ENGLISH 2311.010 and 020: Introduction to Technical and Business Writing


Instructor: Dr. Mellisa Huffman
Email: mhuffman@angelo.edu

Office Location: Academic Building 001C
Office Hours: MW: 1-3PM; T/R: 12:30-2; or by appointment

Course Description
ENGL 2311: Introduction to Technical and Business Writing is intensive study of and practice in writing within professional settings. The course focuses on the types of documents necessary to make decisions and take action on the job such as proposals, reports, handbooks, e-mail messages, and letters. Students also practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Course Prerequisite: English 1301T, 1301, or equivalent credit.

Course Student Learning Outcomes:
Upon successful completion of this course, students will

- Understand the differences and similarities between academic and technical/professional writing;
- Gain a deeper understanding of how individuals within their selected professional field use writing and communication to do their work;
- Recognize, analyze, and accommodate diverse audiences;
- Produce documents appropriate to audience, purpose, and genre;
- Analyze the ethical responsibilities involved in technical communication;
- Locate, evaluate, and incorporate pertinent information;
- Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate;
- Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling; and
- Design and test documents for easy reading and navigation.

Required Materials

- Access to Blackboard off campus
- Ability to download and read PDFs
- Access to Microsoft Word outside of class
- A zip drive or storage device for course materials—bring this to class with you every time.
- A notebook for notes/group work/in-class writing
- A writing implement

Computer Requirements

Access to Blackboard
I will rely heavily on Blackboard tools to teach this class. You can access Blackboard at blackboard.angelo.edu. To log in, you’ll need your Ramport ID and password. All the writing assignments will be posted in Blackboard in PDF format. I will also post the syllabus, writing assignment prompts and rubrics, daily homework instructions, in-class materials and instructions, and additional resources (videos, handouts, etc.) in our course Blackboard site. Moreover, you will submit some homework and most writing assignment responses through Blackboard. In order to make sure everyone is familiar with our course’s Blackboard site...
layout, I will provide a brief tutorial illustrating how to navigate it the first week of class. Be sure you routinely check Blackboard for detailed homework instruction, for some learning materials that were used/discussed in class, and for digital copies of writing assignment prompts and rubrics.

**Microsoft Word or Word-Compatible Software**
All typed work (writing assignments and homework) needs to be composed and submitted in Microsoft Word. Because of the amount of document design you will need to do in this course, you must purchase or have access to MS Word when you are not in class. **Using Google docs will not be sufficient.** The ASU Bookstore offers a rentable MS Word option. If you have questions or concerns about this requirement, please ask me.

**Adobe Acrobat Reader**
You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use it to access download and read course assignments.

**Technical Support**
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

**Phone:** 325-942-2911 or toll free at 1-866-942-2911  
**Web:** www.angelo.edu/services/technology/

Any course content-related questions should be directed toward me.

**Email Communication Protocol**
If I need to contact you outside of class, I will email your Angelo State email address. Get in the habit of checking your email regularly. If you need to contact me outside of class, email me at mhuffman@angelo.edu. I will check email periodically between 9AM and 4PM M/W/F and 9AM to 5PM T/R. I will not respond to email on weekends, so if you email me at 2AM on a Saturday, I will not get the message until Monday morning.

Furthermore, when you send an email, remember to use professional email etiquette: send the email from your ASU student account, include your class name and number (English 2311) in the subject line, include a formal greeting (Dear Dr. Huffman,) state your name and the class you are enrolled in, and a clear description of the question or problem. Please do not use “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange because doing so not only establishes an informal tone, inappropriate for this writing situation, but it also often makes it difficult to read and therefore understand your message.

**Attendance Policy:**

- You are allowed **six** absences without penalty.
- These allowed absences should be used for situations that prevent you from attending class: illness, car trouble, family emergency, participation in an ASU-sponsored event.
- Providing a doctor’s or parent’s note does not excuse an absence, as you are supposed to save the discretionary absences for illness or personal emergencies.
- Missing class does not excuse you from due dates, peer review sessions, or content covered in your absence. It is your responsibility to check Blackboard for homework assignments and due dates. It is also advisable that you schedule to meet with me in person to discuss what you missed.
- Making up missed work does not excuse a class absence.
- You will receive a **five point deduction from your final course grade for every class you miss beyond the allowed number.**
- If you miss more than nine classes, you will receive an “F” in this course.
• Why the attendance policy? Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities.

• If you must travel with or participate in an ASU-sponsored group, class, or team event on a date/time that will prevent you from attending class, you must provide me with documentation from an appropriate ASU faculty or employee sponsor.

• In addition, if you come to class unprepared (e.g., without a draft on a peer-review day, without your textbook, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent. I will specify in Blackboard what you will need to do or bring to class each period to be deemed “prepared.”

Tardiness Policy
Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. Three tardies will constitute one class absence.

Observances of Religious Holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Class Cancellations
If bad weather or a personal emergency forces me to cancel class, I will inform the class through Blackboard and through webmail (your ASU email account) of the cancellation and any amendments to the course calendar.

Conferences
Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because missing a conference counts as a class absence. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

Classroom Decorum
ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at https://www.angelo.edu/student-handbook/.

• Show Respect: You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect. Showing respect also means students should avoid engaging in disruptive chatter or sleeping during class. If a student is acting disrespectfully in these ways, the first time it happens, I will call him/her out in class about the behavior; if the behavior persists, I will ask the student to leave and count him or her “absent” for the class period.

• Food and Drink: Per English and Modern Languages Departmental policy, students are not allowed to bring food and drink into classrooms. At least three good reasons for this department policy are the following: Respect for the focus and attention necessary for classroom learning; respect for the care and maintenance of the classroom furniture and computer equipment; and respect for our housekeeping staff and their work in cleaning and maintaining our common workspaces.
Electronic Device Policy
In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

<table>
<thead>
<tr>
<th><strong>Ipods/MP3s</strong></th>
<th><strong>Desktop Computer Lab Usage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class begins.</td>
<td>This class meets in a computer lab, and as such, you may use the desktop computers made available for course purposes only: to access an electronic version of the textbook or course-related files downloaded from Blackboard, to locate class-related content on the Internet when instructed, to take class notes, and to participate in peer review activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cell Phones</strong></th>
<th><strong>Electronic Tablet/Laptop Usage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed.</td>
<td>If you purchased the textbook in eBook format, you may use your personal tablet or laptop to access it during class.</td>
</tr>
</tbody>
</table>

**Analog and Digital Modes:** Class instruction and learning will consist of both analog modes (turning away from and turning off computer screens and participating in class discussion, listening to the lecture, taking written notes, and/or engaging in group activities with peers) and digital modes (using the desktop computers to access materials and engage in course-related activities). I will make it clear which modes we will be operating in within each given class period.

**Penalties for Violating the Electronic Device Policy:** If I catch you using your cell phone, tablet, laptop, or the desktop lab computers in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing the Internet for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. Believe me, you don’t want this—it’s very embarrassing. The second time it occurs, I will ask you to leave class and charge you with an absence.

*Note:* If you have a personal emergency and need access to your phone during class (e.g., sick relative), please let me know before class. If you need to take a call related to such emergencies, please step outside into the hallway to do so.
Late Work Policy
I do not accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please do not e-mail me assignments after the due date unless you have my approval. However...

The “Late Pass”: I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one “late pass” per semester. This means once a semester, I'll give you until the next class period to submit a late writing assignment (it could be either a low-stakes or major writing assignment) without penalty. For example, if you have a writing assignment due on Wednesday, I'll give you until Friday (the next class period) to submit it. Upon applying your “Late Pass,” I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

Participation
Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded Blackboard blog postings, graded in-class group work, and graded homework assignments. I do not offer make-ups for daily quizzes or exercises. A student must be present to receive credit for in-class exercises graded as quizzes.

Peer Review
This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. All students will participate in writing workshops for each of their papers, and these workshops will constitute 10% of your grade. Why? Your peers can often identify unclear or inaccurate information you may not be aware of and then offer strategies for better achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment and thus may be able to offer tips for better conceptualizing and responding to the assignment prompt. Additionally, employers want people who can write effectively for specific audiences, but just as importantly, they want team members who know how to ask questions, deliver constructive criticism, and listen to and use feedback from their team to attain their goals. Learning strategies for giving and using peer feedback in your writing course can make you more successful in other writing contexts.

However, not all writers bring the same experiences with and knowledge of how to give and use peer feedback. Plus, you may have even had negative experiences with peer review in your previous educational experiences. In this class, you and your peers will receive instruction in how to give and incorporate useful feedback, and you'll get several opportunities to practice doing so. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

Using Student Writing in the Classroom
I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your peers’ writing that are hard to learn from any other source. This means that each student may have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know when you turn it in. If you have concerns about this, please let me know.
Grade Determination

Your semester grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Profile Sequence</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>15%</td>
</tr>
<tr>
<td>Sequence</td>
<td></td>
</tr>
<tr>
<td>Industry Research Report</td>
<td>15%</td>
</tr>
<tr>
<td>Guide to Writing</td>
<td>30%</td>
</tr>
<tr>
<td>Final</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Workshops</td>
<td>10%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

Grading standards for individual writing assignments will be distributed as separate handouts.

The prompts for all major and minor writing assignments will specify the manuscript format documents will need to be submitted in: font style/size, margins, page number placement, documentation style, etc.

If you fail to submit any of the major writing assignments (MWAs), you will not pass the course.

Title IX at Angelo State University

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general, you may visit www.angelo.edu/title-ix.
Accommodation Statement
If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Academic Integrity
Students are responsible for knowing and adhering to the Academic Integrity policy, which is outlined in the ASU Student Handbook. Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without properly acknowledging the source. Plagiarism can include any of the following:

- Failing to quote material taken from another source—this means correctly using paraphrasing, quoting, and in-text attribution,
- Failing to cite material taken from another source,
- Submitting writing that was written by another person or for another class, or
- Submitting writing that was substantially edited by another person.

The first time you plagiarize, you will receive an automatic "0" on the assignment and be required to visit with me in my office.

If you are caught a second time, you will fail the course, and I will inform the department head, academic dean, and the Office of Student Services, who maintains a file of past plagiarism cases.

Writing Center Information
The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center website at http://www.angelo.edu/dept/writing_center/.

Location: Porter Henderson Library, third floor, Room C305

Fall and Spring Hours
Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
Sunday: 1–4 p.m.
# COURSE CALENDAR

*Note:* This schedule provides the topics, readings, and assignments that will be covered for the first six weeks of class. I reserve the right to change these items based on class needs.

*Bb*=Blackboard

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Mon, Jan. 13 | • Syllabus  
• Course Blackboard page  
• Icebreaker | Read: “Introduction to Technical Communication” by Lannon and Gurak (PDF in Bb) |  |
| |  | Respond: See Bb instructions |  |
| Wed, Jan. 15 | • Finish Icebreaker  
• How is academic writing similar to and different from technical/business writing? | Read:  
• “Discourse community” 25-26 in *Writing Today*  
• Excerpt from Ann Johns’ “Discourse Communities and Communities of Practice”  
• Dr. Huffman’s “Discourse Community” handout |  |
| |  | Respond: See Bb instructions |  |
| Fri, Jan. 17 | • Professional writing and discourse communities  
• Professional Profile assignment | Read: “Profiles” |  |
| | | Respond: See Bb instructions |  |

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<tr>
<th>Week 2</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan. 20</td>
<td>No class in observation of MLK, Jr. Day</td>
<td></td>
<td></td>
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</tbody>
</table>
| Wed, Jan. 22 | • Writing profiles  
• Selecting an interviewee | Read: Merriam’s “Conducting Effective Interviews” |  |
| | | Respond: See Bb instructions |  |
| Fri, Jan. 24 | • Writing the interview script and conducting the interview  
• Interview Pitch email | Read:  
• Sample profiles  
• “Email” (Lannon and Gurak) |  |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Mon, Jan. 27 | • Sample profiles  
• Writing professional emails | Write: Interview Pitch Email and profile analyses |  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Jan. 29</td>
<td>• Sample profiles</td>
<td>Respond: Complete job hunting/industry outlook exercise</td>
<td>Interview Pitch Email by midnight</td>
</tr>
<tr>
<td>Fri, Jan. 31</td>
<td>• Locating jobs and internships</td>
<td>Read: Materials on resumes</td>
<td></td>
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<tr>
<td></td>
<td>• Writing the Professional Identity sequence</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Topics</strong></td>
<td><strong>Homework</strong></td>
<td><strong>Assignment Due</strong></td>
</tr>
<tr>
<td>Mon, Feb. 3</td>
<td>Writing entry-level resumes</td>
<td>Read: Materials on cover letters</td>
<td></td>
</tr>
<tr>
<td>Wed, Feb. 5</td>
<td>Writing cover letters</td>
<td>Read: Sample resumes/cover letters</td>
<td></td>
</tr>
<tr>
<td>Fri, Feb. 7</td>
<td>• Analyzing ads</td>
<td>Read: Readings on peer review</td>
<td></td>
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<tr>
<td></td>
<td>• Resume/Cover Letter in-class writing exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Topics</strong></td>
<td><strong>Homework</strong></td>
<td><strong>Assignment Due</strong></td>
</tr>
<tr>
<td>Mon, Feb. 10</td>
<td>Delivering and using peer feedback</td>
<td>Draft: Professional Identity docs</td>
<td>Post a draft of your PI docs in Blackboard. If you fail to post drafts of adequate length, you will be counted absent.</td>
</tr>
<tr>
<td>Wed, Feb. 12</td>
<td>Peer workshop session</td>
<td>Revise/Edit: Professional Identity docs</td>
<td>Read: Editing-related materials</td>
</tr>
<tr>
<td>Fri, Feb. 14</td>
<td>Editing for style</td>
<td>Revise/Edit: Professional Identity docs</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Topics</strong></td>
<td><strong>Homework</strong></td>
<td><strong>Assignment Due</strong></td>
</tr>
<tr>
<td>Mon, Feb. 17</td>
<td>Profile assignment: finding an angle, organizing information</td>
<td>Review: “Profiles”</td>
<td>Professional Identity docs through Blackboard by midnight</td>
</tr>
<tr>
<td>Wed, Feb. 19</td>
<td>Profile assignment: integrating interview data</td>
<td>Draft: Professional Profile</td>
<td></td>
</tr>
<tr>
<td>Fri, Feb. 21</td>
<td>Profile assignment: designing the profile</td>
<td>Draft: Professional Profile</td>
<td>Post a draft of your Professional Profile in Blackboard.</td>
</tr>
</tbody>
</table>
If you fail to post a draft of adequate length, you will be counted absent.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Feb. 24</td>
<td>Peer workshop session</td>
<td>Read: Editing-related materials, “Meeting the Needs of Specific Audiences” by Lannon and Gurlak</td>
<td></td>
</tr>
<tr>
<td>Wed, Feb. 26</td>
<td>Revising and editing the profile</td>
<td>Revise/Edit: Professional Profile</td>
<td></td>
</tr>
<tr>
<td>Fri, Feb. 28</td>
<td>The Industry Research Report and Guide to Writing assignments</td>
<td>Read: Sample Guides</td>
<td>Professional Profile assignment through Blackboard by midnight</td>
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<thead>
<tr>
<th>Week 8</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Mon, March 2</td>
<td>Sample Guides</td>
<td>Read: “Thinking Critically About the Research Process”</td>
<td></td>
</tr>
<tr>
<td>Wed, March 4</td>
<td>Selecting a research topic</td>
<td>Respond: Research Guide activity</td>
<td></td>
</tr>
<tr>
<td>Fri, March 6</td>
<td>Locating and scrutinizing sources</td>
<td>Read: Fake news sources</td>
<td></td>
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</tbody>
</table>

**SPRING BREAK: MARCH 9-13**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, March 16</td>
<td>Locating and scrutinizing sources</td>
<td>Read: TBA</td>
<td></td>
</tr>
<tr>
<td>Wed, March 18</td>
<td>Locating and scrutinizing sources</td>
<td>Read: “Chapter 4: Reading Critically, Thinking Analytically” in Writing Today</td>
<td></td>
</tr>
<tr>
<td>Fri, March 20</td>
<td>Reading sources rhetorically</td>
<td>Read: “Structuring Information for Readers” in Gurak and Lannon</td>
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<thead>
<tr>
<th>Week 10</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, March 23</td>
<td>Outlining the Research Report</td>
<td>Read: Materials on summarizing, paraphrasing, and quoting</td>
<td></td>
</tr>
<tr>
<td>Wed, March 25</td>
<td>Integrating sources</td>
<td>Respond: Cite sources using the MLA or APA guides</td>
<td></td>
</tr>
<tr>
<td>Thurs, March 26</td>
<td></td>
<td></td>
<td>Last day to drop a class or withdraw from the University</td>
</tr>
</tbody>
</table>
**Fri, March 27**  
Citing sources

**Draft:** Research Report  
Post a draft of your Research Report in Blackboard. If you fail to post a draft of adequate length, you will be counted absent.

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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, March 30</td>
<td>Peer workshop</td>
<td>Revise/Edit: the Research Report</td>
<td></td>
</tr>
<tr>
<td>Wed, April 1</td>
<td>Revising and editing the Research Report</td>
<td>Revise/Edit: the Research Report</td>
<td></td>
</tr>
<tr>
<td>Fri, April 3</td>
<td>Writing the Guide to Writing: next steps, its rhetorical situation</td>
<td>Read: Example student-written guides</td>
<td>Research Report through Blackboard by midnight</td>
</tr>
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<thead>
<tr>
<th>Week 12</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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| Mon, April 6 | Example student-written guides (style, content, rhetorical situation) | Read/Review:  
- Student-written guides  
- “Meeting the Needs of Specific Audiences” | |
| Wed, April 8 |  
- Sample guides  
- Narrowing your guide’s focus | Read:  
- Video on TOCs  
- TBA | |
| Fri, April 10 | Holiday—No Class | | |

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<th>Week 13</th>
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<td>Mon, April 13</td>
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- Locating additional research  
- Creating a table of contents | Read:  
- “Organizing and Drafting” 310-320 in *Writing Today*  
- “Developing Paragraphs and Sections” 361-380 in *Writing Today* | |
| Wed, April 15 | Organizing information and integrating secondary sources | Write: Designated number of paragraphs for peer workshop | |
| Fri, April 17 | Preliminary peer workshop | Read: Dr. Huffman’s materials on design | |

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<th>Week 14</th>
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| Mon, April 20 | Designing the Guide  
Sign up for group conferences | Revise/Edit: Guide to Writing | |
| Wed, April 22 | Designing the Guide | Revise/Edit: Guide to Writing  
Read: Editing for style | |
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<th>Date</th>
<th>Event</th>
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| Fri, April 24 | • Editing the Guide  
                      • Discuss course Final |
| **Week 15** |                                                                      |
| Mon, April 27 | Attend your group conference. If you miss it, you will receive an absence for April 27 and 29 |
| Wed, April 29 | Attend your group conference. If you miss it, you will receive an absence for April 27 and 29 |
| Fri, May 1   | • Review for course Final 
                      • Guide to Writing due by midnight through Bb. |
| **FINALS WEEK** |                                                              |
| Wed, May 6  | 9AM Class (2311.010)—8:00-10:00  
                      11AM Class (2311.020)—10:30-12:30 |

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