ENGLISH 2311.010 & .020
Introduction to Technical and Business Writing

IN-PERSON
ACADEMIC BUILDING
RM 027

REMOTE
LIVE STREAMED THROUGH
BLACKBOARD COLLABORATE

Fall 2020
August 17-November 24

Instructor
Dr. Mellisa Huffman

Phone: 325-486-6368
Email: mhuffman@angelo.edu

Virtual Office Hours
I am available to answer questions over the phone or through Blackboard
Collaborate at the following:

MW: 3-4PM
TR: 10:30-11:30AM; 3-4PM

If these times do not work with your schedule, we can schedule an appointment on a day and at time convenient for both of us.

Course Description
This course is intensive study of and practice in writing within professional settings. It focuses on the types of documents necessary to make decisions and take action on the job such as email messages, resumes, letters, reports, and handbooks. 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 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 Texts
You are not required to purchase a textbook for this course. Instead, you will access the weekly readings I upload into our Blackboard course page. Weekly reading instructions will be detailed in Blackboard.
Social distancing requirements stipulate no more than 12 students can be physically present in Academic 027. There are 20 students enrolled in the course, so to comply with social distancing protocol, the class will be divided into two cohorts of 10 students that will take turns attending class IN-PERSON. The cohorts are Cohort A and Cohort B.

Cohorts 2311.010 (12PM Class)
Cohort A: If your last name begins with A-M, you are in Cohort A.

Cohort B: If your last name begins with N-Z, you are in Cohort B.

Cohorts 2311.020 (1PM Class)
Cohort A: If your last name begins with A-Ma, you are in Cohort A.

Cohort B: If your last name begins with Mc-Z, you are in Cohort B.

Social Distancing
You are also asked to maintain safe distancing practices to the best of your ability. Computer workstations in Academic 027 are spaced far enough apart to allow for social distancing.

Seating Chart
To assist with contact tracing, I will create a seating chart. The first day you attend class in-person you will select your workstation, and I will create the seating chart based on this arrangement. Please sit at your selected workstation each in-person class period.

Workstation Sanitation
Before exiting the classroom, you will need to sanitize your workstation. Cleaning supplies will be provided.

Face Coverings
Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience.

Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. In compliance with the university policy, students in this class are required to wear a mask/facial covering before, during, and after class.

Wellness Screening
I will ask you to display your daily screening badge as a prerequisite to enter the classroom, and I will also show you my screening badge.

Disability Accommodations
Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request.

No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

Noncompliance
For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately.

The student will be responsible to make up any missed class content or work. Continued noncompliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Cohort A
Cohort A will attend class IN-PERSON on Mondays and every other Friday.

For Friday IN-PERSON learning, Cohort A will attend the first Friday of the semester, August 21, and every other Friday thereafter.

Cohort B
Cohort B will attend class IN-PERSON on Wednesdays and every other Friday.

For Friday IN-PERSON learning, Cohort B will attend the second Friday of the semester, August 28, and every other Friday thereafter.

Labor Day Week
The exception to the alternating Friday schedule is the week of the Labor Day holiday. Because there is no class on September 7, Cohort A, rather than Cohort B, will attend that Friday.

Remote Learning
On the days you are not attending class IN-PERSON, you will attend remotely through Blackboard Collaborate. The class will be live streamed through this application, recorded, and stored within our Blackboard course page.

If you have an in-person class right before or after ENGL 2311 and therefore may need to log in to Blackboard late for the live stream or need to log out early to make your next class, please let me know.
Required Technologies

Blackboard Access
I will rely heavily on Blackboard tools to teach this class. You can access it at blackboard.angelo.edu. To log in, you’ll need your Banner log-in credentials.

Resource Repository
I will 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 page.

Assignment Submissions
Moreover, you will submit all homework and writing assignment responses through Blackboard.

Class Discussion
We will use the discussion boards and Blackboard Collaborate to communicate during In-Person and Remote class periods.

Remote Learning Tools
For Remote class periods, click on the “Live Class Sessions” link in our Blackboard course site. All In-Person class periods will be recorded and uploaded in Blackboard, so if you missed a Remote session, came late to one, or had to leave a session early, you can locate the video for that class period and watch it.

Computer Requirements
For optimal access to Blackboard materials and live-streaming, you will need high-speed internet and a computer.

However, you can also access Blackboard using a smartphone. The Blackboard application allows you to access the site, and the Blackboard Collaborate application enables you to join and participate in remote sessions.

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.

Microsoft Word
All typed work (writing assignments and homework) must be submitted in Microsoft Word format. You cannot upload links to Google Docs within Blackboard. Plus, you will be required to do some document design for this course, and Google Docs is not suited for this.

As an ASU student, you have free access to Office 365, which includes MS Word. Visit the Office 365 website and log in with your ASU name and password. You can download the software onto your computer or compose and save writing within the site’s cloud-based storage.

Adobe Acrobat Reader
To download most of the reading assignments, you will need Adobe Acrobat Reader.

Eli Review
Eli Review is a subscription-based peer review platform you will use to participate in peer workshops. The subscription fee is $19.95 for six months. Students receive a complimentary two-week subscription. I will inform you when you need to set up your account and provide a tutorial on how to use the software.

Technical Support
If you are having technical issues with Blackboard, you can contact 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/

Email Communication

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 check email periodically between 9AM and 5PM Monday-Friday. 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. When you send an email, use professional email etiquette:

- Send the email from your ASU student account;
- Include the following: an appropriate subject in the subject line, a formal greeting (Dear Dr. Huffman,) your name and the class you are enrolled in, and a clear description of the question or issue;
- Avoid using “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange because doing this establishes an informal tone, inappropriate for this writing situation, and it often makes your message difficult to read and understand.
### Grade Determination

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Resume/Cover Letter</td>
<td>20%</td>
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<tr>
<td>Industry Research</td>
<td>20%</td>
</tr>
<tr>
<td>Guide to Writing</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Peer Workshops</td>
<td>15%</td>
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</tbody>
</table>

#### Participation
I factor in the following when determining your participation grade: reading responses, graded Blackboard discussion posts, graded in-class activities, and any other graded homework assignments.

#### Peer Workshops
This class will teach you skills for optimizing peer workshops. Why peer workshops? Your peers can often identify unclear or inaccurate information in your writing you may not be aware of and then offer strategies for achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment and thus can suggest tips for better conceptualizing and responding to the assignment prompt. Additionally, employers seek candidates 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. In this class, you will receive instruction in how to give and incorporate useful feedback, and you’ll get several opportunities to practice doing so. We will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

#### Writing Conferences
At least twice this semester, I will require you to conference with me about major writing assignments. These meetings, which will take place through Blackboard Collaborate or over the phone, give us the opportunity to have focused, one-on-one discussions 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. Set a reminder for your conference appointment and show up on time. If you cannot make your date/time, notify me at least 24 hours prior to your appointment so we can reschedule.

#### Late Pass
I understand juggling various aspects of your life throughout the semester poses a challenge. Once a semester I will give you until the next class period to submit a major writing assignment late 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. You will need to inform me through email that you are using your late pass before the initial due date. I will not accept any other subsequent late assignments.

#### Late Work
I do not typically accept late work beyond the Late Pass. However, if an emergency prevents you from submitting an assignment on time, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. Please do not e-mail me assignments after the due date unless you have my approval.

Prompts and grading standards for individual writing assignments will be uploaded to Blackboard.

If you fail to submit any of the major writing assignments (the resume/cover letter, industry report, or guide to writing) you will not pass the course.
Other Class Policies

Electronic Devices
The policy for various devices is outlined below:

**Desktop Computers**
You may use the available desktop computers for course purposes only: to access course-related files uploaded in Blackboard, to locate class-related content on the Internet when instructed, to take class notes, and to participate in class discussions and peer review activities.

**Laptops and Tablets**
You may bring and use your personal tablet or laptop to participate in class activities.

**Cell Phones**
During class, you are not available to answer calls. However, if you have a personal emergency and need to take a call, please step outside to do so.

**Headphones**
*Using your phone or other devices to listen to music during class is not allowed.* Please remove your headphones and put them away before class begins.

Class Cancellations/Transitions
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 syllabus and calendar. If we experience another lockdown due to the pandemic and therefore have to transition to entirely online learning, ASU will notify all students. I too will communicate through Blackboard how instruction and student participation in this class will adapt to the entirely remote model.

Using Student Writing
I often bring student writing into the classroom for discussion or workshops because analyzing peer work as a class can be instructive. This means that each student may have their writing (anonymously) discussed by the whole class at some point. If you submit something 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.

Classroom Decorum
ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the [ASU 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. This means you should avoid engaging in disruptive chatter, sleeping during class, or using the computers or personal devices for purposes other than coursework. If a student is acting disrespectfully in these ways, the first time it happens, I will call them out in class about the behavior; if the behavior persists, I will ask the student to leave. All students who are noncompliant with the mask policy will be asked to leave class and reported to the Office of Student Conduct.

- **Food and Drink:** Per English and Modern Languages Departmental policy, students are not allowed to bring food and drink into classrooms. 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.
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 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.

Acmodation 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.

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.

Writing Center
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 offer suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, they do not edit or proofread papers. To learn more about their services, visit the Writing Center website.
Note: The following is a projected calendar of course topics, assignments, and deadlines. I reserve the right to change these items based on class needs. Such changes will be announced in advance in class and through Blackboard.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</thead>
</table>
| **Mon, Aug. 17** |  - Cohorts  
  - Seating Chart for Cohort A  
  - Syllabi policies  
  - Navigating Blackboard  
  - Homework instructions for the week | **Post:** Complete icebreaker discussion board post. | |
| **In-Person:** Cohort A  
 **Remote:** Cohort B | | | |
| **Wed, Aug. 19** |  - Seating Chart for Cohort B  
  - Questions re: navigating Blackboard or homework instructions  
  - Icebreaker: Cohort B | **Read:**  
  - "The Keys to Successful Communication: Purpose, Audience, and Tone"  
  - “Technical Communication in the Entrepreneurial Workplace” | **Post:** Initial icebreaker discussion board post due by midnight. |
| **In-Person:** Cohort B  
 **Remote:** Cohort A | | | |
| **Fri, Aug. 21** |  - Icebreaker: Cohort A  
  - Nature of Technical & Professional Writing |  | **Reading response for Week 1 due by midnight**  
 **Post:** Icebreaker responses to peers due by midnight. |
| **In-Person:** Cohort A  
 **Remote:** Cohort B | | | |
| **Week 2** | Topics | Homework | Assignment Due |
| **Mon, Aug. 24** |  - Nature of Technical & Professional Writing  
  - Professional Identity assignment | **Read:** “Starting Your Career—Resumes” | |
| **In-Person:** Cohort A  
 **Remote:** Cohort B | | | |
| **Wed, Aug. 26** | Locating jobs, internships, and example resumes in your career field | | |
| **In-Person:** Cohort B  
 **Remote:** Cohort A | | | |
| **Fri, Aug. 28** | Writing the resume:  
  - Career Objective  
  - Education  
  - Relevant Experience |  | **Reading response for Week 2 due by midnight** |
| **In-Person:** Cohort B  
 **Remote:** Cohort A | | | |
| **Week 3** | Topics | Homework | Assignment Due |
| **Mon, Aug. 31** |  - Writing the resume:  
  - Skills  
  - Volunteer Work  
  - Activities  
  - Using Eli Review | **Read** **Peer Feedback Guide for Students:** Chapters 1-4. | |
| **In-Person:** Cohort A  
 **Remote:** Cohort B | | | |
<table>
<thead>
<tr>
<th>Day, Date</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Sept. 2</td>
<td>• Writing the resume</td>
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<td>Reading response for Week 3 due by midnight</td>
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<td>o Organization</td>
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<td></td>
<td>o Design principles</td>
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<td></td>
<td>• Using Eli Review</td>
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<td>Fri, Sept. 4</td>
<td>Fundamental principles of peer workshops.</td>
<td>Draft resume.</td>
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<tr>
<td>Week 4</td>
<td>University closed in observance of Labor Day</td>
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<td>Mon, Sept. 7</td>
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<td>Wed, Sept. 9</td>
<td>• Peer Workshop: Eli Review</td>
<td>Read: &quot;Starting Your Career—Letters and Interviews&quot;</td>
<td>Post resume draft before class.</td>
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<td>• Creating the resume revision plan</td>
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<td>Post peer responses by midnight.</td>
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<tr>
<td>Fri, Sept. 11</td>
<td>• Creating the resume revision plan</td>
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<td>Reading response for Week 4 due by midnight.</td>
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<td></td>
<td>• Drafting the cover letter</td>
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<td></td>
<td>Begin signing up for one-on-one conferences</td>
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<td>Week 5</td>
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<tr>
<td>Mon, Sept. 14</td>
<td>Drafting the cover letter</td>
<td>• Draft your Cover Letter.</td>
<td>Post Cover Letter draft before class.</td>
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<td>Continue signing up for one-on-one conferences</td>
<td>• Read: Boundary error materials.</td>
<td>Post peer responses by midnight.</td>
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<td>Wed, Sept. 16</td>
<td>• Peer Workshop: Eli Review</td>
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<td>• Creating the Letter revision plan</td>
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<td>Continue signing up for one-on-one conferences</td>
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<tr>
<td>Fri, Sept. 18</td>
<td>Editing your resume and cover letter</td>
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<td>Reading response for Week 5 due by midnight.</td>
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<td>Week 6</td>
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<td>Mon, Sept. 21</td>
<td>No In-Person or Remote Class; instead, attend your scheduled conference.</td>
<td>Revise and edit your Professional Identity documents.</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Homework</td>
<td>Assignment Due</td>
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<tr>
<td>Wed, Sept. 23</td>
<td>No In-Person or Remote Class; instead, attend your scheduled conference.</td>
<td>Revise and edit your Professional Identity documents.</td>
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<tr>
<td>Fri, Sept. 25</td>
<td>The Industry Research Report and Guide to Writing assignments</td>
<td>Read: example Guides to writing Professional Identity documents due by midnight.</td>
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<tr>
<td>Mon, Sept. 28</td>
<td>• Example Guides to Writing • Selecting your Guide to Writing topic</td>
<td>Read: &quot;Finding Sources and Collecting Evidence&quot;</td>
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<tr>
<td>Wed, Sept. 30</td>
<td>Locating and evaluating sources: library guides and databases</td>
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<tr>
<td>Fri, Oct. 2</td>
<td>Locating and evaluating sources: Internet sources</td>
<td>Read: Fake news resources Reading response for Week 7 due by midnight.</td>
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<td>Mon, Oct. 5</td>
<td>Unreliable sources and fake news</td>
<td>Read: &quot;Reading Critically, Thinking Analytically&quot;</td>
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<tr>
<td>Wed, Oct. 7</td>
<td>• Looking “at” and “through” sources • Narrowing your Report topic</td>
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<td>Fri, Oct. 9</td>
<td>Writing the Research Pitch</td>
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<td>Mon, Oct. 12</td>
<td>Completing the Research Pitch</td>
<td>Read: sources on summary writing and plagiarism Research Pitch due by midnight.</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Homework</td>
<td>Assignment Due</td>
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<tr>
<td>Wed, Oct. 14</td>
<td>Writing good source summaries and avoiding plagiarism</td>
<td>Read: citing in MLA style materials</td>
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<tr>
<td>Fri, Oct. 16</td>
<td>Integrating and crediting sources in-text</td>
<td>Reading response for Week 9 due by midnight.</td>
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<tr>
<td>Mon, Oct. 19</td>
<td>Crediting sources at the end of a document</td>
<td>Draft summaries of three sources for the Industry Research Report</td>
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<tr>
<td>Fri, Oct. 23</td>
<td>• Formatting the Report</td>
<td>Draft Industry Research Report that includes at least five summaries</td>
<td>Post peer responses by midnight.</td>
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<tr>
<td>Wed, Oct. 28</td>
<td>Revising and editing the Industry Report</td>
<td>Read: example Guides to Writing</td>
<td>Post peer responses by midnight.</td>
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<tr>
<td>Fri, Oct. 30</td>
<td>Going from Report to Guide</td>
<td>Read: “Developing Sections and Paragraphs” and “As a Result: Connecting the Parts”</td>
<td>Industry Research Report due by midnight</td>
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<tr>
<td>Week 12</td>
<td>Topics</td>
<td>Homework</td>
<td>Assignment Due</td>
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<tr>
<td><strong>Mon, Nov. 2</strong></td>
<td>• Transforming summaries into Guide-focused paragraphs  • Crediting summarized information in-text</td>
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<td><strong>In-Person: Cohort A</strong>  <strong>Remote: Cohort B</strong></td>
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<td><strong>Wed, Nov. 4</strong></td>
<td>Creating the TOC  <em>Begin signing up for one-on-one conferences</em></td>
<td><em>Draft: Create a TOC and write five Guide-focused paragraphs.</em>  <em>Reading response for Week 12 due by midnight.</em></td>
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<tr>
<td><strong>In-Person: Cohort B</strong>  <strong>Remote: Cohort A</strong></td>
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<tr>
<td><strong>Fri, Nov. 6</strong></td>
<td>Peer Workshop: Eli Review  <em>Continue signing up for one-on-one conferences</em></td>
<td><em>Post Guide TOC and paragraphs before class.</em>  <em>Post peer responses by midnight.</em></td>
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<tr>
<td><strong>In-Person: Cohort A</strong>  <strong>Remote: Cohort B</strong></td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Mon, Nov. 9</strong></td>
<td>Designing your Guide:  • using design elements,  • using color, and  • selecting fonts styles</td>
<td><em>Read: “Designing”</em></td>
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<td><strong>In-Person: Cohort A</strong>  <strong>Remote: Cohort B</strong></td>
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<td><strong>Wed, Nov. 11</strong></td>
<td>Designing your Guide: inserting visuals: images, charts, and tables  <em>Continue signing up for one-on-one conferences</em></td>
<td><em>Draft: continue working on sections of your Guide</em></td>
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<tr>
<td><strong>In-Person: Cohort B</strong>  <strong>Remote: Cohort A</strong></td>
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<tr>
<td><strong>Fri, Nov. 13</strong></td>
<td>Designing your Guide:  • crediting borrowed visuals  • designing the cover page  <em>Draft: continue working on sections of your Guide</em></td>
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<tr>
<td><strong>In-Person: Cohort B</strong>  <strong>Remote: Cohort A</strong></td>
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<table>
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<tr>
<th>Week 14</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Mon, Nov. 16</strong></td>
<td>No In-Person or Remote Class; instead, attend your scheduled conference.</td>
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<td><strong>In-Person: Cohort A</strong>  <strong>Remote: Cohort B</strong></td>
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<tr>
<td><strong>Wed, Nov. 18</strong></td>
<td>No In-Person or Remote Class; instead, attend your scheduled conference.</td>
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<tr>
<td><strong>In-Person: Cohort B</strong>  <strong>Remote: Cohort A</strong></td>
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**FINALS**

| Mon, Nov. 23 | Guide to Writing due by midnight through Blackboard | | |