ENGLISH 341.01W
COURSE SYLLABUS: Summer I 2015

Instructor: Dr. Robin Anne Reid
Office: Hall of Languages 125
Office Hours: Online: Monday-Friday: 10:00 a.m.-11:00 a.m.
                     Face to Face:
                     By appointment, afternoons 2:00 p.m.-5:00 p.m.
                     Time Zone: Central United States

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Email: Robin.Reid@tamuc.edu (Preferred form of communication)

I check my email several times a day during the week and at least once a day on weekends.

I have online office hours for checking the Virtual Office in my classes and/or communicating with learners via email. Questions posted in the Virtual Office will be answered within 24 hours during the week.

I have face/face office hours by appointment only in the afternoons between 2:00 p.m. and 5:00 p.m. Email me 24 hours in advance for meetings on campus.

COURSE INFORMATION

Required Textbooks and Readings

1. Required Textbook
2. Handouts

1. Textbook(s) Required: The required reading for this class is the (free) publication published by our Career Development Office: *Make the Connection*, the 2015 edition.

You may download *Connection* electronically from Doc Sharing in our course shell or from the university web page, or get a hard copy at the Career Development Office. The Career Development Staff can be an incredible resource for you, so I encourage you to drop by and get to know them!

TAMUC Career Development Office   Location: Student Access & Success Center 903.468.3223   Open: Monday-Friday, 8:00 a.m.-5:00 p.m.

[Make the Connection](http://www.tamuc.edu/CampusLife/CampusServices/CareerDevelopment/_CD%20Documents/Make_the_Connection2014-2015.pdf)

http://www.tamuc.edu/CampusLife/CampusServices/CareerDevelopment/_CD%20Documents/Make_the_Connection2014-2015.pdf

2. *Handouts*: Besides the textbook, I have prepared a number of handouts with links to the online required reading resources for specific assignments. The handouts are found in the Course Home Unit and appropriate Weekly Units in the Navigation Tree. The grading criteria for writing assignments are based on the information and models in those resources.

Course Description

Catalog: English 341 covers techniques of objective reporting on scientific and technical material; principles of technical exposition; study of language uses; writing samples and principles of various technical reports, including abstracts, proposals, and manuals. Prerequisite: English 102.

Summer I 341 Focus: The class focus this summer is preparing application materials and planning a professional portfolio for use in a future job search or graduate school application. As part of this process, you will be finding and evaluating professional online resources in your field.

The writing assignments will focus on how to format and prepare a letter of introduction (business letter), a résumé (or CV for prospective graduate students), a memo report planning what examples of your work to include in your (future) portfolio, and a memo on professional organizations and resources. The peer response assignments will teach you how to give and receive feedback on your work.

Finally, you will be preparing a PowerPoint video presentation that will be a sales pitch about your program here at A&M-Commerce, drawing on the research you did for your memo on professional organizations and resources.

Learning Outcomes

The outcomes listed below are the learning outcomes for the class.

Learners will demonstrate they can:

1. Engage in a writing process that incorporates revision based upon instructor and peer feedback.
   Assessed by: Changes in selected writing assignments from first to final draft.

2. Identify, evaluate, and report on professional organizations offering resources on relevant professional standards, including ethics and plagiarism, professional development, and peer-reviewed scholarship.
   Assessed by: The final draft of the Memo Report.

3. Apply writing principles from the class textbook and relevant online sites in order to evaluate classmates' drafts.
   Assessed by: Selected peer responses.

4. Produce correctly formatted professional documents such as business letters, résumés or CVs, and memo reports.
   Assessed by: Selected final drafts of the writing assignments.

5. Research, script, and create a PowerPoint presentation for beginning majors in their program at A&M-Commerce on how to succeed in the program and prepare to find employement/acceptance at a graduate program of their choice.
   Assessed by: PowerPoint presentation.

Course Requirements

Learners will:

✓ Access and follow all course instructions found in the content area (navigation bar) of the online course platform.

✓ Read all online materials (assignments, resource lists, and feedback comments and rubrics in the gradebook)

✓ Complete and submit assignments electronically using the online course platform's tools/tabs for the Dropbox.

- ✓ Use the Group Peer Response discussions to give feedback to classmates.

- ✓ Access their grades in the Pearson Learning Studio (eCollege) gradebook, including the rubrics in the gradebook as well as comments on drafts uploaded to the assignment Dropboxes.

- ✓ Use the Virtual Office to post questions about class assignments.

COURSE STRUCTURE

This is a fully online course led by the instructor. There is a class schedule that identifies due dates for assignments in this syllabus.

The course is composed of weekly learning units and a series of assignments and assessments to assist learners in achieving the course learning objectives.

The assignment handouts found in the course shell in the Home Page and Weekly Units contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

Any questions about the assignments should be posted in the Virtual Office.

Each assignment will be assessed according to the criteria on the assignment handouts. I will complete the rubrics and enter the grades, and include feedback on drafts on how to revise.

Any questions about grades should be sent to me at my university email.

First, or rough, drafts are graded primarily on effort: turn a draft in and receive full credit as long as the draft shows some effort has been made to address the assignment requirements.

Final drafts are graded primarily on the quality of the work produced and the extent to which the final draft meets the criteria on the grading rubric.

Final drafts may be revised once after the rubric is uploaded and the grade recorded for full credit.

Learners should prioritize work based on the amount of points each assignment is worth and the number of criteria used in evaluation. The higher the percentage and greater the number of criteria, the more time needs to be spent on the assignment. Remember time for revision is built into the course.

There are late penalties if work is turned in past the No Penalty Zone (NPZ) without a documented excuse. See the course policies section for more information about the NPZ.

COURSE GRADING

The class grade is based on the number of points earned. You will able to access your grade, see the points earned, and read feedback on the assignments you've turned in as soon as I grade the work and enter the points. I email the class and post an announcement when I have graded a group of assignments.

The gradebook function in our course shell also will give you the percentage of points you have earned. The points will be translated to a final letter grade using the following equivalencies:

90-100%=A   80-89%=B   70-79%=C   60-69%=D   0-59%=F

Assignments are graded based on the criteria provided on the customized rubrics. The instructor's comments and grade will be done after peer responses are completed.

NOTE: To access the rubric and feedback, click on the blue hyperlink grade to access the Dropbox where I've uploaded drafts with comments. These comments give you suggestions for revision and editing the drafts. Be sure to review them before turning in a revision.

If at any time you have a question about the comments or concern about your grade (which only you and I can access), please contact me (by email).

Please do not post about grades in the Virtual Office which is a public space.

Methods of Evaluation

Syllabus Quiz	100 points
Letter of Introduction (1 page)	35 points
Resume/CV (1 page)	35 points
Memo Report 1 Artifacts (2 pages)	35 points
Memo Report 2 Professional Organizations (3 pages)	140 points
PowerPoint Notecards & Storyboard	100 points
PowerPoint Presentation	400 points
Peer Responses (six)	360 points
Daily Logs (18)	72 points
Extra Credit points	3 points

TOTAL: 1288

Assignment Scenarios

Review the individual Assignment handouts for full information about the audience, requirements, length, required citations, format, style, and audience.

SYLLABUS QUIZ			
Quiz	100		This quiz is worth 100 points (nearly 10% of your total grade for the class) and asks you to apply information from the syllabus in a series of short answers to seven questions. After you complete the quiz, you will be able to access the rest of the class materials.
WRITING ASSIGNMENTS			
Letter	rough	3	Scenario: You are applying for a job or a graduate program. Write a letter of introduction to send
	final	32	

			with your resume or CV.
Res/CV	rough	3	Scenario: You are applying for a job or a graduate program. Write a resume (job) or CV (graduate application) to send with your letter of introduction.
	final	32	
Memo Report 1: Artifacts	rough	3	Scenario: Write a memo report explaining what three examples of your work and what one reference you plan to include in your professional portfolio which can be carried to an interview.
	final	32	
Memo Report 2: Professional Organizations	rough	12	Scenario: Your department head has asked you to find and evaluate professional organizations in your professional field and write a report on two of the best ones to share with incoming majors. You will be looking for information concerning professional development opportunities (training, conferences, resources, etc.), ethics and plagiarism, professional development, and peer-reviewed scholarship.
	final	128	
PowerPoint Research Log		50	Scenario: The head of your department is planning a "welcome to our department" program for early in the fall semester and will be inviting all the new majors to attend. The department has decided to ask current majors to put together short presentations on their specific program. Many departments have multiple program tracks for students, so you will be one of a group of majors who will be researching university and professional resources, writing a presentation script, and preparing a 20 slide PowerPoint (including Works Cited slides in MLA format) and a written script for the department presenters to use during the
PowerPoint Storyboard		50	
PowerPoint Presentation	rough	100	
	final	300	

			presentation.
			Students are invited to focus on their specific professional goals and create a presentation on how students who plan to follow a similar professional track can improve their chances of success and employment/acceptance in a graduate program by learning about department, university, and professional resources.
			Students in the interdisciplinary programs (Liberal Studies, BAAS, etc.) will need to include academic departments in which they are taking coursework.
			Sub-total: 745

PEER RESPONSES			
PR Letter		15	You will be uploading your rough drafts to two places in our course shell.
PR Resume or CV		15	
PR Memo Report 1		30	
PR Memo Report 2		100	One upload will be to the assignment Dropbox for me to evaluate and enter your grade.
PR Cards & Storyboard		100	
PR PowerPoint	rough	100	The other will be in a Peer Response Discussion so you can get feedback on your rough draft from a classmate. You must also give feedback to one classmate.
			You will not be able to see the drafts in the Peer Response Discussions until you upload your rough draft as an attachment.
			You are assigned to do a peer response for one classmate, for each assignment.
			The due date for peer responses allows for the No Penalty Zone (NPZ, explained in the course

			policies below), and the NPZ applies to the peer responses. I am giving you the opportunity to choose any one of the drafts that have been uploaded by your classmates rather than assigning groups. In order to make sure everyone who posts a draft receives a peer response, once a peer response is posted as a "reply" to a student, no one else can do a peer response for that particular student.
			Sub-total: 360
DAILY LOGS			
4 logs due each week (1-4); 2 logs due Week 5. Total: 18	18 x 4	72	Post a list of what you complete for class during the week: you are assigned four logs each week. Turn in one log a day (you may turn a log in on any day from Monday-Sunday, depending on when you do your work. However, please note and keep track of the specific due dates for assignments: the flexibility on log due dates allows you to work ahead on the weekends or do your work on a daily basis.
Extra Credit Points		**3**	Earn one extra credit point by participating in the Introduction Discussion the first week. The other two points can be earned by finding errors on any of my handouts or assignments. Errors/mistakes can be typographical, spelling, punctuation, usage or grammatical errors as well as dead links. To earn the Extra Credit points for finding errors,

			copy the text with the error, identify the error, and upload it to the Extra Credit Dropbox which is in the Course Home.
			Sub-total: 75
TOTAL POINTS: 1280			

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
    - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader
    - Adobe Flash Player
- At a minimum, you must have Microsoft (MS) Office 2007, 2010, 2013 or Open Office. MS Office is the standard office productivity software utilized by faculty, learners, and staff. MS is the standard word processing software. MS Excel is the standard spreadsheet software, and MS PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have MS Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University Commerce. To get started with the course, go to: myLeo.
http://www.tamuc.edu/myleo.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course.

To launch a browser test, login to Pearson Learning Studio (eCollege), click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson Learning Studio (eCollege) Student Technical Support

Texas A&M University Commerce provides learners technical support in the use of Pearson Learning Studio (eCollege).

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson Learning Studio (eCollege) Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio (eCollege) Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio (eCollege) Technical Support Representative.

Help: Click on the *'Help'* button on the toolbar for information regarding working with Pearson Learning Studio (eCollege)

(i.e. how to submit to Dropbox, and how to post to discussions, etc.)

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu/

Policy for Reporting Problems with Pearson Learning Studio (eCollege)

Should learners encounter Pearson Learning Studio (eCollege)-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

 Learners must report the problem to the help desk. You may reach the help desk at:

1. helpdesk@online.tamuc.org or 1-866-656-5511

2. Learners **MUST** file their problem with the helpdesk and obtain a help desk ticket number

3. Once a help desk ticket number is in your possession, learners should send me an mail me to advise me of the problem and to provide me with the help desk ticket number

4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio (eCollege) tutorial offered for learners who may require some extra assistance in navigating the Pearson Learning Studio (eCollege) platform. **ONLY** Pearson Learning Studio (eCollege)-based problems are legitimate.

Internet Access: An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

For assistance with the TAMUC library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your

Pearson Learning Studio (eCollege) session and open another browser window going to the Library's web site directly, at the following link: TAMUC Library not from within Pearson Learning Studio (eCollege).
http://www.tamuc.edu/library/

Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.
http://www.tamuc.edu/admissions/onestopshop/

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Take some time to read the following information. University faculty have a good deal of latitude in setting some of their procedures. However, in some other cases, university or department procedures apply.

The first set of statements were developed by me for this course.

The second set of statements are mandated by the University and Department of Literature and Languages and apply to all my courses.

By staying in the class after reading this syllabus, you are obligated contractually to meet class requirements and follow *all* class, department, and university procedures.

COURSE POLICIES

No Penalty Zone (NPZ): The No Penalty Zone is a concept I created for my online courses. The NPZ is an automatic extension of the writing assignment and presentation deadlines.

The deadline for turning work in is 11:30 p.m. U. S. Central Time. The NPZ is an automatic extension (you do not need to ask) of 24 hours for an "on time due date" of 11:30 p.m. the next day.

As long as the work is turned in within that 24 hours period, it is "on time" in terms of grade criteria (and qualifying for a peer response).

Late Work: Late work is penalized 25% of the total points the assignment is worth.

In this class, "late" means any time after the No Penalty Zone (NPZ) **without a documented medical or technological excuse.** Since many assignments are weighted toward rewarding effort and allow revision, your best strategy for success in the class is to turn all your work in on time, understanding that rough drafts are graded on effort not quality.

However, if problems keep you from completing the work, email me with the explanation and tell me when (within the next five days) the assignment will be submitted.

Late work may not be graded as quickly because I prioritize work that has come in on time over late work, but there will not be a late penalty as long as you have communicated with me.

The only way to fail in this class is to fail to turn in work or to fail to do any revision.

NOTE: If you have a medical condition, emergency or some other situation (professional or personal) which affects your ability to do the work for this class, please email me as soon as possible, and I will allow further short extensions.

If this situation is short-term (3-4 days), no external documentation is needed. If it will affect your work for seven days or more, then please submit documentation.

In a summer term, each of the five weeks is equivalent to about three weeks in the long term.

WARNING: Always aim to complete your work by the official deadline. Then, if life intervenes, you have a safety net.

UNIVERSITY & DEPARTMENT POLICIES

Academic Dishonesty and Plagiarism: "Academic dishonesty" includes, but is not limited to, cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), abuse (destruction, defacing, or removal) of resource material, and plagiarism. See below for specific information about what plagiarism consists of and the class penalties.

Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

The first instance of academic dishonesty will result in a failing grade on the assignment, without a chance to revise the relevant assignment.

The second instance of academic dishonesty will result in an immediate F in the class and a report to your Department Head, as well as to your college Dean and the Office of the Dean of Students. This report may stay on your permanent collegiate record and you also may be subject to further disciplinary action being taken by the university.

Literature and Languages Policy on Plagiarism: Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and learners are expected to do likewise. Penalties for learners guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources, especially if direct quotes are not set off with quotation marks.

You must acknowledge and document all sources (quoted and paraphrased) in the Memo Reports and PowerPoint Video using the MLA criteria. I know many in the class are from other disciplines, but this course is offered in the English department and follows those disciplinary guidelines.

You do not have to buy the *MLA Handbook*: there are copies in the library and in the Hall of Languages Writing Center as well as multiple online sites that give information on MLA guidelines.

The best online source I know of is the Purdue OWL: Purdue OWL https://owl.english.purdue.edu/owl/resource/747/01/

This acknowledgement must be in textual attribution, that is, in the sentences not just in parentheses at the end of paragraphs and in Works Cited pages. Textual documentation requires clear identification of the

source (including author's name and title) within your text (embedded in your sentences for summaries and paraphrases, in parentheses for direct quotes). In addition, page or paragraph numbers (for online sources) must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Unintentional plagiarism is still plagiarism. If you are summarizing/paraphrasing information from the source and fail to incorporate textual attribution, it still can be a case of plagiarism.

Using quoted material without parenthetical attribution and Works Cited entries is academic dishonesty verging on plagiarism.

The first instance of intentional or unintentional plagiarism will result in a failing grade on the assignment, without a chance to revise.

The second instance of intentional or unintentional plagiarism will result in an immediate F in the class and a report to your Department Head, as well as to your college Dean and the Office of the Dean of Students. This report may stay on your permanent collegiate record, and you also may be subject to further disciplinary action being taken by the university.

Online resources on plagiarism:

UNC Writing Center   http://writingcenter.unc.edu

Plagiarism: What it is and How to Recognize and Avoid it
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. As almost all contact will be take place via electronic means, it is important to be courteous and respectful in responding to ideas that may differ from yours. This course is an educational environment, and therefore each student should exhibit a decorum lending itself to the intellectual exchange of views and ideas.

Online courtesy requires meeting some different standards than face/face situations: a good guide to Netiquette can be found at: Netiquette

http://www.albion.com/netiquette/

Drop Policy: The university drop procedure allows for an online process.

Students who are eligible may drop their classes through their myLeo with a "Q" drop grade without Instructor approval.

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, University College students etc.). If you have an advising hold, you will have to complete a Drop/Add form and get approvals manually and turn the form in to the Registrar's Office for processing.

NOTE: The process of dropping is manually done at the Registrar's office and is not automatically posted when you submit the form through myLeo.

The Drop/Add form is located online at: TAMUC Drop Form

https://www.tamuc.edu/admissions/registrar/documents/2012DropForm.pdf

The deadline to drop with a "Q" drop grade can be found on the Academic Calendar at: TAMUC Academic Calendar

http://www.tamuc.edu/admissions/registrar/academicCalendar.aspx

The drop process steps are listed below.
- Go to myLeo
- Go to Registration, Records & Grades
- Registration
- Register/Add or Drop Classes
- Select a Term
- Under "Action", click on Course Drop
- Click on "Submit Changes" at bottom form

If you only are enrolled in one class or need to drop all your classes, you will not be able to drop through the online procedure. The Withdrawal Form is available at: TAMUC Withdrawal Form

http://www.tamuc.edu/admissions/registrar/documents/studentWithdrawal.pdf

These forms must be turned in to the Registrar's Office for processing.

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last ten days of the summer term make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the following year, the grade automatically goes to an F in accordance with university policy. There is no appeal for that grade.

As this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the Pearson Learning Studio (eCollege) platform. The class platform is available for student access for only two weeks after the close of each semester.

Non-Discrimination Statement: A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all learners with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

CLASS CALENDAR Summer I 2015

Summer I term runs from June 8-July 9, 2015.

Each of the five weeks in the summer term is equivalent to three weeks in the long term (fall or spring).

This schedule means that while I have assigned fewer (and in one case, simpler) assignments than in the long term, there is still very little time to spare between assignment due dates.

The writing and PowerPoint assignment are due on specific days as noted below: the NPZ allows for a 24 hour extension to submit your work.

However, assuming some students will prefer to do their work over the weekend as well as or instead of during the week, Daily Logs can be submitted at any time during the week as long as four are posted by Sunday by 11:30 p.m.

No more than one log per day will be accepted, and the NPZ does not apply to Daily Logs because of the flexibility of the due dates.

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course.

Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur and will be sent out by the class email.

WEEK ONE   **4 Daily Logs Due by 11:30 p.m. CST June 14**

Monday June 8:   Syllabus Quiz (complete to access the rest of the class materials).

Tuesday June 9:   Post in Group Assignment Discussion (Extra credit point)

Wednesday June 10:   Rough draft Letter of Introduction

Thursday June 11:   Rough draft Resume or CV

4 Daily Logs Due by 11:30 p.m. CST June 14

WEEK TWO   **4 Daily Logs Due by 11:30 p.m. CST June 21**

Monday June 15:   Peer Response: Letter
Peer Response: Resume or CV

Tuesday June 16:   Rough draft Memo Report 1 Artifacts

Wednesday June 17:   Rough Draft Memo Report 2 Professional Organizations and Resources

Thursday June 18:   Peer Response: Memo Report 1 Artifacts

4 Daily Logs Due by 11:30 p.m. CST June 21

WEEK THREE   **4 Daily Logs Due by 11:30 p.m. CST June 28**

Monday June 22:   Peer Response: Memo Report 2

Tuesday June 23:   Notecards & Storyboard

Wednesday June 24:   Final Draft Letter

Thursday June 25:   Final Draft Resume or CV

4 Daily Logs Due by 11:30 p.m. CST June 28

WEEK FOUR	**4 Daily Logs Due by 11:30 p.m. CST July 5**
Monday June 29:	Peer Response: Notecards & Storyboard Final Draft Memo Report 1
Wednesday: July 1:	Rough draft PowerPoint Presentation
Thursday July 2:	Final Draft Memo Report 2 Peer Response: PowerPoint Presentation

4 Daily Logs Due by 11:30 p.m. CST July 5

WEEK FIVE	**2 Daily Logs Due by 11:30 p.m. CST Thursday, July 9 (last day of class)**
Tuesday, July 7:	Final draft PowerPoint Presentation
Thursday July 9:	Any final revisions of writing assignments

2 Daily Logs Due by 11:30 p.m. CST Thursday, July 9 (last day of class)