English 2311: Technical and Scientific Writing

FALL 2023

Instructor: Kristi Warren

Department: English and Creative Writing

Office: Liberal Arts North (LAN) 230

Office Phone: 936-468-2136 (I almost never answer this number, so PLEASE use email)

Email: Use the D2L email tool here within the course or email warrenkr@sfasu.edu with an accurate subject line containing ENG 2311 and your section number. I prefer the D2L email because I can link helpful course materials to our conversation.

Class meeting time and place: Online

Office Hours

- Tuesdays from 8:30-9:30 pm; Wednesdays 9:30 am-12:00 noon (online in the chatroom)
- Tuesdays and Thursdays from 8:30-9 am, 12:30-1:30 pm, and 3:30-4:30 pm (on campus - LAN 230)
- By appointment (request a time via email; we can meet in the chatroom, on campus, or on ZOOM)

To contact me during my online office hours, use the chatroom here on our course D2L page. I will also occasionally host interactive ZOOM sessions during office hours so you can ask questions about new assignments. ZOOM links will be sent out in the News announcement.

Prerequisite

Students must have earned a grade of C or higher in English 1301 and English 1302 (or their equivalents).

Official Course Description

Course Description: This is the course description that appears in the official SFA course catalog: Study of the rhetorical principles involved in technical and scientific workplace writing - emphasis on the production of professional documents, such as analytical reports, in both traditional and online formats. Will not satisfy literature requirement; will not count toward an English major or minor (except for a minor in writing). Prerequisite: six hours of freshman English.
Course Overview: In English 2311 you will learn and practice the forms of written communication used in science, technical fields, and the workplace in general. You will analyze typical rhetorical situations, recognize conventional styles of presentation, and learn how to tailor your writing to a variety of audiences. You will study and practice the processes of various genres and the general principles of good communication with the aim of becoming an efficient and effective writer and editor. By the time you finish this course, you should be able to compose audience-centered documents that communicate clearly and effectively. The focus will be on clear, concise, accurate, and complete written communication.

The TCCN description for ENG 2311: “Technical and Scientific Writing” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks and meets for a 2-hour final examination. In addition to weekly readings from the textbook and other relevant sources, students will create a variety of documents including correspondence, job portfolios, feasibility reports, instruction manuals, and visual presentations. Other course requirements include peer review exercises, online quizzes, topic approval memos, and discussion boards. Students are required to submit at least five major projects, one of which is a collaborative writing project that includes a class presentation. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Asynchronous Learning Requirements: To meet State requirements (per SFA Policy 5.4), this course must include instructional time that is delivered asynchronously (outside of class). Examples of asynchronous instruction may include (but are not limited to): readings with responses, video content, discussions, analysis memos, reflection activities, and peer review. The state requires a total of 150 minutes of asynchronous instruction time for the semester.

Required Course Text and Materials


You’ll need a reliable way to store and transfer important files (a USB/Flash drive or cloud backup) and frequent access to D2L. Also required: The ability to record video and audio on your computer (one assignment requires that you record yourself and your computer screen while talking through a presentation).

Official Course Outcomes and Objectives

The following information is required to appear on the syllabus for this course.

Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.
By enrolling in ENG 2311 you are also enrolling in a Core Curriculum Course that fulfills Communication requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Below is how the course will meet these core requirements; see the course timeline for assignment dates.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the objective will be addressed in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information</td>
<td>Reading quizzes, classroom exercises, discussion boards, and all major assignments</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>All major assignments require effectively communicating to an audience. Oral communication is emphasized in Presentation and Collaboration projects</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
<td>Interactive classroom exercises, peer review activities, and the Collaboration assignment</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making</td>
<td>Correspondence assignment, project management, and the Collaboration assignment</td>
</tr>
</tbody>
</table>
Student Learning Outcomes for ENG 2311:

By the end of the course, students should be able to:

1. Understand the recursive writing and social editing process and be able to write a variety of technical documents in an acceptable level of Standard American English. (This outcome aligns to the Core objectives for Communication Skills and Teamwork).
2. Write a variety of technical documents, demonstrating their awareness of audience and facility in addressing different audiences and stakeholders in complex rhetorical situations. (This outcome aligns to the Core objectives for Critical Thinking, Communication Skills, and Personal Responsibility).
3. Write technical and workplace documents by applying the appropriate categorical modes of rhetorical composition (descriptive, expositive, scientific, etc.), integrating visuals with text, and presenting information in an oral format. (This outcome aligns to the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).
4. Work in groups to produce and critically evaluate documents, integrating different points of view. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility).
5. Use critical-thinking skills and exhibit technical proficiency in the invention and composing processes. (This outcome aligns with the Core objectives of Critical Thinking and Communication Skills).
6. Understand ethical considerations in technical and professional writing, understanding the consequences of communication acts. (This outcome aligns with the Core objectives of Critical Thinking, Teamwork, and Personal Responsibility).
7. Tailor communications to social and ethical frameworks, editing them to be effective and responsible in international and intercultural situations. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).
8. Adequately research a topic and use documented evidence to support a paper written in the style applicable to their individual field of study. (This outcome aligns with the Core objectives of Critical Thinking, Communication Skills, and Personal Responsibility).

Deadlines and Due Dates

Every due date for the semester can be found on the Course Timeline. Failure to turn in work by the deadline will result in a grade deduction of 5% per day for major assignments. Drafts and peer critiques are especially time sensitive and will only be accepted one day past the due date (for partial credit). However, if you experience extenuating circumstances and are unable to meet a major deadline, please contact me in advance of the due date for a possible extension.

As you will see on the Course Timeline, most of the major assignments include a "grace period," meaning that they will be accepted without question and without penalty up to 24 hours following their due dates. Consequently, if you find yourself running a bit behind on one of those major assignments, you do have a built in cushion of time in which to finish. Moreover:

- **Quizzes and peer review do NOT have built-in extensions**
- **All deadlines are 10 pm CST (NOT midnight or 11:59)**
- **Major assignments will not be accepted more than one week late, and no assignments will be accepted after Saturday, December 9 at 10:00 pm**
- **Most modules open on a Monday, and most major assignments are due on Friday (and accepted until Saturday). See the Course Timeline for specifics**
Communication

Course communication will occur primarily through Brightspace/D2L email, News postings on the course homepage, discussion posts, ZOOMs, and online office hours. I will check my course email at least once a day (Monday through Friday) and will reply as quickly as possible.

Students are also expected to check their D2L email often and to respond promptly to my emails. I strongly suggest setting D2L to send notifications of News, emails, etc. (From the home page, click the arrow on the News section and choose Notifications from the dropdown menu).

As with your D2L email, if you send me an email through MySFA email, please include "ENG 2311" and your section number somewhere in the subject line. Otherwise, your message may be easily lost among the large volume of email I receive each day. Remember that you can only email my D2L account from your D2L email (you can't send an email from your gmail account to a D2L email).

If you'd like to see me on campus, my office is Liberal Arts North (LAN) 230 (hours above). If possible, email to let me know you're coming.

Technical Difficulties

Please let me know quickly if you experience technical difficulties. A technical glitch in D2L does not excuse you from completing and submitting assignments on time but, if you ever find yourself unable to submit an assignment through D2L, submit it as an email attachment as a last resort. I won't grade email submissions, but I'll reopen the dropbox for you.

Contact the Student Support Specialist for distance education at the CTL office or phone (936-468-1919) for help with Brightspace.

Assignments

All writing assignments must be typed and submitted online through D2L in either Microsoft Word, PDF, or Rich Text Format. The Pages program (the default on Mac computers) and zip files are not accepted formats in D2L/Brightspace or Turnitin.com. After submitting to the dropbox, it is the student's responsibility to verify that the file was accepted. Assignments submitted in an incorrect file type will be counted as late and a grade deduction given until an acceptable file type is submitted.

- All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, mechanics, and document design
- No assignments will be accepted more than 7 days late, nor past 10 pm on Saturday, December 9
- All core assignments (see Projects below) and the Final Exam must be completed in order to pass the course
- Minor assignments (including topic posts and memos, drafts, peer critiques, and quizzes) must be completed by the due dates in order to receive full credit. A quiz cannot be reopened once it closes
- There is a Collaboration project that requires group work for October 20-27. Please be available for online collaboration during this time
If you are running into delays completing any assignments (major or minor) and want to avoid grade penalties, contact me AHEAD OF THE DUE DATE to explain the problem and ask for a short extension (which may under some circumstances be granted).

Be aware that I will be running almost all of your course work through Turnitin.com, a plagiarism detection service. See the Academic Integrity section for penalties for plagiarism.

**Major assignments**

There will be five major assignments of varying lengths and with varying point values in ENG 2311. **Failure to complete any of these core assignments or the Final Exam will result in a grade of F for the course.**

- Module 2: Job Portfolio (JP)
- Module 3: Decision-Making Report (the DMR and Annotated Bibliography and Research Analysis both count as parts of this major assignment)
- Module 4: Collaboration Project (contains both individual and group components)
- Module 5: Presentation
- Module 6: Instruction Manual (IM)

**Quizzes**

All Modules except the Collaboration unit contain a 20 point quiz. The quizzes will cover info from the assigned chapters in the textbook as well as material from the learning modules. Quizzes close on the last day of the module and can be taken at any time during their respective units.

Quizzes will be timed at 30 minutes. **Students will be able to take each quiz up to 2 times**, the scores for your first and second attempts will be averaged, and only the average score will count.

**Final Exam**

There will be a Final Exam where you revise and/or write short documents in response to various scenarios. See the Course Timeline for the date range during which the final will be open.

**Drafts & peer critiques**

Three projects will require posting a partial draft the week of the due date as well as responding thoughtfully to the drafts of your classmates. See the Course Timeline for these Tues/Wed due dates and follow specific instructions in the discussion board to receive full credit for your feedback.

**Grade Determination**

**MAJOR PROJECTS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job portfolio</td>
<td>100 pts</td>
</tr>
<tr>
<td>Annotated bibliography / research analysis</td>
<td>50 pts</td>
</tr>
<tr>
<td>Decision-making report</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
All major assignments will be graded according to rubrics that define the various aspects of the assignment (i.e. format, content, grammar, etc.). You will also fill out a Standards-Based Grading Outline at the end of the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Manual</td>
<td>100 pts</td>
</tr>
<tr>
<td>Presentation</td>
<td>100 pts</td>
</tr>
<tr>
<td>Collaboration Email (individual)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Collaboration Group component</td>
<td>50 pts</td>
</tr>
</tbody>
</table>

**SMALLER PROJECTS**
- Correspondence assignment                      30 pts
- DMR topic proposal memo                        20 pts
- Instructions topic proposal memo               20 pts
- Instructions analysis                          25 pts
- Collaboration Reflection memo                  25 pts

**DRAFTS**
- Job portfolio draft                             15 pts
- Citation/annotation draft (very brief)          10 pts
- Decision-making report draft                    15 pts
- Instruction manual draft                        15 pts

**PEER CRITIQUES**
- Job portfolio critiques                         15 pts
- Decision-making report critiques                15 pts
- Instruction manual critiques                    15 pts

**QUIZZES & EXAMS**
- 5 module quizzes @ 20 pts each                 100 pts
- Final exam                                     60 pts

**MISCELLANEOUS**
- Learning agreement quiz                          20 pts
- Introductory post                                10 pts
- DMR topic discussion board                      15 pts
- Instruction Manual topic discussion board       15 pts
- Presentation topic discussion board             10 pts

**Total possible points**                        1000

Minimum points required for an A ........ 900
Minimum points required for a B ........ 800
Minimum points required for a C ........ 700
Minimum points required for a D ........ 600
Any score below 600 points will result in an F for the course; scores will not necessarily be "rounded up" or curved.

Overall, your grade will be based on a total of 1000 points. To figure your grade out at any point in the semester, simply add up the number of points you have and divide that by the number of points possible. This will give you an overall percentage.

University Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.
Extra credit

There will be three opportunities to earn extra credit available to everyone equally:

- **Use of office hours (2 pts)** - Drop by online, ZOOM, or campus office hours at least once during the semester, and you will earn 2 points of extra credit. You may use the online office hours as often as you like, but you will only earn extra credit once.
- **Report a typo or error (1 pt)** - If you spot a factual error or typo in the course and are the first person to post about it on the Typos & Error Reports discussion board, you will earn 1 point of extra credit added to your overall total. You can report more than one error, but you'll only receive extra credit the first time.
- **Complete the official course evaluation (2 pts)** - Complete the official course evaluation (that will be available in mySFA near the end of the semester) and you will have 2 points of extra credit added to your overall total.
- **Revise a project for extra credit** - At the end of the semester, you will be allowed to revise one major project for a chance to gain up to half of the points you missed on your original submission.

Other Course and University Policies

**Academic integrity (Please click the link and read this newly revised policy carefully)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

As you can see in the link provided above, plagiarism, cheating, and/or academic dishonesty result in investigation, documentation, a formal hearing, and sanctions decided by an academic panel. This information will be filed on your permanent academic record, so please take academic integrity seriously. The use of generative AI will not be prohibited on some of our assignments, but use of these and similar technological aids must be disclosed to the instructor properly on the forms provided. Unauthorized, undocumented use of AI generated text or content, outside sources, the work of others, or other artificial intelligence agents will result in the disciplinary process described in Policy 10.4.

Lastly, all work submitted in this course must be 1) written by YOU and 2) written THIS semester, for THIS specific section of this course (not recycled from any other course you've taken, here or elsewhere, and not recycled from any previous attempt of ENG 2311).

Withheld grades

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

Although some video components will be posted, they will contain closed captioning via D2L. The majority of the course material is text-based and easily accessible. Any student having difficulty accessing or reading any files or materials in the course should contact me for assistance. Also, if you have filed paperwork with Disability Services, please contact me so I can make sure you are getting all of the accommodations you need.

Here is the official SFA policy regarding students with disabilities:

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
ENG 2311 Course Timeline

Subject to minor revisions as needed; any changes will be updated here and in the News section. In rare cases, school closures due to weather, etc. may cause schedule changes or rearrangement of assignments to better facilitate student learning. Nothing is due over the Thanksgiving holiday, but do note that you will get topic approval for one of your projects as the break begins.

*All times given are in US Central Standard Time. In order to do well in this class, pay close attention to due dates!*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting started</strong></td>
<td>Monday, August 28</td>
<td>Begin Getting Started module activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buy your (required) text book if you haven't already (the NINTH edition)</td>
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<tr>
<td></td>
<td>Wednesday, August 30</td>
<td>Module 1 opens early for students who have completed the Getting Started Module and have earned 100% on the Learning Agreement quiz</td>
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<tr>
<td></td>
<td>Saturday, September 2</td>
<td>All activities in the Getting Started folder (Student Introduction discussion post, Learning Agreement Quiz, etc.) must be completed by 10:00 pm</td>
</tr>
<tr>
<td><strong>Module 1: Correspondence</strong></td>
<td>Wednesday, August 30</td>
<td><strong>Begin Module 1</strong> (if it won't open, make sure you've taken and made a 100 on the mandatory Learning Agreement Quiz)</td>
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<tr>
<td>(one week)</td>
<td></td>
<td>Begin reading the module material and assigned chapters from the textbook</td>
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<tr>
<td></td>
<td></td>
<td>Module 1 quiz opens <em>(remember - it can be taken twice and your final score will be an average of your two attempts)</em></td>
</tr>
<tr>
<td></td>
<td>Friday, September 8</td>
<td>Correspondence assignment due in the dropbox by 10:00 pm (received without penalty until 10 pm the next day)</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
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<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>Saturday, September 9</td>
<td>Quiz 1 closes at 10:00 pm. Correspondence dropbox closes at 10:00 pm</td>
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<tr>
<td>Monday, September 11</td>
<td>Begin Module 2</td>
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<td></td>
<td>Begin reading module material and assigned chapters from the textbook</td>
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<tr>
<td></td>
<td>Module 2 quiz opens</td>
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<tr>
<td>Tuesday, September 19</td>
<td>Draft due (of either the resume or the cover letter) by 10:00 pm -- posted to the Job Portfolio Peer Critique discussion board</td>
<td></td>
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<tr>
<td>Wednesday, September 20</td>
<td>Peer critiques due by 10:00 pm -- reviews of three drafts posted as replies in the Job Portfolio Peer Critique discussion board</td>
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<tr>
<td>Friday, September 22</td>
<td><strong>Job Portfolio assignment due in the Dropbox by 10:00 pm</strong></td>
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<tr>
<td>Saturday, September 23</td>
<td><strong>Module 2 quiz closes at 10:00 pm</strong></td>
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<tr>
<td></td>
<td><strong>Window of time for submitting the Job Portfolio assignment without late penalty closes at 10:00 pm</strong></td>
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<tr>
<td>Monday, September 25</td>
<td>Begin Module 3</td>
<td></td>
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<td></td>
<td>Begin reading module material and assigned chapters from the textbook</td>
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<tr>
<td></td>
<td>Module 3 quiz opens</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 27</td>
<td>Post your DMR topic idea in the DMR Topics discussion board to get feedback</td>
<td></td>
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<tr>
<td>Friday, September 29</td>
<td><strong>Topic Proposal Memo due by 10:00 pm in the dropbox</strong></td>
<td></td>
</tr>
<tr>
<td>Wednesday, October 4</td>
<td>Citation/Annotation draft of one source due in the discussion board</td>
<td></td>
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</tbody>
</table>

**Module 2: The Job Portfolio project**
(two weeks)

**Module 3: Decision-Making and Research Reporting**
(three weeks)
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, October 6</td>
<td>Annotated Bibliography and Research Analysis due in the dropbox by 10:00 pm</td>
</tr>
<tr>
<td>Tuesday, October 10</td>
<td>Draft posted to DMR Peer Critique discussion board by 10 pm</td>
</tr>
<tr>
<td>Wednesday, October 11</td>
<td>Peer critiques due by 10 pm -- feedback on three drafts, posted as replies in the DMR Peer Critique discussion board</td>
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<tr>
<td>Friday, October 13</td>
<td>Decision-Making Report due in the Dropbox by 10:00 pm (accepted without penalty until Sunday, October 15)</td>
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<tr>
<td>Saturday, October 14</td>
<td>Module 3 quiz closes at 10:00 pm</td>
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<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>Monday, October 16</td>
<td>Begin Module 4</td>
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<tr>
<td></td>
<td>Begin reading module material for both the individual and group assignments. There are no assigned chapters from the textbook and no quiz for this unit</td>
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<tr>
<td>Friday, October 20</td>
<td>Individual Collaboration email is due in the Dropbox by 10:00 pm (received without penalty until Saturday at 10 pm). Begin group discussion</td>
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<tr>
<td>Monday, October 23</td>
<td>You must have actively participated in your group discussion board by this date to receive group discussion board credit (25 points)</td>
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<tr>
<td>Friday, October 27</td>
<td>Have one member of your team submit the Group Collaboration Project in your group Dropbox by 10:00 pm</td>
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<tr>
<td>Saturday, October 28</td>
<td>Submit your Collaboration Reflection Memo to the Dropbox by 10:00 pm</td>
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**Midterm**

*We will not have a midterm exam, but midterm grades will be given*
| Module 5: Presenting Information (two weeks) | Monday, October 30 | Begin Module 5  
Begin reading module material and assigned chapters from the textbook  
Module 5 quiz opens |
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<tr>
<td>Wednesday, November 1</td>
<td>Presentation topic post due by 10:00 pm in the <em>Presentation Topics discussion board</em> identifying the specific information you'll present from the Decision-Making Report project, who your audience will be, your purpose, etc.</td>
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<tr>
<td>Friday, November 10</td>
<td><strong>Presentation project due</strong> in the dropbox by 10:00 pm</td>
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<tr>
<td>Saturday, November 11</td>
<td><strong>Quiz 5 due by 10:00 pm</strong></td>
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| Module 6: Writing an Illustrated Instruction Manual (three weeks - with a week of Thanksgiving Break occurring between week one and week two) | Monday, November 13 | Begin Module 6  
Begin reading the module material and chapter readings  
Quiz 6 opens |
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<tr>
<td>Wednesday, November 15</td>
<td>Post your topic idea to the Instruction Manual Topic Ideas discussion board by 10 pm in order to get instructor feedback on your topic before turning in the Topic Proposal Memo. My response is usually posted within 24 hours</td>
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<tr>
<td>Friday, November 17</td>
<td><strong>Topic Proposal Memo due by 10:00 pm</strong></td>
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<tr>
<td>Tuesday, December 5</td>
<td>Draft due (of at least 2 pages of the instruction manual body) by 10 pm -- posted to the IM Peer Critique discussion board</td>
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<tr>
<td>Wednesday, December 6</td>
<td>Peer critiques due by 10 pm -- reviews of three drafts, posted as replies on the IM Peer Critique discussion board</td>
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<td>Date</td>
<td>Event Description</td>
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<tr>
<td>Friday, December 8</td>
<td><strong>Instruction Manual assignment due in the Dropbox by 10:00 pm</strong></td>
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<td>Saturday, December 9</td>
<td><strong>Quiz 6 due by 10 pm</strong>&lt;br&gt;<strong>Instruction Analysis due by 10 pm</strong>&lt;br&gt;<strong>All dropboxes close at 10 pm</strong></td>
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<td><strong>Final Exam</strong>&lt;br&gt;Monday, December 11 through Wednesday, December 13&lt;br&gt;Final Exam opens at 6 am on Monday and is available through 10 pm on Wednesday. The Final has a 2 hour limit and will be taken online. Your text will be useful. Completion of the final is required in order to pass the course.</td>
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_Last updated August 2023_