ENGLISH 2311.010 & .020
Introduction to Technical and Business Writing

IN-PERSON
ACADEMIC BUILDING
RM 027

REMOTE
LIVE STREAMED THROUGH
BLACKBOARD COLLABORATE

Spring 2021
January 25-May 14

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: 1-3PM

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

Course Description
This course includes the 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 emails, 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.
**COVID-Related Policies And Protocol**

**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 facial covering that fully covers both their nose and mouth before, during, and after class.**

**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.

**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. Click [here](#) for information on how to download the ASU mobile application, which gives you access to the wellness screen interface.

**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 facilitate contact tracing, I will create a seating chart. The first day you attend class in-person you will select your workstation. I will then base the seating chart 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. I will dismiss class a few minutes early to allow time for this, and cleaning supplies will be provided.

### Class Attendance

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 that will take turns attending class in person. The cohorts are Cohort A and Cohort B.

#### 9:30AM Cohorts (Section .010)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>A:</td>
<td>A=In-Person</td>
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**Services**

*To facilitate contact tracing, I will create a seating chart. The first day you attend class in-person you will select your workstation. I will then base the seating chart on this arrangement. Please sit at your selected workstation each in-person class period.*

#### 11AM Cohorts (Section .020)

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**Services**

*To facilitate contact tracing, I will create a seating chart. The first day you attend class in-person you will select your workstation. I will then base the seating chart on this arrangement. Please sit at your selected workstation each in-person class period.*
# Class Attendance

## Class Format
This class is a face-to-face, in-person class. You are expected to attend in person with your designated cohort (See cohorting details on previous page.). The other day of the week, you are expected to join virtually at the time the class meets through the Blackboard Collaborate application, where the class will be live streamed. If you prefer entirely remote instruction, please enroll in an online section.

Any student with extenuating circumstances who needs to experience the course's content remotely, other than those days/times stipulated in the cohorting section above, must request this accommodation in advance and in writing. I am not a callous person; if you have a legitimate reason(s) for needing this accommodation, please articulate this request to me in detail via email. These requests must provide substantial documentation and be related to the current pandemic. I will forward the request to the English and Modern Languages department chair, who has final approval.

## Attendance Policies

### Excused Absences
- If you test positive for COVID-19, you need to contact the Office of Student Affairs immediately so your professors may be informed.
- If you come into contact with someone who has tested positive for COVID-19 or are experiencing symptoms (i.e., are not sure you have it) and therefore need to quarantine, register this through the wellness screening ASU app.

In order to be considered excused from attending class, one of the following types of documentation must be provided:
- Doctor’s note stating not to attend class on the day(s) missed,
- Official University document stating not to attend class on the day(s) missed, or
- Screenshot of a failed submitted daily wellness check for the day(s) missed.

Exceptions to these policies will be made on a case-by-case basis.

For prolonged absences due to serious illness, emergency, or other crisis, please contact me as soon as you are able so we can discuss protocol for attending class remotely, gaining access to class lecture materials, and making up missed work.

### Unexcused Absences
- You can miss four classes without penalty to your final grade, but it is still your responsibility to check Blackboard for due dates and any missed course material.
- Being absent does not exempt you from assigned readings, homework responses, in-class workshops, peer workshops, or major writing assignment deadlines.
- If you accumulate more than four unexcused absences, your final grade will be lowered by five points for each absence.
- If you accumulate more than eight unexcused absences, you cannot pass the course.

### Tardies
- I will take attendance at the beginning of class; this includes noting which students are in attendance virtually through Blackboard Collaborate.
- If you are more than 15 minutes late to class, you are considered absent.
- Three tardies equal one absence. If you have a chronic issue that makes you late for class, please discuss it with me.
- If you are not in class in person or through the Collaborate application (See cohorting details on previous page.) when I take attendance (i.e., you are less than 15 minutes late), please get my attention by raising your hand or messaging me through Collaborate so I can mark you “present.”

### Leaving Early
- If you leave class early, you will be counted absent, unless you have extenuating circumstances and have discussed them with me beforehand.
- If your computer or electronic device has technical difficulties (connectivity issues, unexpectedly restarts, etc.), which forces you to leave the Collaborate interface during class or before class ends, please let me know, and I will take this into consideration.
Required Technologies

Blackboard Access
I rely heavily on Blackboard tools to teach this class. To log in, you will 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.

Remote Learning Tools
For Remote class periods, click on the “Live Class Sessions” link located in our Blackboard course site.

Faculty are required to record all in-person class periods for students who must miss for extenuating circumstances.

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.

If you lack the technology in order to fully participate in any facet of the class, please let me know so we can find a solution.

Microsoft Word
All assignments 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 email 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
You will need Adobe Acrobat Reader to download reading assignments.

Eli Review
Eli Review is a subscription-based peer review platform you will use to participate in peer workshops. The subscription fee is $12.50 for three months. Students receive a complimentary two-week subscription. You do not need to purchase or subscribe to this platform before classes begin. I will inform you when you need to set up your account and provide a software tutorial in class.

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.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Resume/Cover Letter</td>
<td>20%</td>
</tr>
<tr>
<td>Industry Research Report</td>
<td>20%</td>
</tr>
<tr>
<td>Career Guide</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Workshops</td>
<td>15%</td>
</tr>
</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 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 miss your scheduled conference, it will count as two class absences. 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 an additional **48 hours** to submit a major writing assignment late without penalty. 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 career guide) 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. This policy shows 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.

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.

If 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 support both experienced and inexperienced writers with all steps of the writing process. They offer suggestions 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.
Course Calendar

*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>
</tr>
</thead>
</table>
| Tue, Jan. 26 | • Cohorts  
  • Seating Chart for Cohort A  
  • Syllabus policies  
  • Navigating Blackboard  
  • Homework instructions for the week  
  • Icebreaker: Cohort A | Post: Complete icebreaker discussion board post | Post: Initial icebreaker discussion board post due by midnight |
| In-Person: Cohort A  
 Remote: Cohort B | | | |

| Thurs, Jan. 28 | • Seating Chart for Cohort B  
  • Blackboard/Homework instructions  
  • Icebreaker: Cohort B  
  • Nature of Technical & Professional Writing | | |
| In-Person: Cohort B  
 Remote: Cohort A | | | |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</thead>
</table>
| Tues, Feb. 2 | • Nature of Technical & Professional Writing cont.  
  • Professional Identity assignment  
  • Locating jobs/internships  
  • Example resumes | Read: “Starting Your Career—Resumes” | Reading response for Week 2 due by midnight |
| In-Person: Cohort A  
 Remote: Cohort B | | | |

| Thurs, Feb. 4 | Writing the resume sections:  
  o Career Objective  
  o Education  
  o Relevant Experience | | Week 2 workshop response due by midnight |
| In-Person: Cohort B  
 Remote: Cohort A | | | |

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<thead>
<tr>
<th>Week 3</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</table>
| Tues, Feb. 9 | • Writing the resume:  
  o Skills  
  o Volunteer Work  
  o Activities  
  • Resume-writing activities  
  • Using/subscribing to Eli Review | Read Peer Feedback Guide for Students: Chapters 1-4 | Reading response for Week 3 due by midnight |
| In-Person: Cohort A  
 Remote: Cohort B | | | |
<table>
<thead>
<tr>
<th>Thurs, Feb. 11</th>
<th></th>
<th>Draft/Revise resume in preparation for Tuesday’s peer workshop</th>
</tr>
</thead>
</table>
| In-Person: Cohort B | Remote: Cohort A | • Writing the resume  
|                   |                   |   o Organization  
|                   |                   |   o Design principles  
|                   |                   | • Using/Subscribing to Eli Review  |

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<thead>
<tr>
<th>Week 4</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Tues, Feb. 16 | • Fundamental principles of peer workshops  
| In-Person: Cohort B | • Peer Workshop: Eli Review  
| Remote: Cohort A | • Creating the resume revision plan  
|                   | Draft/Revise resume in preparation for Tuesday’s peer workshop  
|                   | Read: "Starting Your Career—Letters and Interviews"  
|                   | Post resume draft within Eli Review before class  |
| Wed, Feb. 17 |   | Post peer responses within Eli Review by midnight  |
| Thurs, Feb. 18 | • Creating the resume revision plan  
| In-Person: Cohort A | • Drafting the cover letter  
| Remote: Cohort B | Begin signing up for one-on-one conferences  
|                   | Draft your Cover Letter in preparation for Tuesday’s class  
|                   | • Revision Plan through Eli due by midnight.  
|                   | • Reading response for Week 4 due by midnight.  |

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<tr>
<th>Week 5</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</thead>
</table>
| Tues, Feb. 23 | • Peer Workshop: Eli Review  
| In-Person: Cohort A | • Creating the Letter revision plan  
| Remote: Cohort B | Continue signing up for one-on-one conferences  
|                   | Read: Boundary error materials  
|                   | Post Cover Letter draft within Eli Review before class  |
| Wed, Feb. 24 |   | Post peer responses within Eli Review by midnight  |
| Thurs, Feb. 25 | Editing your resume and cover letter  
| In-Person: Cohort B | Continue signing up for one-on-one conferences  
| Remote: Cohort A | • Revision Plan through Eli due by midnight  
|                   | • Reading response for Week 5 due by midnight  |

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<tr>
<th>Week 6</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</table>
| Tue, March 2 | No in-person or remote class; instead, attend your scheduled conference.  
| In-Person: Cohort A | Revise and edit Professional Identity documents  
| Remote: Cohort B |   |
| Thurs, March 4 | No in-person or remote class; instead, attend your scheduled conference.  
| In-Person: Cohort B | Revise and edit Professional Identity documents  
<p>| Remote: Cohort A |   |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</table>
| Tues, March 9 | • Industry Report and Career Guide assignments  
                    • Example Career Guides  
                    • Selecting your Career Guide topic | Read: “Finding Sources and Collecting Evidence” | Professional Identity documents due by midnight |
| In-Person: Cohort A  
Remote: Cohort B | | | |
| Thurs, March 11 | • The research process  
                    • Locating and evaluating sources: library guides and databases  
                    • Locating and evaluating sources: Internet sources | Read: Fake news resources | • Reading response for Week 7 due by midnight  
                    • Week 7 workshop due by midnight |
| In-Person: Cohort B  
Remote: Cohort A | | | |

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<thead>
<tr>
<th>Week 8</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</table>
| Tues, March 16 | • Unreliable sources and fake news  
                    • Looking “at” and “through” sources  
                    • Conducting an interview for the Guide | Complete: Week 8’s workshop | Reading responses for Week 8 due by midnight |
| In-Person: Cohort A  
Remote: Cohort B | | | |
| Thurs, March 18 | • Emails, letters, and memos  
                    • Narrowing your Report topic  
                    • Writing the Research Pitch | Read: “Emails, Letters, and Memos” | Week 8’s workshop due by midnight |
| In-Person: Cohort B  
Remote: Cohort A | | | |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</thead>
</table>
| Tues, March 23 | • Completing the Research Pitch  
                    • Writing good source summaries and avoiding plagiarism | Read: materials on summary writing, plagiarism, and crediting source | Research Pitch due by midnight |
| In-Person: Cohort A  
Remote: Cohort B | | | |
| Thurs, March 25 | • Integrating and crediting sources in-text  
                    • Crediting sources at the end of a document  
                    • Using auto-citation software | Draft summaries of three Industry Research Report sources in preparation for Tuesday’s workshop | Reading responses for Week 9 due by midnight |
| In-Person: Cohort B  
Remote: Cohort A | | | |

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Tues, March 30 | • Peer Workshop: Eli Review  
                    • Creating the summary revision plan. | | Post summaries in Eli Review before class |
| In-Person: Cohort A  
Remote: Cohort B | | | |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wed, March 31</strong></td>
<td></td>
<td></td>
<td>Post peer responses by midnight</td>
</tr>
</tbody>
</table>
| **Thurs, April 1** | • Formatting the Report  
• Revising the summaries  
• Correcting citation errors | Draft Industry Research Report that includes at least five summaries | Post Revision Plan in Eli Review before midnight |
| **In-Person:** Cohort B  
**Remote:** Cohort A | | | |

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thurs, April 1</strong></td>
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</tbody>
</table>
| **In-Person:** Cohort B  
**Remote:** Cohort A | • Peer Workshop: Eli Review  
• Creating the Industry Research Report Revision Plan  
• Revising and editing the Industry Report | | |
| **Wed, April 7** | | | Post peer responses in Eli Review by midnight. |
| | | | |
| **Thurs, April 8** | • Going from Report to Guide  
• Transforming summaries into Guide-focused paragraphs  
• Crediting summarized information in-text | Revise/Edit Industry Report | Post Revision in Eli before midnight |
| **In-Person:** Cohort B  
**Remote:** Cohort A | | | |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Topics</th>
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</table>
| **Tues, April 6** | • Peer Workshop: Eli Review  
• Creating the Industry Research Report Revision Plan  
• Revising and editing the Industry Report | Read: relevant editing materials | Post Industry Research Report draft before class |
| **In-Person:** Cohort A  
**Remote:** Cohort B | | | |
| **Wed, April 7** | | | |
| **Thurs, April 8** | • Going from Report to Guide  
• Transforming summaries into Guide-focused paragraphs  
• Crediting summarized information in-text | Revise/Edit Industry Report | Post Revision in Eli before midnight |
| **In-Person:** Cohort B  
**Remote:** Cohort A | | | |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| **Tues, April 13** | • Example Guides  
• The anatomy of a paragraph | Read:  
• Example Career Guides  
• “Developing Sections and Paragraphs”  
• “As a Result: Connecting the Parts” | Industry Research Report due by midnight |
| **In-Person:** Cohort A  
**Remote:** Cohort B | | | |
| **Thurs, April 15** | • Writing the introduction  
• Writing body paragraphs  
• Creating the TOC | Draft: Create a TOC and write five Guide-focused paragraphs in preparation for Tuesday’s peer workshop | Reading response for Week 12 due by midnight |
| **In-Person:** Cohort B  
**Remote:** Cohort A | | | |

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<tr>
<th>Week 13</th>
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<th>Homework</th>
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</tr>
</thead>
</table>
| **Tues, April 20** | Peer Workshop: Eli Review  
Designing your Guide:  
• using design elements,  
• using color, and  
• selecting fonts styles | Read: “Designing” | Post Guide TOC and paragraphs before class |
| **In-Person:** Cohort A  
**Remote:** Cohort B | | | |

*Begin signing up for one-on-one conferences.*
**Wed, April 21**  
Post peer responses by midnight

**Thurs, April 22**  
In-Person: Cohort B  
Remote: Cohort A  
Designing your Guide: inserting visuals: images, charts, and tables  
*Draft: continue working on sections of your Guide*  
Post Revision in Eli before midnight.

**Tues, April 27**  
In-Person: Cohort A  
Remote: Cohort B  
Designing your Guide:  
- crediting borrowed visuals  
- designing the cover page  
*Continue signing up for one-on-one conferences*  
*Draft: continue working on sections of your Guide*  

**Thurs, April 29**  
In-Person: Cohort B  
Remote: Cohort A  
- Muddy points: What else do we need to know about the Career Guide?  
- Submitting your draft for the student-professor conference  
- Extra participation credit opportunity  
*Continue signing up for one-on-one conferences*  
*Draft: continue working on sections of your Guide*  

**Fri, April 30**  
*Last day to drop a course or withdraw from the University*

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### Week 14

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<thead>
<tr>
<th>Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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</table>
| **Tues, April 27**  
Designing your Guide:  
- crediting borrowed visuals  
- designing the cover page  
*Continue signing up for one-on-one conferences*  
| Draft: continue working on sections of your Guide |  |
| **Thurs, April 29**  
- Muddy points: What else do we need to know about the Career Guide?  
- Submitting your draft for the student-professor conference  
- Extra participation credit opportunity  
*Continue signing up for one-on-one conferences*  
| Draft: continue working on sections of your Guide |  |

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### Week 15

<table>
<thead>
<tr>
<th>Topics</th>
<th>Homework</th>
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</tr>
</thead>
</table>
| **Tues, May 4**  
No in-person or remote class; instead, attend your scheduled conference. |  |  |
| **Thurs, May 6**  
No in-person or remote class; instead, attend your scheduled conference. |  |  |

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**FINALS**

**Thurs, May 13**  
Career Guide due by midnight through Blackboard