ENG 371- Writing for the Workplace

Instructor Contact Information

Name: Dr. Jasna Shannon
Availability: Via email and by appointment
Email: jshannon@coker.edu (best method of communication)
Time Zone: Eastern Standard Time

Teaching Methods

As this is an online course, it requires a good deal of self-discipline and time management skills in order to be completed successfully. It is up to you, the student, to understand the schedule and keep up with the assignments. Make sure you know your deadlines and due dates.

A variety of teaching methods and approaches will be used including: readings, discussions, writing assignments.

Required Textbook

Kolin, Philip. *Successful Writing at Work.* 11th edition. Cengage Learning. 2017
ISBN-13: 978-1-305-66761-7

Course Description

This eight-week online course will prepare you to communicate in professional environments using various forms of communication: from memos, letters, instructional manuals, to proposals, reports, and power-point presentations. Throughout the course, we will emphasize the importance of audience and purpose, as we write and create clear and professional written communication. All assignments will be evaluated on how well they incorporate course principles, including responsiveness to audience and purpose, logical structure, readability, correctness, and overall visual format.

Course Prerequisites

Students should have completed ENG 102/112 or 210H.

Communication Policy

The best way to contact me is through email (jshannon@coker.edu). I respond to emails quickly during weekdays; however, after 5 or 6 pm, you may or may not hear back right away. Also, on weekends, I may not respond as promptly. I welcome and I'm eager to talk to students, so please don't hesitate to contact me.

Required Computer & Digital Literacy Skills

- Ability to use Blackboard Ultra, send email with attachments, and use Google Meet
- Proficiency using Microsoft Office programs like Word, Power Point, and Excel, and Google Docs
- Ability to use online libraries and databases to locate and gather appropriate information
- Ability to use online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Ability to cite information sources
- Proficiency in preparing a presentation of research findings

Course Learning Outcomes

Course Learning Outcomes	How you will demonstrate this to your instructor
Appropriately responds to specific workplace writing situations with an understanding of context, purpose, and audience.	Assignment: Applies to all written assignments
Reflects an analysis of workplace problems and proposes clear, precise, and innovative solutions for a specific audience.	Assignment: Correspondence letters; proposal, long formal report
Adheres to professional standards and conventions of business communication genres such as letters, reports, and resumes.	Assignment: Applies to all written assignments
Indicates the willingness to revise writing to achieve clarity, precision, and appropriate tone, considering multiple perspectives and sensitivity to cultural differences.	Assignment: Revised versions of all writing assignments
Reflects a control of the editing process, including the production of documents which exhibit concise language, appropriate format, proper sentence structure, and standardized grammar.	Assignment: Applies to all written assignments
Demonstrates knowledge of document design, including the implementation of various principles of format, layout	Assignment: Applies to all written assignments
Produce business documents that demonstrate command of Standard Written English	Assignment: Applies to all written assignments

(grammatically correct sentence structure and appropriate language and tone for business correspondence)	
Produce effective writing that is clear and precise, as well as visually appealing	Assignment: Applies to all written assignments
Conduct productive research and document sources correctly using MLA documentation	Assignment:Proposal and Long Formal Report
Produce clear and concise PowerPoint presentations	Assignment: (Final)
Respond effectively to other classmates' writing	Assignment: Peer review

How Will I Know How I am Doing in This Course?

Grades will be posted in Blackboard within a week after the due date. Since Blackboard keeps track of all of your points/grades, you should always be able to calculate your current grade in the course. If you need assistance, please contact me.

Detailed assignments and guidelines are available in Weekly folders. Students must submit all assignments to receive a passing grade in this course. All assignments must be submitted to Blackboard by the due date.

ASSIGNMENT	POINT VALUE	PERCENTAGE OF COURSE GRADE
Job Application and Resume	100	10%
Correspondence Letters/Memos	150	15%
Proposal	150	15%
Progress report	100	10%
Long Formal Report	250	25%
PowerPoint presentation	100	10%
Homework & Discussions	150	15%
TOTAL	1000	100%

Grading Scale

Grade	Points Needed	Equivalent Percentage
A	900 - 1000	90% - 100%
B	800 - 899	80% - 89%
C	700 - 799	70% - 79%
D	600 - 699	60% - 69%
F	0 - 599	0% - 59%

Note on Grading/Evaluation

It is your responsibility to check your grades throughout the course and make sure your work is accounted for. If for some reason I cannot open your submitted document (if you use "Pages" for example), I will notify you by email about the problem and request that you convert it to Word.

Please note that our final course grade is based on the number of points earned in the course and how it corresponds with the grading scale.

A = "An employer would be delighted to send this document because the writer has exceeded expectations by [producing] a particularly well-written, complete, creative, and audience-specific solution to a problem."

B = "An employer would be comfortable sending out this document. It meets the needs of the audience and does not contain any serious problems."

C = "An employer would be reluctant to send this document because of one major problem and/or several minor ones."

D = "An employer would not send out this document."

F = "An employer would realize the writer missed the point of the assignment and the company's standards of excellence."

<div align="right">(Courtesy of S. Becker)</div>

"If your document succeeds in its goals and is professional in content, style, design, and presentation, it is likely to please its target audience and would merit an A-level grade. If your document exhibits weaknesses in any of these respects, it is unlikely to please its target audience and would merit a grade below A-level. In this course, fulfilling the document's goals is of primary importance: for example, if a recommendation report is grammatically correct, clear, and well-designed, but is likely to fall short of its goal to persuade a target audience, you might receive a C+ or B- on that assignment."

<div align="right">(Courtesy of R. Spilka)</div>

Course Policies

Attendance - Absence

This course is designed to maximize your learning of the subject matter and advance your understanding through a variety of ways; therefore, attendance (in person or online, depending on the type of course) is vital for supporting your educational goals. The University is required to verify academic participation to remain in compliance with federal financial aid regulations. For this reason:

- Students enrolled in a fully online course must be participating academically in the attendance verification period. This means that by the end of the attendance verification period, the student should have logged in to the course <u>and</u> completed at least one assignment and/or discussion.

- Students who have not "attended" by the end of the attendance verification period will be dropped from the course roster.

- Students who stop attending a course after the verification period has ended and later seek to withdraw from the course should be aware that Coker is required to verify their last day of attendance or academic participation in the course and use that date as the withdrawal date. This could lead to federal financial aid penalties.

- Students who stop attending a course after the verification period has ended without officially withdrawing from the course and receive a grade of F should be aware that their last date of attendance or academic participation in the course is recorded and this could lead to federal financial aid penalties.

Late Work

In this course, you are expected to practice communicating in a professional manner. This includes making a professional submission of your materials on the appointed due dates. Consequently, no late work will be accepted without penalty. If you have a legitimate reason for an extension, you must discuss this with me (and get my approval) at least a day before the due date of the assignment.

Major assignments will be penalized one letter grade for every day past the due date, and homework assignments/posts will be deducted five points for any late assignment. Any assignments (major assignments or homework posts) that are over a week late will not be accepted and will earn a zero. Students are expected to be aware of all the due dates as listed on the course calendar on Blackboard.

Digital Backups & Tech Support

In order to participate in this class, you need access to Blackboard and email. If you have trouble accessing Bb because of your particular computer set-up, you are going to find this course difficult. Occasionally, glitches or viruses can prevent your work from being stored/saved and retrieved properly. Please get into the habit of backing up all of your materials in multiple locations and checking to make sure they work. This is especially important for an online course. I would strongly advise you to compose and/or save your work as Google Docs. This will enable you to access your documents from any (public) computer. An additional benefit is the ability to "share" documents with me or your peers. For instance, if some technological glitch occurs in the middle of the night and you are unable to post your project/paper to Bb, and the deadline is quickly approaching, you can "share" the Google doc with me, and then after you get your Bb access fixed, you can upload your document to Bb. Your project/paper will not be counted late because you shared the document with me <u>before</u> the deadline. I'd like you to learn to solve "problem" technology issues and be resourceful. Another example: your computer suddenly crashes, the

library is closed, so you cannot use a public computer. If you composed your assignment using Google Docs (as strongly suggested), you can ask a roommate or friend to access your paper in Google Docs, then share it with me before the deadline. Problem solved. If for some reason Bb crashes or stops responding, again, share your documents with me via Google Docs.

Here is a side note about **uploading to Blackboard**. Make sure you use Chrome to access Blackboard. Blackboard prefers MS Word documents (do NOT use "Pages" or anything else because, while they may upload to Bb, I will not be able to open your document). You can easily convert your Google doc into Word: click on "file," then click on "Download" and choose MS Word (docs) or pdf. Do not use any other options. A new screen with your Word (or pdf) document will open. You will need to save it before you upload it to Blackboard. Avoid composing directly in Blackboard. Many documents are lost during composing directly in Bb.

IMPORTANT: You should have back-up technology plans. A disabled computer will not excuse you from the work in the course. In addition, be prepared to solve the problem. If something happens to your computer, be prepared to use the computers in the library. If you have problems accessing Bb or any technology issue, call the IT help Desk (843.383.8323) or go to support@coker.edu for more information and/or to submit a ticket. If some other catastrophe or emergency prevents you from submitting your work by the assigned deadline, please communicate with me to arrange an alternative solution; however, you must do this before the assigned deadline. Do not wait until the last minute. Take responsibility for your actions and your work.

Writer's Studio

This spring 2022, the Writer's Studio will offer in-person and online (live/synchronous) tutoring services. In order to make an appointment, please go to:
https://coker.mywconline.com

You will need to sign in (or register, if you have never used or been to the Writer's Studio). After you successfully log in, you will be taken to the "schedule" page where you can sign up for an appointment. In case you cannot keep your appointment, please cancel it, so that your slot can be freed for another student. If you miss your appointment three times ("no-show"), you will not be able to make another appointment until you contact me to allow you access.

Academic Integrity

Academic Integrity is critical for every student, so academic integrity and honesty standards will be strictly enforced. To avoid plagiarism, please see the Coker University Student Handbook. Here is an excerpt:

(From the *Coker University Student Handbook)*
Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:
● *penalties assessed to the assignment, or*
● *penalties assessed to the course grade, or*
● *suspension or expulsion from the University*
In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of Academic Affairs to arrange review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of Academic Affairs. The Office

of Academic Affairs maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

Cheating: A student is guilty of cheating when he/she wrongfully gives, takes, or receives unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

Plagiarism: A student is guilty of plagiarism when he/she submits work purporting to be his/her own, but which in fact borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend's paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she has employed them.

Source Acknowledgement: All members of the Coker University community are expected to adhere to the strictest standards regarding acknowledgement of the use of another person's words, ideas, opinions or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., sources taken from the Internet may not be acceptable in some classes). It is the student's responsibility to be familiar with the guidelines for citation in their various courses.

Note that "patchwriting" is a form of academic dishonesty. Copying and pasting sentences and/or short passages from online sources without correct citation constitutes academic dishonesty.

My policy regarding academic honesty is simple: Students who submit plagiarized work will fail the assignment (regardless if the plagiarized paper is a draft or revised version). Second offense will result in failing the course. All cases of plagiarism will be reported to the dean's office and put in your permanent file. In view of these consequences, I would advise that you check with me **before** you submit work, if you think that there is any chance that you may have committed accidental plagiarism.

Disability Assistance

(From the *Coker College Handbook)*
Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) to provide the necessary documentation. No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Robin Richardson.

Title IX and reporting of sexual discrimination and harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to? While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson, in the Student Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Center for Health and Wellness (843-917-4044).

Additional information is located under the Title IX section on the Coker website: https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/.

Syllabus Revision Disclaimer

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

Course Expectations

Online Etiquette

This course is designed to help you to enhance your communication skills. As such, this course provides you with a forum to practice the principles of professional communication. In fact, this course is a good place to expand your network--the people in your professional circle with whom you exchange ideas, goods, and/or services. Making a good impression on the people in your network can help you in the future--through job opportunities, sales, public relations benefits, prestige, and more.

Most of our communication in this course will take place in a written format. Therefore, how you present yourself through your writing will shape the way that your classmates--new members of your network--will view you. Therefore, it is important to write clearly and respectfully on the discussion board, through email, in online chats, and in your written coursework. Follow these guidelines when communicating in class:

- General Guidelines
  - ➢ Write your emails/messages clearly and kindly. Before you send your messages, review them to ensure your words say what you mean.
  - ➢ Proofread your writing. In business, your co-workers, customers, and clients will evaluate you in part based on your writing skills. Emails and posts that contain many grammatical

errors may send the message that you are not careful with your work. Present yourself professionally to your new network peers by checking for grammar and spelling errors before you post messages.
- ➢ Participants in this course should be respectful of individuals from diverse cultures and backgrounds. Discriminatory comments based on gender, race, religion, culture, or sexual orientation will not be tolerated.
- ➢ Individuals who are rude, make personal attacks, or post discriminatory comments will be barred from the discussion board and will receive zero points for remaining discussion board assignments. At the professor's discretion, such individuals will be reported to the Dean of Academic Affairs and may be removed from the course.

- Discussions
  - ➢ When responding to another person's post, make sure your content is related to the original thread topic. If you find yourself going into a new topic, start a new thread with a relevant subject title. This will help us to keep our discussion organized, focused, and interesting.
  - ➢ Keep your paragraphs brief. (They will be easier to read online than long blocks of text.) Insert a blank line between paragraphs.
  - ➢ Do not write a post in all upper-case letters. (This is equivalent to SHOUTING online.)
  - ➢ Do not use text-message lingo. Write your posts in full sentences.
  - ➢ Read other posts before posting your own message. Make sure you are not simply repeating what someone else has already said. Keep your conversation going by advancing the topic forward.
  - ➢ Review your writing before you post it. Sometimes, humor and sarcasm are difficult to understand online. Make sure you have written your message clearly.

- Emails
  - ➢ Include a subject line.
  - ➢ Write full sentences, and do not use text-message lingo.
  - ➢ Sign your name at the end of your message.

Unit Objectives

Unit 1 - Understanding the Workplace Writing Context

Objectives:

- Recognize the goals of business writing and significance of purpose and audience in workplace writing
- Develop expert writing techniques including the use of a positive and courteous tone, bias-free language, plain language, and precise words

Readings:

- Read entire Syllabus carefully and thoroughly
- Read chapters 1 and 2 in our textbook, *Successful Writing At Work*, 11th edition.

Assignments:

- Write a brief introduction of yourself in Memo format and respond to a peer 's intro
- Homework (What are 3 most important "takeaways" for you from ch. 1, and three takeaways from ch. 2. Briefly explain why these points are important to you)
- Find a job ad you are qualified to apply

Unit 2 - Job Application Documents (Resume and Application Letter)

Objectives:

- Organize qualifications and information into effective resume segments
- Prepare additional employment documents such as application letters, follow-up messages
- Produce resume and application letter that reflects a command of Standard Written English (grammatically correct sentence structure and appropriate language and tone)

Readings:

- Read ch. 7 ("How to Get a Job"), and look at sample documents in this week's folder (see Sample Documents heading below)

Assignments:

- Write a draft of your job application letter and resume; post job ad, application letter, and resume
- Respond to one peer's/classmate's job application documents
- Submit job ad, your **revised application letter and resume**

Unit 3 - Correspondence: Writing Letters and Memos

Objectives:

- Prepare letters that make direct claims and voice complaints
- Create adjustment messages that salvage customers' trust and promote further business
- Apply effective techniques in refusing typical requests or claims, as well as handling customer bad news
- Apply effective techniques for delivering negative news
- Craft persuasive letters that reflect actions
- Write compelling claims and deliver successful complaints
- Produce effective writing that is clear and precise, as well as visually appealing
- Produce business documents that demonstrate command of Standard Written English (grammatically correct sentence structure and appropriate language and tone for business correspondence)

Readings:

- Read ch. 5 ("Writing Letters"), and ch. 6 ("Types of Business Letters"); review chapters 1 and 2

Assignments:

- Submit Complaint letter
- Write two response letters (Good News, Bad News) to your peer's complaint letter as part of Corresp. Packet

Unit 4 - Proposals, Progress Reports, Long Formal Reports (Writing **Proposals**) -- [Weeks 4 & 5]

Objectives:

- Conduct research using primary and secondary sources, and understanding how to assess the credibility of resources
- Identify the purposes and techniques of documents and citing sources in proposals

- Determine the problem the proposal is addressing, as well as its purpose, and gather compelling primary and secondary information
- Incorporate all necessary and appropriate components of proposals accurately
- Produce effective writing that is clear and precise, as well as visually appealing
- Produce business documents that demonstrate command of Standard Written English (grammatically correct sentence structure and appropriate language and tone for business correspondence)
- Revise, proofread, and evaluate final product

Readings:

- Read chapters 8 ("Doing Research, Evaluating Sources …") and 13 ("Writing Proposals")
- Read assignment re: Proposal, Progress Report, and Formal Report In Week 4 folder

Assignments:

- Submit complete **Correspondence packet (6 letters)**
- **Assignment for Proposals, Progress Reports, and Long Formal Reports Project Link:**
- Submit your Topic for Proposal and Reports assignment in Memo format
- Submit **draft of Project Proposal**
- Exchange drafts with a peer and write a peer evaluation of your peer's proposal draft Write a **Revision Plan for your Project Proposal**

Unit 5 - Proposals, Progress Reports, Long Formal Reports (Writing **Progress Reports**)

Objectives:

- Convert report data into meaningful visual aids and graphics
- Incorporate all necessary and appropriate components of progress reports
- Produce effective writing that is clear and precise, as well as visually appealing
- Produce business documents that demonstrate command of Standard Written English (grammatically correct sentence structure and appropriate language and tone for business correspondence)

Readings:

- Read ch. 14, "Writing Effective Short Reports" (particularly pgs 567-570)

Assignments:

- Submit **<u>revised</u> Proposal**
- Submit **Progress Report (in Memo format)**
- **Assignment for Progress Reports**

Unit 6 - Proposals, Progress Reports, Long Formal Reports (Writing **Long Formal Reports**)

Objectives:

- Conduct research using primary and secondary sources, and understanding how to assess the credibility of resources
- Identify the purposes and techniques of documents and citing sources in reports
- Determine the problem the project is addressing, as well as its purpose, and gather compelling primary and secondary information
- Convert report data into meaningful visual aids and graphics
- Incorporate all necessary and appropriate components of long formal reports accurately
- Produce effective writing that is clear and precise, as well as visually appealing
- Produce business documents that demonstrate command of Standard Written English (grammatically correct sentence structure and appropriate language and tone for business correspondence)
- Revise, proofread, and evaluate final project

Readings:

- Read ch. 15 ("Writing Careful Long Reports")

Assignments:

- Post **draft of Formal Report**
- Exchange drafts with peer and respond to peer's draft of Formal Report (peer evaluation)
- Write your **Revision Plan for Long Formal Report**

Unit 7 - PowerPoint Presentation

Objectives:

- Understand visual aids and how to avoid ineffective PowerPoint practices
- Create a clear and effective PowerPoint presentation of your project, that shows a firm grasp of basic visual design principles (color, images, special effects); organization of slide contents
- Revise, proofread, and evaluate final product

Readings:

- Read ch. 10 ("Designing Clear Visuals") and ch. 11 ("Designing Successful Documents and Websites")

Assignments:

- Submit **revised Long Formal Report**
- Submit **PowerPoint presentation** of your project

ENG 371 Course Schedule

Weeks	ACTIVITIES, REQUIREMENTS, AND DUE DATES
WEEK 1	**Understanding the Workplace Writing Context -- Audience and Purpose** ● Write a brief introduction of yourself in Memo format and respond to a peer 's intro -- *20 pts* ● Read entire Syllabus carefully and thoroughly ● Read chapters 1 and 2 in textbook; look at materials in Week 1 folder ● Homework (What are 3 most important "takeaways" for you from ch. 1, and three takeaways from ch. 2. Briefly explain why these points are important to you) -- *20 pts* ● Find job ad you are qualified to apply
WEEK 2	**Job Application Documents--Resume and Application Letter** ● Read ch. 7 ("How to Get a Job"); look at sample documents in Week 2 folder ● Write a draft of your job application letter and resume; post job ad, application letter, and resume -- *10 pts* ● Respond to one peer's/classmate's job application documents -- *10 pts* ● Submit job ad, your **revised application letter and resume** -- *100 pts*
WEEK 3	**Correspondence: Writing Emails, Letters, and Memos** ● Read ch. 5 ("Writing Letters"), and ch. 6 ("Types of Business Letters"); review chapters 1 and 2 ● Submit Complaint letter to peer ● Write two response letters (Good News, Bad News) to your peer's complaint letter as part of Corresp. packet
WEEK 4	**Correspondence cont'd; begin Proposal, Progress Report, Formal Report project** ● Submit complete **Correspondence packet (6 letters)** -- *150 pts* ● Read chapters 8 ("Doing Research, Evaluating Sources …") and 13 ("Writing Proposals") ● Read assignment re: Proposal, Progress Report, and Formal Report In Week 4 folder ● Submit your Topic for Proposal and Reports assignment in Memo format -- *10 pts*
WEEK 5	**Proposal for formal report** ● Re-read chapters 8 and 13 ("Writing Proposals"); read assignment re: Proposal, Progress Report, and Formal Report ● Post **draft of Proposal** -- *10 pts* ● Write a response to your peer's draft of proposal (peer evaluation) -- *10 pts* ● Write a **Revision Plan** for Proposal -- *20 pts*
WEEK 6	**Progress Report** ● Read ch. 14, "Writing Effective Short Reports" (particularly pgs 567-570) ● Submit <u>**revised**</u> **Proposal** -- *150 pts*

	● Submit **Progress Report (in Memo format)** -- *100 pts*
WEEK 7	**Long Formal Report** ● Read ch. 15 ("Writing Careful Long Reports") ● Post **draft of Formal Report** -- *10 pts* ● Respond to peer's draft of Formal Report (peer evaluation) -- *10 pts* ● Write a **Revision Plan** for Formal Report -- *20 pts*
WEEK 8	**Power-Point Presentation** ● Read ch. 10 ("Designing Clear Visuals") and ch. 11 ("Designing Successful Documents and Websites") ● Submit <u>revised</u> **Formal Report** -- *250 pts* ● Submit **Powerpoint** -- *100 pts*