIONAL WRITING**
**TENTATIVE FALL SCHEDULE  TH 5:30**

Diana L. Cardenas, Ph.D.  FC 257  Diana.cardenas@tamucc.edu  (361) 825-3026  [01/15]

<table>
<thead>
<tr>
<th>Jan</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME to English 3301. Class philosophy: &quot;We are in this together, and we succeed together&quot; (a comment by a former student who now works for Texas Parks and Wildlife).</td>
<td></td>
</tr>
</tbody>
</table>

**Be sure to CHECK schedule each week.** On this schedule I post internship and job opportunities for you as I find them.

Collect information on index cards. Introduction of students.

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 (field work).

Introduce 3 portfolio assignments.

Discuss Portfolio I: Workplace Literacies [30%] includes off-campus work.

**Daily Work in Class**

You will learn/practice workplace elements of a technical/professional workplace setting:
- receiving information online
- searching schedule daily for plans
- being responsible for instructions
- learning to be resourceful
- making decisions about how to complete projects
- taking responsibility for your work
- writing drafts of documents
- turning in assignments on time
- collaborating with classmates
- making oral presentations

**Recommendations for Success**

Because you are preparing for a professional degree and we work with local professionals, we will conduct class as a professional environment.

1. Attending each class meeting and doing the required activities should be viewed as coming to work.
2. Producing effective public documents requires building/enhancing competencies and taking responsibility for your work
(3) Cooperating with fellow students and professor leads to a productive setting.

**Homework:**
From Blackboard read the essay, pages 8-15, titled "Using PAFEO Planning" by John Keenan.

**Quiz:** On Wednesday, September 8th I will have a writing prompt for you in class: You will write a public document using “PAFEO” principles (article on Blackboard).

Cell phones: Remember to 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.

### 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.

In-class Collaboration:
Create a group to discuss the 3 questions below. Each group will select a spokesperson to report key responses to entire class. Record all the criteria on board and Blackboard (volunteer?). Turn in list of names for each group.

(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?

**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. If you do not want to ask a team leader, bring questions to me.

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

4 DOCUMENTS: (1) Introductory Memorandum, (2) Interview/Class Visitor Report, Observation Report, (4) Fact-Finding/Sustainability Report
(See the Blackboard Content link for Portfolio 1.)

**In-class memo writing:**

By the end of class, please turn in a brief memo in which you state that you have read the syllabus and you understand the class approach and policies regarding cell phones, due dates, in class writing, and plagiarism.

**ABSENCES:** If you were absent on Jan 22, please see me during my office hours at Faculty Center 257.

Be careful with absences. On the third absence, I will have to deduct 10 points from the final grade.

**Homework:** Read pages 8-15, titled "Using PAFEO Planning" by John Keenan.

Read and prepare for an in-class quiz on Keegan. No make-up quizzes.

<table>
<thead>
<tr>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due:</strong> QUIZ: In class writing response to &quot;Using PAFEO Planning&quot; (Quiz written at the beginning of class).</td>
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</tbody>
</table>

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/SUSTAINABILITY REPORT

[1] INTRODUCTORY MEMORANDUM (for Portfolio 1)

Begin the draft of the Introductory Memo (16 elements). On Blackboard I will POST a list of 16 questions that you will answer.

Begin the first draft of the Introductory Memorandum today by copying and pasting the questions into a new Word document.

[2] INTERVIEW REPORT

On Blackboard I will post 20 elements required for the guest visitor interview/presentation report. On the day of the visitor presentation please have plenty of paper to record the person’s presentation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td></td>
<td>Extensive, hand-written notes MUST be turned in with the portfolio. Be sure that you understand the questions and record answers for these questions. <strong>I have the right to refuse the notes if they are incomplete.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Read &quot;The Importance of Memos, Letters, and E-mail&quot; by Sharon and Steven Gerson in Blackboard.</td>
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<tr>
<td></td>
<td></td>
<td>On Feb 3, you will have a quiz, a letter to a specific audience. I will have the quiz for you when class begins.</td>
</tr>
<tr>
<td>Tues 3</td>
<td></td>
<td><strong>Due: QUIZ: In Class Writing Response to &quot;The Importance of Memos, Letters, and E-mail&quot; (Quiz is written at the beginning of class).</strong></td>
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<tr>
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<td></td>
<td>CONTINUE PORTFOLIO 1: 21st CENTURY WORKPLACE LITERACIES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Documents: Introductory Memorandum, Interview/Visitor Presentation Report, Observation Report, and Fact-Finding/Sustainability Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Introductory Memo for Portfolio 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class: Write another draft of the Introductory Memo. [See Blackboard list of 16 questions to answer.]</td>
</tr>
<tr>
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<td></td>
<td>If you have <strong>missed class</strong>, you SHOULD meet with me during my office hours to discuss the work you missed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[On the third absence, I will have to deduct 10 points from the final grade.]</td>
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<tr>
<td></td>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write the final draft of the Introductory Memorandum. Punch holes in the draft and final copies and fasten all papers in a 3 prong folder.</td>
</tr>
<tr>
<td>Th 5</td>
<td></td>
<td>DUE: Introductory Memorandum for Portfolio 1.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
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<tr>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>
| 10   | Writing Workshop:  

**Homework:**  
Homework: Read "The Writing Process" by Adelstein on pages 16-20, in Blackboard. Quiz on Feb 12.  
| 12   | QUIZ: "The Writing Process" by Adelstein, pages 16-20 (Blackboard)  
Writing Workshop:  
Continue work on Interview Report/Visitor Presentation Report. |
| 17   | Writing Workshop:  
Work on the questions for the Observation Report.  
Work on the questions for the Fact-Finding/Sustainability Report. |
| 19   | **Due:** First draft of Interview Report/Visitor Presentation 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?  
Writing Workshop:  
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| Feb 24 |     | Writing Workshop:  
|       |     | Work on second draft of Observation Report.  
|       |     | Work on second draft of Sustainability Report for Portfolio 1.  
|       |     | Homework:  
|       |     | Work on final drafts of observation and sustainability reports.  
|       |     | - Create References page (APA): Include each of the 3 articles that we read.  
|       |     | Preparing to Submit Portfolio 1: Workplace Literacies  
|       |     | Create a checklist:  
|       |     | Create a checklist to 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 Visitor/Interview Report?  
|       |     | (3) Have I formatted 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," "great," and "I feel."  
|       |     | Organize and separate the final drafts of 3 documents, rough drafts, interview notes, and quizzes.  
|       |     | Fasten ALL papers in a thin folder with 3 brackets and 2 side pockets.  
| Feb 26 | Th   | NO CLASS  
|       |      | WORK ON ASSEMBLING PORTFOLIO 1.  
| March 3 | Tues | DUE: WORKPLACE LITERACIES PORTFOLIO |
The following documents should be included in your portfolio:

- Checklist
- Introduction Memorandum (16 items) that I read and marked and graded
- Interview/Presentation Report of literacies of class visitor (3-4 pages)
- Observation Report (2 pages)
- Fact-Finding/Sustainability Report (2-3 pages)
- Drafts of each report
- Handwritten notes for visitor presentation, observation, and fact-finding/sustainability field work
- Quizzes
- References page (APA): Include each of the 3 articles that we read.

Homework: PORTFOLIO 2:
ADDRESSING/SOLVING COMMUNITY NEED

Read [Blackboard] description of portfolio 2 in Content link.

<table>
<thead>
<tr>
<th>Th</th>
<th>5</th>
<th>BEGIN PORTFOLIO 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ADDRESSING/SOLVING COMMUNITY NEED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Workshop: Begin drafting the Proposal to identify community need.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read [Blackboard] description of portfolio 2 in Content link.</td>
</tr>
</tbody>
</table>

| Tues | 10  | Portfolio 2: Proposal: Write first draft of proposal |
|      |     | Research the community need or problem, seek resources, identify contact person |
|      |     | Meet with me (or team leaders) if you have questions. |

| Th   | 12  | Writing workshop: |
|      |     | Proposal for Portfolio 2: Write second draft of proposal |

| March | 16 - 22 | SPRING BREAK |
|       |         | . |

<p>| Tues | 24  | Writing workshop: Portfolio 2 |
|      |     | Research/identify options or a process to solve the need. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Describe advantages and disadvantages of each option.</td>
</tr>
<tr>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>Identify the various steps of a process that serves as a solution to the need. Explain challenges in each step.</td>
</tr>
<tr>
<td>26</td>
<td><strong>Writing workshop: Portfolio 2</strong></td>
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<td></td>
<td>Research/identify options or a process to solve the need. Write draft 1. Describe advantages and disadvantages of each option.</td>
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<tr>
<td>31</td>
<td><strong>Writing workshop: Write 2nd draft of report</strong></td>
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<td>Assignment: Read “A Pixel [Picture] Is Worth a Thousand Words” in Blackboard.</td>
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<td>April</td>
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<td>Th</td>
<td><strong>Due: Quiz : “A Pixel [Picture] Is Worth a Thousand Words”</strong></td>
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<td>References:</td>
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<td></td>
<td>Obtain 2 scholarly journal articles focused on the problem, issue, need.</td>
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<td>Using APA list 2 scholarly journal articles focused on the problem, issue, need, or solution.</td>
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<td>7</td>
<td><strong>Writing Workshop:</strong></td>
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<td>Work on the final draft of your report:</td>
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<td>(1) Report on OPTIONS address or solve the need.</td>
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<td>Or</td>
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<td>(2) Report to describe the PROCESS to solve or address the need.</td>
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<td>9</td>
<td><strong>DUE: REPORT: options or process</strong></td>
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<td>Oral Presentations</td>
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<td>Each student must be present for all the presentations to receive his/her presentation grade (5%) .</td>
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<td>Apr</td>
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<td>Oral presentations</td>
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<td>Each student must be present for all the presentations to receive his/her presentation grade (5%) .</td>
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<td>Date</td>
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<td>Oral presentations</td>
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<td>Tues</td>
<td>21</td>
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<tr>
<td>23</td>
<td>Workshop: Identifying competencies, evidence</td>
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<td>28</td>
<td>Quiz: Munschauer</td>
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<td>30</td>
<td>Due: Portfolio 3</td>
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<td>May 5</td>
<td>Last day of class</td>
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<tr>
<td>May __</td>
<td>Final exam</td>
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