

English 104 - Report and Technical Writing
Spring 2012
Dr. Wesley Britton

Time and Place:
CRN 30084. MWF 9:00-9-50, Arts 202

Please turn all cell-phones off or set them to vibrate during class hours. Please conduct your phone discussions in the hall and not the classroom.

Office phone: 780-2437, extension 3

(If you leave a message and are providing your phone number, please speak slowly—best to say it twice.)

E-mail: spywise@verizon.net

Please do not use my HACC Groupwise e-mail address as I check that infrequently. Papers submitted to that address will not count. I will happily answer e-mail questions and concerns anytime you need help. However, I will not respond to inappropriate messages with a disrespectful tone or contain personal attacks.

This syllabus is posted in the "Files for Students" section at:
www.Spywise.net

Delayed Class Schedule: The college will make any announcements about delayed class schedules by 6:00 a.m. If this occurs, we'll meet for 35 minutes from 12:40-1:15 PM.

If we meet using this schedule, all assignments and due dates will not change.

School Cancellations: Should HACC cancel classes for bad weather or any other emergency, do not presume assignment dates will change unless they occur on the day in question. The class schedule below is designed to coordinate with weekends, holidays, semester breaks, etc., so we'll make every attempt to stay with the dates as listed here. The only exception will be for any final papers due on a day when school is canceled—this does not apply to drafts. If bad weather occurs on a draft period, we'll simply drop that draft. If we need an extra class period to make up work, this will occur at the end of the semester.

Required Texts and Materials:

Lannon, John M. *Technical Communication*. 11th Ed. New York: Pearson Longman, 2008.

Students should also come to class with thumb-drives for lab work. You will need an e-mail address to submit papers and communicate with your group.

Catalogue Description: Application of the principles of communication in the writing of effective reports and technical papers, including letters, memos, proposals, instructions, and research reports. This course is primarily for technical students.

Prerequisites: Eligibility for enrollment in English 101 and completion of English 003, when required by the college placement test, with a grade of "C" or higher.

Learning Outcomes: These outcomes are necessary to enable students to attain the essential knowledge and skills embodied in the program's educational objectives.

Upon successful completion of the course students will be able to:

1. Demonstrate knowledge of the characteristics of technical writing, such as creating factual, objective, clear, coherent, concise, and complete text.
2. Exhibit how to incorporate focus, development, organization, style, mechanics, and design in composing technical writing.
3. Organize, compose, design, and present technical information so information is immediately useful to the intended audience.
4. Identify importance of ethical and legal considerations in designing and composing technical communication.
5. Demonstrate knowledge of research methodologies, as by completing a research project with emphasis on proper documentation for technical communication.
6. Demonstrate an understanding of how to adapt effective writing strategies, including audience analysis, purpose, media, and usability to various types of technical communication.
7. Compose the essential forms of technical writing such as definitions, descriptions, proposals, instructions and reports.
8. Demonstrate an understanding of how to communicate technical information using computer mediated communication.
9. Complete technical communication documents collaboratively and recursively, often through peer reviews.
10. Demonstrate an understanding of how persuasion is used in technical communication.
11. Complete oral presentations of technical information.

Planned Sequence of Learning Activities: These are designed to help students achieve the learning outcomes.

- Invention
- Drafting
- Revision
- Editing
- Proofreading

Educational Beliefs:

In writing courses, the teacher should be considered more a coach than lecturer. This class will be very much a hands-on experience with much in and out of class time spent with students working on a variety of documents both in groups and individually. My job will be to set up the assignments, provide explanatory material, and then allow you to learn by practice.

English 104 is designed to be a very practical course, so I'm hoping the work you do in here can carry over into your professional life. With luck, the projects can directly benefit you on the job now or perhaps help you plan for future goals in your chosen field.

Along the way, we'll work on refining and polishing your writing skills in terms of clear sentences and paragraphs as well as correct punctuation and grammar.

Attendance and Late Papers

Note: You should become intimately familiar with the policies and guidelines discussed here. Many, many questions students ask regarding late papers, missed class periods, and group work are spelled out here in considerable detail. These are policies that have evolved in my classes over the past three decades, and many are strict for a variety of reasons. I regret many of these rules more than you. Please believe me—I take no pleasure in disappointing students. The bottom line--I decided on many of these rules in order to be fair to all students.

Regular and prompt attendance is key to your success. As many projects will depend on group participation, your attendance is required each day for not only yourself but also your classmates. If attendance becomes a problem, I may give quizzes either at the beginning or end of a class period.

There is NO late work accepted in this class without a written excuse verifying an emergency, so missing class, or coming late, may result in missing grades. If you miss periods where papers are due or group work is part of your grade, you can lose points. In addition, if your group works on a project when you are not here, they may drop your name from the assignment. Further, it is impossible to do makeup work for group projects or for draft reviews as they are designed to be interactive. This policy applies to both working drafts and final submissions.

Remember--No late papers are accepted without a written medical excuse or some written document verifying any family emergency. Period. Attach these to any late paper you ask me to consider. There is no make-up for missed drafts or quizzes. As explained below, you can still have final papers graded if sent by e-mail on time even if you can't make class that day.

Very Important notes About Drafts and e-mail Submissions

There are several advantages to submitting your final drafts of both group and individual papers via e-mail. E-mail submissions are those graded first and returned quickly, often on the same day you sent it. All projects must be submitted via e-mail. If you are unable to attend class, you will not lose the grade if your work is e-mailed. This applies to final drafts only and not working drafts. Please note these important conditions:

1. DO NOT SEND PAPERS AS ATTACHMENTS! I DO NOT OPEN ATTACHMENTS! One reason for this is the prevalence of viruses that come with attachments. Also, many programs students use do not translate well when opened for reading and grading. For your submission to even be looked at, it must be in the body of a normal message. Except for letters, documents should have a memo heading with a clear subject line. If you submit a paper as an attachment, it will not count as a submission.
2. Your e-mail paper MUST be received at the due time expected for all students. You may not submit a paper late via e-mail and expect a grade. E-mail submissions are the primary way to turn in your work, not a means to get an extension. It is important you know I must receive the paper for it to count-- simply telling me you e-mailed it won't count unless I get the submission when due. However, if you've turned in hard-copy on time on the due date, you can submit an e-mail version later. Be sure to use the e-mail address listed above and not my HACC Groupwise account.
3. Very important: remember that cutting and pasting from a word-processing program (such as MS Word or WordPerfect) into the body of an e-mail can result in a document filled with "nonsense" symbols. Some programs automatically convert all apostrophes and quotes into "smart quotes" or convert dashes and ellipses into other special characters. These hidden codes do not translate when copied into an e-mail document. Formatting codes such as bold or italic also transform into gibberish when copied, and the end result is annoying for anyone to read.

4. To avoid this problem, turn off special-character commands in your word-processing program before copying. Or on a PC you can use the Notepad text editor, which is found under your Accessories part of your computer. On a Mac you can use TextEdit. This is a simple text editor that doesn't allow any special-formatting characters. You'll need to double-space between paragraphs and headings, as conversion from word processing to e-mail deletes all tabs. (If this seems confusing—don't worry. Group mates can be very helpful with these technological issues.)

Grades and Class Policies

Your writing assignments will be typed, single-spaced, with normal font and margins. Do not put in line breaks between headings and paragraphs and use the block paragraph style. (That is, don't indent paragraphs.) Multiple page documents must be stapled.

Your grades will be determined by an accumulation of points averaged together at the end of the semester, with a total possible score of at least 1850 points. Scheduled assignments include:

Group Recommendation Report (Social Networking)--100 pts.
 Instructions draft—25 pts.
 Instructions—75 pts.
 Group proposal draft—25 pts.
 Group proposal—200 pts.
 Individual proposal draft—25 pts.
 Individual proposal—200 pts.
 Letter draft—25 pts.
 Letter assignment—50 pts.
 Brochure draft-25 pts.
 Group Marketing brochure-50 pts.
 Group progress report—100 pts.
 Group final report—300 pts.
 Individual project draft-25 pts.
 Individual final report—400 pts.
 Job letter and resume draft—25 pts.
 Job letter and resume—100 pts.
 Oral report—100 pts.
 Final Exam—TBA

Many of these projects will be interrelated. For example, your group proposal is to do your final group project, and you'll write a progress report on this as well. Your individual proposal will be to do your final individual project and will also be the subject of your speech. The instructor reserves the right to add quizzes if attendance or participation becomes a problem. You can calculate your own semester grade by adding up the total number of points you've earned at any given time in the semester and divide that by the number of total possible points we've covered to that point. You'll get a decimal score--.90 or above is an A, .80 to .89 a B, and so on.

A word to the wise: always keep copies of your work, especially graded papers. This is always important with your group papers, and I strongly recommend each member have copies of your submitted work as well as graded papers. If a group member disappears or drops out and has the only copy of your work, I can't help you if any problems arise with bookkeeping at semester's end. Note: your proposals and progress reports will become appendices in your final reports, so you'll need copies of those for these documents at the end of the semester.

Incomplete or Withdrawal Requests

Requests for a grade of "I" (Incomplete) will be honored only in the most extreme of circumstances. A medical excuse is required to verify that an emergency precluded you from attending class during the final weeks of class.

You may receive a "W" grade by filling out the appropriate document and bringing it to me for my signature. Be sure to fill out all information including your section and student ID Numbers. Also include the date you last attended class. Only leave blank the grade and line for my signature. Don't simply e-mail or phone me stating you wish to drop the class--it's up to you to fill out the form, bring it to me, and then take your signed form to the appropriate office. Be sure to know the cut-off date for this withdrawal.

Again—be sure to include the last date you attended class as this information is required by the registrar's office. If all the information is not filled out on the form, your request will not be processed.

Important note: College policy permits teachers to drop a student who misses 15% of our classes and is no longer able to successfully pass the course. If I notice you've stopped attending and have missed key work, I may elect to drop you with a WF. If you want a W for your grade, again, it's up to you to fill out the paperwork and ask me to sign the form. If it's left to me to do the work, you will get the grade you've earned to that point, and this usually means a non-passing grade. So don't simply stop attending and expect a W.

Very Important Words about Group Work

As you look over our class schedule, you will see much of our class time will be spent in groups, primarily in peer-group reviews, critiques, and editing of your papers. Much time is also spent with working on group papers, which can be rewarding or torment, depending on YOU. Keep the following ideas in mind:

While your first group will likely be made up of students you are sitting close to or know from other classes, these are not permanently assigned groups. However, once groups begin working on their proposals which will lead to your final group project, these groups will remain together barring special circumstances, and I'm the judge of what these might be. However, you will not be permitted to submit an individual assignment for these major assignments without documentation of illnesses that kept you from class during these projects.

Groups may be of three or four members, no more, no less. You are well-advised to keep an eye on your fellow students to see who comes to class prepared, and then make sure you hook up with such folks. If you find yourself with members who are not prepared or are not contributing to class discussions, you may choose to leave that group and join another or ask unprepared students to leave your group. I am assuming I am dealing with adults so I do not plan to administer group structure unless I have to.

Again--you may not substitute an individual paper for a group assignment without an explicit authorization from the instructor. And these will be very rare and granted only to students who discover they are writing these papers with minimal help from their peers or if extended medical emergencies precluded you from participation. Doing individual work defeats the purpose of these projects, so if you miss periods when groups organize, work on the project, or if your group is unhappy with your participation, you may well pay a heavy penalty.

Most problems for students begin when someone misses the days on which groups organize and have no place to go. To avoid this, be sure to keep in contact with previous group members in case of an emergency. While groups are working on a paper, they sometimes have a member who either misses periods or does not come to class prepared and contributes little to the discussions. Remember--groups may elect to drop members not

carrying their weight, and if this happens, you've blown at least one grade. All groups should keep me posted on any problems.

When groups are reviewing individual papers, your job is not to merely proofread for grammar and spelling problems. Through each draft of each paper, you will be helping group mates by analyzing the strengths and weaknesses of their work, which, in turn, will help you analyze your own work. This is a major activity of this class—by reading and improving your fellow students' papers, you will be learning important skills about writing in a variety of ways. In addition, writing group papers will help you work with a variety of points of view and help you learn organizational and developmental skills.

Let me reinforce that point--many times, out of friendship or worry that someone will fail a grade despite the fact they contributed nothing to a paper, students will sometimes allow their peers to share the grade. This is dishonesty, not helping a friend. Think of this as letting another student copy off your test in another class--it makes both of you cheaters. Ponder this.

Believe it or not, collaborative writing is more than a classroom exercise; it is a widely used practice in the business world. Frequently, business documents are written by teams and are often evaluated and read by teams. There are of course disadvantages as well as advantages in collaborative writing, but over the years I have found it to be an effective and popular teaching tool WHEN students are prepared for class. So, again, keep an eye out for working students as they will help your grades and growth in a number of ways.

If you're feeling nervous about group work, Colorado State University published a very useful discussion that might help you clarify and understand your possibilities. You can explore their suggestions on group structure and dealing with any fears you might have at:

<http://writing.colostate.edu/guides/processes/group/index.cfm>

Academic Dishonesty

While the details of HACC's ADMINISTRATIVE PROCEDURE 594 dealing with "Academic Dishonesty" are included in your student handbook, you should be aware of the following points for this class:

Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work. It includes plagiarism - the offering of someone else's work, words, or idea as one's own or using material from another source without acknowledgement. It also includes interfering without permission with the work of another student either by obtaining, changing or destroying the work of another student; buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc; and knowingly assisting someone who engages in the above.

Penalties for this class begin with your receiving a grade of f for the course if dishonesty is discovered. It's possible you can be dismissed or suspended from HACC as well. Further:

The Division Dean/Chief Branch Campus Administrator (CBCA) responsible for the student's curriculum may impose harsher measures within the context of the College such as,

- disciplinary probation-may include a limitation on credits, mandatory repeat of a course, etc.
- suspension from a curriculum.

Faculty are asked to report incidents resulting in disciplinary action to the Chief Academic Officer (CAO) so multiple incidents of dishonesty by the same student are monitored. These reports shall be kept in the in Office of the CAO. Depending on the seriousness of the infraction, the student may be asked to meet with our division dean to discuss actions beyond those we can resolve in the classroom.

In this course, the most frequent and serious offense is plagiarism, especially turning in papers in whole or in part that are copied from other sources. This is reckless behavior which is often easy for me to discover. Should I find you've plagiarized a paper, you will automatically fail the class and your paper along with the evidence of the dishonesty will be forwarded to the appropriate office to keep in your record. Further action will be determined by the circumstances of my investigation—often students choose to drop the class rather than face more severe consequences the college may deem appropriate.

Consider this essential information—experienced teachers are well-acquainted with the sources and means students use to submit plagiarized papers, so the odds of your getting away with this type of dishonesty are stacked against you.

To avoid unintentional plagiarism, remember statistics, general facts, and information you did not experience first-hand should always be cited. We will be discussing this much in class, but it will help to learn to use phrases such as "According to," "Smith claims," "Smith believes," or says, asserts, notes, stated etc. to insure ideas from other writers are not plagiarized. You don't need to directly quote all the time, paraphrasing is often the better way, but always, always let the reader know where you got your information. We will be discussing this throughout the semester, and don't be afraid to ask about this subject any time. Know you should become intimately familiar with the APA citation style as this will be required for assignments where research is involved.

Equal Opportunity Statements

EEOC Policy 005: It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

Inquiries should be directed to the Assistant to the President, One HACC Drive, Harrisburg, PA 17110, Telephone (717) 221-1300 - Extension 1537.

Pennsylvania Human Relations Statement

The Pennsylvania Human Relations Act ("PHRAct") prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act ("PFEOAct") prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us.

If an accommodation is needed, please contact:

Carole Kerper
Cooper 230
(717) 780-2614
clkerper@hacc.edu

Room 208B

Students with Special Needs:

If you are a student with a disability, it is your responsibility to notify your instructor and register with the Office of Disability Services at least one week prior to the needed service so that reasonable accommodations can be made.

Courtesy: Please conduct yourselves as the collegiate learners you are. Respect among students will foster a professional, positive learning environment. Unless you have circumstances which require leaving such devices in operation, please turn off all cell phones and similar electronic devices prior to entering the classroom. Listen when others are speaking and have respect for points of view which may differ from your own. Be motivated and prepared.

Class Schedule (subject to change)

Note: Throughout this schedule, many textbook readings are marked for you to skim. This means you should read carefully the instructional material but you don't need to digest the model examples in these chapters. The checklists are good for review as you prepare each assignment.

Dates for some discussions or class work may change depending on the availability of guest speakers.

Jan. 11. Welcome and introduction to course. Discussion of syllabus.

Jan. 13. Introduction continued. Discussion of class goals and basic principles of report writing.

Jan. 16. Martin Luther King Day, no classes.

Over this break, think about possible writing projects you can work on this semester that might benefit your career. Working students often discuss ideas with their supervisors who might have ideas you could use including manuals, websites, or extensive reports on one matter or another. Students associated with non-profit agencies often work on reports that benefit the organization which you can add to your resume. Students considering establishing their own businesses often work on marketing or business plans. There are many possibilities for you that could shape your work this semester.

Jan. 18. Before class, skim Chapter 12: focus on the sections discussing storyboarding, paragraphing, organization and chunking. Introduction continued.

Jan. 20. Before class, skim Chap. 3. Discussion of writing purpose, word choice and sentence economy.

Jan. 23. Before class, go to the Purdue OWL website and study the "APA Overview and Workshop" at: <http://owl.english.purdue.edu/owl/resource/6>

Research orientation. Begin discussion of using APA citation style.

Jan. 25. Before class, research the topic of employers using Facebook and My Space posts to determine the suitability of potential hires or deciding on firing employees who use social networking in a way disrespectful or offensive to the company. Bring your research to class. In groups of 3 or 4 members, begin to generate a report addressed to a fictional supervisor who is considering adopting this practice. In a report at least two pages long, recommend why he (or she) should or should not use this technique. Present alternative viewpoints, legal ramifications, ethical considerations, or any other aspects for which you have researched evidence.

Jan. 27. Before class, skim Chap. 11 (summaries and abstracts). Continue group project. Does your report include a summary, methods section, recommendations and conclusions?

Tip: At the end of each class, all members should have copies of the work completed to that point. This will help you in case one member does not come to class while you're working on this project. If fellow members don't have all the material to carry on if one member is absent, much time can be lost. Use thumb-drives or e-mail copies of work completed to yourself. Many groups like using Drop Boxes to store work where everyone can access the material between classes.

Jan. 30. Complete report by end of period. (100 pts.) E-mail and provide hard-copy backup if possible. Be certain to use a memo heading which includes the full names of all group members. (Include all this on the document itself; don't just provide names in your subject line.) Follow submission instructions outlined above. Did you follow the APA citation style?

Important notes: All group members should have their own copies of this project, and it's best for groups to send several copies of this project from different addresses in case one student's e-mail has problems. It's most important that the student who gets the graded version quickly forwards the graded document to the rest of the group so everyone can see not only the grade but the comments.

Feb. 1. Before class, look over Chap. 13. (editing) Word choice and sentence structure discussion, part 2.

Feb. 3. Before class, read Chapter 22 (Instructions and Procedures.) Discussion of chapter. Assignment: for Monday's class, write a two to three page set of instructions. Hardcopy draft due by beginning of period on Monday.

Feb. 6. At beginning of class, exchange hard-copy draft of your instructions assignment. (25 pts. for draft.) Get draft stamped to earn points, and this MUST be done by 9:00. You can not arrive at 9:02, 9:03 or after an expect your draft will be stamped.

Important note: There is no make-up work possible for missing draft days! The points are NOT to verify you did your homework. They certify you had your work evaluated by classmates and—equally as important—that you spent time critiquing and evaluating the work of others. If you did not participate in the workshop, there's no comparable activity to earn the points. Bear in mind: we have many, many points coming this semester, so missing a draft or two is not going to seriously affect your grade. Please do not e-mail your working drafts to me—there's nothing I can do with them. To earn points, they must be stamped and worked on during class. And they must be stamped at the beginning of the period!

These conditions are in place for the rest of this semester.

Feb. 8. Turn in instructions assignment by 9:00. E-mail your final copy and turn in your stamped draft by beginning of class. (75 pts. for final draft, 25 pts. for stamped draft.) Attach your marked, stamped draft for full credit—your work must be turned in today. You may not turn in late drafts next period, so don't leave any documents at home. Before class, read Chapter 23 (Proposals). Discussion of chapter.

Feb. 10. Proposal discussion cont. May organize into groups to begin semester project.

Tip: This week, you should seek out group members who share your field of study or students you've noticed are good workers in class. The choice of your topic may determine if this project will be useful for your career, so having a good team can be very helpful for you. And remember—this is the group you'll be working with for the rest of the semester, so wise choices are in your best interest.

Feb. 13. Skim Chap. 6 (Group Writing). Come to class with preliminary ideas and research for group project.

Feb. 15. Continue work on group proposal. By end of period, should have your outline and give each member assigned sections to write for next period.

Tip: As before, all members should have copies of each day's work in case a member misses a class to avoid losing time.

Feb. 17. Complete draft of group proposal. Before next period, print off copies for Monday's exchange workshop. Be sure each member has their own copy to earn points. Do not allow one person to be responsible for final editing and printing off these copies before next period---this is a major trouble area.

Feb. 20. Exchange proposal drafts with members of other groups. Critique the drafts for detail, clarity, and support. (25 pts.) Get drafts stamped by beginning of period and make sure all members have their copies!

Feb. 22. Complete group proposal (200 pts.) Due by end of period. E-mail to instructor and turn in stamped, marked drafts. All drafts due by 9:50. Be sure each draft has the name of the student expecting points for that submission at the top of the first page.

Note: Again, consider submitting several copies in case one member has a problem with their e-mail. It is most important that the student who gets the graded version quickly forwards the graded draft to everyone in the group so all members can see the comments and know what to work on for their individual proposals. Keep a copy as this proposal will become an appendix in your final project.

Feb. 24. Workshop day. May use period to work on individual proposal and ask last minute questions.

Feb. 27. Bring hardcopy draft of your individual proposal for draft exchange (25 pts.) As always, get draft stamped by 9:00.

Feb. 29. Guest speaker: Rebecca L Biretz.

March 2. Individual proposal due at beginning of period. (200 pts.) Note: Again, keep a copy of your proposal in your records as this document will become an appendix in your final report.

Before class, read Chapter 17 (Workplace correspondence). Discussion of letters. (Note letter on 360-361 as a model of letter as contract.) Before our next class, write a letter as described in class. (Will likely choose a rejection scenario beginning on page 386.)

March 5-9. Mid-term Break.

Note: When mid-term grades are posted, remember most of our grades are yet to come. So this grade is not a real "mid-term" assessment of what your final grade may be.

March 12. Bring draft of letter assignment. Exchange with other students for critique. (25 pts.) Get draft stamped by beginning of period. (All conditions about earning points remain the same as with previous work.)

March 14. Letter assignment due by beginning of period (50 pts.) Guest speaker: Helen Gemmill, Esq.

March 16. Before class, skim Chap. 5 (ethical issues.) Discussion of chapter.

March 19. Before class, look over Chapter 16, especially the discussion on progress reports (begins on pg. 333). Skim sections on justification, evaluation, and recommendation reports as one of these formats might fit your group and individual projects.

March 21. Group workshop day. Spend the hour preparing a progress report on what you've accomplished and what you plan to do for your final work.

March 23. Complete progress report. Due by end of period (100 pts.) Be sure you have sections on work accomplished, work to do.

Note: As with your proposal, keep a copy of this report as it will become an appendix in your group final project.

March 26. Before class, skim **CHAPTER 20** (Technical Definitions). Discussion of chapter.

March 28. Before class, skim **CHAPTER 21** (Technical Descriptions and Specifications). Discussion of chapter.

Groups: begin plans to create a marketing brochure as described in textbook.

March 30. Work on group marketing brochure. Complete by end of class. Have all group members print off hard-copy drafts for Monday's workshop.

April 2. Have individual drafts stamped by beginning of period. Exchange drafts with members of other groups (25 pts.)

April 4. Turn in marketing brochure by 9:00; turn in all drafts and hard-copy by same time. Before class, look over Chapter 24 (Formal Reports.) Discussion of chapter.

April 6. Spring break, no classes.

April 9. Before class, skim Chapter 25 (Front Matter). Discussion of chapter; may have time to work on group project.

April 11. Work on group project. Wise students will be also spending time with their individual projects at home.

April 13. Work on group project.

April 16. Complete group project. Due by end of period. (300 pts.)

April 18. Guest speaker: Rachel Jarabeck.

April 20. Bring draft of individual project to class for draft exchange. (25 pts.)

April 23. Individual project due by beginning of period following same guidelines as with all previous assignments. (400 pts.) Before class, review Chap. 18. Discussion of job letters and resumes.

April 25. Bring in job letter and resume for class critique. (25 pts.)

April 27. Turn in job letter and resume. (100 pts.) Before class, read Chapter 26 (Oral Presentations).

Tip for Success: If you plan to use visual aids or any technology in your oral presentation, please arrange this before class. Plan to set up your materials before class as we won't have class time to give you more than a very few minutes to get prepared. We'll need to move from speech to speech quickly, so please keep your preparation time short after class begins.

April 30. Oral reports begin. (100 pts.) We will begin with volunteers. If you plan to use audio-visual aids, prepare them in advance so class time will not be lost while you set up. If we run out of volunteers, we will begin working our way through the alphabet. I'll set up speeches at the beginning of class. If the letter for your last name is called and you are not present or ready, you forfeit the grade. You may not skip class to stall giving your report. In addition, if you come to class late and we've gone past the letter of your name, you've forfeited the grade.

Important note: The door to the classroom will be closed at 9:00 and no late students may come in. This is so those giving their speeches will not be disturbed or disrupted by late students. If you see the door is closed, do not come in. You may well have forfeited that grade.

May 2. Oral reports continue. Again, volunteers may go first before continuing through the alphabet, so long as these volunteers' last names begin with a letter we've not completed.

May 4. Oral reports conclude. If we run out of time and there are more reports to do, this may spill over into the final exam period.

May 5-11. Finals Week. TBA