

# Writing in Professions (HR)

ENGL1030 401

## Course Information

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## Writing in Professions (HR)

ENGL 1030- [REDACTED]

Fall 2024

## Course Section Information

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**Meeting Days:** Fridays

**Meeting Times:** 10:00am until 11:20am

[REDACTED]

**Campus:** [REDACTED]

## Transfer, Certification, Licensure, and Employment Information

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Note: If you do not believe I am addressing your questions about the course adequately, or have other concerns, you may contact [REDACTED]

[REDACTED].

## Course Description

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Course examines theoretical principles, practical applications and ethical approaches of public and professional writing and places these concepts in experience-specific settings and contexts with the focus on writing as human interaction.

Semester: Fall & Spring

## Course Student Learning Outcomes

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- Understand how many disciplines engage in writing as a form of human interaction.
- Learn about and apply theories of human behavior and strategies for ethical writing in public and professional fields.
- Students read and engage in material about and from multiple industries, including the work of the bimonthly guest speakers. Students will work in discussion groups (online or in person) about different ethical scenarios in which writing is part of the social equation for human relations.
- Identify problems, create solutions, innovate and improve current practices, especially through writing tasks.
- Understand the contributions of and challenges confronting diverse groups, particularly in writing for and about others.
- Students analyze various intercultural and cultural frameworks for writing as a human relations activity and address issues of equity via an online group project and other interaction via multiple forms of writing.

## Coursework & Assignment Descriptions

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Writing matters. We use it every day to make things of value in the world. We compose grocery lists to purchase food that then forms the meal we share with our loved ones, and we develop lab reports that document our research processes and findings and then submit them to demonstrate our ability to participate in scientifically valid forms of knowledge-making. We compose status updates to document and share our child's latest developmental milestones, and we develop descriptions that pique others' interests in the goods and services we offer on sites like Etsy and Kickstarter. Because writing underlies so many activities in our personal, academic, and civic lives, it's worthy of our attention.

With these concepts at the foundation, we will study our own writing practices as well as those of others with the primary goal of learning more about how and why writing matters. We will use rhetoric to develop knowledge of the “work” writing does in the world and to discover knowledge about our own writing practices. Major projects will develop our ability to think rhetorically about writing and to apply rhetorical thinking in our development as writers. We will compose in different genres, write for different audiences, identify various reasons for writing, and consider different purposes for the writing we produce. By the end of the semester, you will be a more flexible, adaptable writer, which will help you more confidently navigate writing tasks that you encounter in other college courses as well as those you encounter in your everyday lives beyond educational contexts.

At SLCC, we’ve identified six concepts that provide an understanding of writing that we hope will enrich your current knowledge and serve you well as you encounter new writing situations, whether you’re studying English or welding, working as an engineer or historian. The concepts that we want you to think about and explore throughout the semester are as follows:



## Textbooks, Readings, and Course Materials

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**Title:** We will not be using a traditional textbook in this course. Rather, we will be using texts authored by faculty in the Department of English, Linguistics, and Writing Studies (ELWS) and other high quality Open Educational Resources (OER) -- which we've assembled to support your learning here at SLCC. I will also be providing a number of supplement lecture videos, some of which have been

produced by instructors in our department. You will always be able to find these readings and videos in our Canvas course.

Link: <https://pressbooks.pub/openenglishatslcc/>

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## How to Succeed in the Course

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### Note:

This is a 3-credit course. You may find that, to excel in this course, you will need to dedicate at least 6 hours of study time per week to this course (SLCC's recommendation is 2-3 hours of study per credit hour).

### Participation and Attendance:

For this course, participation means:

- logging into Canvas at least twice per week and checking course announcements,
- being an active, engaged participant in all in-person online discussions,
- completing all assignments and activities on time, and
- responding to my messages in a timely manner.

I expect participation to reflect in your preparation on reading, writing, and research activities. You should plan your time so that you can complete all the assigned activities, discussions, reading, writing, and so forth, on time.

### Required Technology:

You will need to make sure that you have regular, reliable, access to Internet. SLCC's library has many electronic devices, including hotspots, for students to check out. If gaining access to reliable internet seems stressful, please come talk to either me or a SLCC librarian so we can get you set up.

On that reliable internet, make sure to check Canvas at least twice per week! I will send announcements or messages about interesting current events, follow-up on class discussions, useful resources, due dates, etc.

I will not accept “Canvas wasn’t working” as an excuse for late work unless adequate documentation is provided. If you do experience a problem with Canvas, call or contact the Canvas Tech Agents by visiting the “Help” question mark icon on the Canvas menu bar, and beginning a live chat or by calling 1-844-334-0397.

### **Late Work:**

Deadlines are important. If you get behind, the effect tends to snowball very quickly. That said, sometimes an extra day is just plain necessary. Please let me know of any issues before the assignment is due so we can try to resolve them. You should only consider turning in an assignment late if you communicate with me before the due date.

Otherwise, a 10% per day penalty will be applied to any assignment turned in late. Thus an 100-point assignment turned in one day late could earn a maximum of 90 points. Two days late—80 points, etc.

In other words, this class does implement a rather strict late-work policy because I am happy to work with you to set reasonable assignment extensions.

If you do turn in work late without a previously agreed-upon extension, grades and associate feedback comments will take longer to be posted. I prioritize grading assignments that are turned in on time, so late work may take up to three weeks to be graded.

## **A Note About Class Conduct**

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Some of the material we cover in this class may be sensitive, controversial, and/or divisive in nature: this means that we’ll all work to be empathetic listeners and critical thinkers and treat each other with respect and dignity. It is essential that we build a

foundation of inclusion, respect, and open-mindedness within our classroom community to learn from one another.

Diversity in the classroom is key to providing and fostering critical, civil, and inclusive education. It is crucial that every member of our classroom is respectfully and listens attentively to everyone in order to cultivate and sustain an open and equitable classroom environment. Respectful behavior for everyone is expected (both for students and instructors) including classroom community members of all ages, gender identities and expressions, sexual orientations, physical abilities, neurological and sensory processing, races, ethnicities, tribal affiliations and citizenships, nationalities, countries of origin, documentation status, language backgrounds, religious affiliations, political viewpoints, socioeconomic backgrounds, and educational pathways. Hateful comments of any kind will not be tolerated.

With all interactions in this course, including those in-person and online, with me and your classmates, I expect that you will conduct yourself appropriately – as outlined in the Student Code in the Student Handbook at SLCC. Some of the material we cover in this class may be sensitive, controversial, and/or divisive in nature: this means that we'll all work to be empathetic listeners and critical thinkers, and treat each other with respect and dignity. Because much of your interaction with your classmates and with me will be online, I place extra emphasis on the care you take with your own words, and with how you respond to those of others.

Some of the material we cover in this class may be sensitive, controversial, and/or divisive in nature--as is the case with many materials designed for adults in college. Indeed, difficult subjects and the challenges of civil discourse are one of the central concerns of higher education. I encourage you to embrace the challenges of any material that might be difficult for you in this class, and to do so with integrity and kindness.

## Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues

- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Communication Plan

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### **Content Accommodation:**

If you need accommodations for any reason, please come talk to me individually. We will work out a plan together that is best for you in the context of this class. This may include accommodations for learning processes (or types) and assignment strategies.

### **Religious Observance:**

If you have a conflict between a religious holiday and a graded assignment, please contact me in advance so that we can make appropriate arrangements.

### **Academic Support:**

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For



example, you may prefer to process information by speaking and listening, so some of the written material I provide may be difficult to absorb. Please talk to me as soon as you can about your individual learning needs and how this course can be accessible for you.

## Course Policies

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### **Plagiarism:**

Plagiarism is the presentation of another's work as your own. It also applies to the appropriation of a person's ideas, which you state are your own. Direct quotations and/or paraphrasing (including information taken from the Internet) must be documented. Plagiarism includes turning in a paper for which you plan to receive credit or for which you have already received credit in another course. Plagiarism is a serious breach of honesty and academic integrity; the penalties for plagiarism are serious, up to and including an "E" in this course. We will talk about plagiarism further in this course.

### **Generative AI:**

Generative artificial intelligence (AI) software, such as ChatGPT, is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so.

The library has created several guides that will be helpful for you when using AI.

<https://libguides.slcc.edu/ChatGPT/InformationLiteracy>

<https://libguides.slcc.edu/ChatGPT/Citations>

## Revision:

Any project that is submitted for one of the major projects will be eligible for revision, in order to achieve a higher grade. If a project is turned in more than one calendar day after the deadline, or does not meet the minimum length requirements, it will not be eligible for revision. The revised project must show SUBSTANTIAL changes from the prior draft if the student expects to earn a higher grade. Revision guidance will occur through the form of instructor comments on the original drafts, peer workshops, and tutoring sessions/meetings. Projects turned in for revision must be accompanied by a cover letter explaining the changes made. The cover letter can be incorporated into an email alerting me that you have turned in a revision. (Revisions must be submitted before the second to last week of the semester.)

## Grading Scale

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### Final Grade Distribution

<i>Grade:</i>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

## Waitlist Function:

The waitlist option is available for most courses filled to capacity and set at 20% of class capacity. The waitlist period mirrors the add period and ends at midnight on the last day to add classes. Waitlist students are instructed to attend the first day of class to receive further instruction from the faculty member. Faculty determine if the waitlisted students continue to attend class.

Waitlist classes are open to all eligible students on a first come, first serve basis. Students registering for a closed class will be offered the opportunity to be put on a Waitlist. When a registered student drops a seat in a closed class, the waitlisted student

will be notified by SLCC email. Once notified the waitlisted student has 24 hours to register for the course. If registration is not finalized within the 24-hour period, the student is dropped from the waitlist. The next waitlisted student is notified by email that a seat is available. Students must meet prerequisites to be eligible for the Waitlist. Waitlisted students with time conflicts are not able to register for the class.

### **Administrative Drop for Non-Attendance:**

Students who have not logged into online classes within the first five days of the term may be administratively dropped. Students who do not attend class or do not contact the class Instructor by the second-class meeting (or first class meeting for classes that meet once per week) may be administratively dropped by the Instructor. For online classes, students are required to log into online classes within the first five days of the term or may be administratively dropped. The administrative drop process opens seats for waitlisted students during the Add Period.

All faculty should keep accurate attendance records during the Add/Drop period so students who do not attend may be identified and dropped for non-attendance. While technically it is the student's responsibility to drop their courses many non-attending students do not drop their courses. As a college our failure to drop non-attending students causes numerous problems for students and for the college (collection fees, negative credit impact, GPA standing, academic holds, financial aid loss for classes never attended, incorrect financial aid disbursement, increased registration appeals and enrollment exceptions, incorrect federal reporting.)

### **Drop:**

Students may drop classes through the MySLCC portal within the drop period. When a class is dropped, students receive a refund or an adjustment to tuition. The class does not show on the transcript.

### **Withdraw:**

Students may withdraw from classes after the drop period through the MySLCC portal within the withdrawn period. When a class is withdrawn, a “W” is recorded on the transcript. The GPA is not affected, but attempted hours are affected. There is no refund or adjustment to tuition.

### **Department Policy:**

According to English Department policy, you must complete all major assignments—to receive at least a "C" in the course.

### **Incomplete:**

Students must be passing and have completed 80% of the coursework in order to be granted an incomplete. Students are responsible for making arrangements to complete the course.

## General Education Information

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### **General Education Statement**

This course fulfills the **HR** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between such varied information with the different methods of organizing

human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

## **ePortfolios**

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

### **The Many Uses of ePortfolios**

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

### **Connect Your ePortfolio to MySLCC**

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.
3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

### **Need Assistance?**

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#). Questions regarding the ePortfolio can be directed to [ePortfolio@slcc.edu](mailto:ePortfolio@slcc.edu)

## **Mental Health**

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Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It helps determine how we handle stress, relate to others, and make choices, and is important at every stage of life ([mentalhealth.gov](http://mentalhealth.gov)).

Everyone experiences stressful and difficult events, and as your instructor, I believe that your mental health is an important part of your academic success. Success in this course depends not just on the readings you do and assignments you submit, but also on your personal health and wellbeing. While stress is an expected part of the college experience, it can often be impacted by unexpected setbacks or life events outside of the classroom such as mood changes, excessive worry, personal crises, work stresses, and/or problems with eating and sleeping.

If you are struggling, please know that you are not alone and help is available. Our class is better and stronger with everyone in it. You are important, and we need you here.

As your instructor, I want you to feel comfortable reaching out to me about your absences or any difficulty you may be having that is impacting your performance in this course so we can work together to help address your concerns.

While I am sympathetic to concerns you may be experiencing outside of class, please know that I am not professionally qualified to assist you beyond the scope of this course. What I can do is direct you to resources which offer assistance to members of the SLCC community:

Remember that our class is better and stronger with everyone in it. You are important, and you belong here.

### SLCC Disability Resource Center (DRC)

The purpose of the Disability Resource Center is to facilitate access and inclusion and to provide reasonable accommodations for students with disabilities.

The DRC can provide students with a variety of individualized accommodations and resources, including assistive technology, testing accommodations, access to early registration, campus event access, and more.

### SLCC Center for Health and Counseling

- If you are an SLCC student or staff member, you have access to mental health counseling provided by our licensed counseling staff. See Counseling Services for more information.
- Helplines
  1. Suicide Prevention Lifeline
    - 1-800-273-8255
  2. Substance Abuse & Mental Health Services Administration SAMHSA
    - 1-800-662-HELP (4357)
  3. SafeUT App
    - Download the free SafeUT app on your mobile device.
    - Chat or call confidentially with a licensed counselor who can provide 24/7 crisis intervention and emotional support.
  4. National Suicide Prevention Hotline
    - 1-800-273-TALK (8255)
    - Chat Line

## 5. Veterans Crisis Line

- 1-800-273-8255, then press 1

When you contact the instructor for assistance, your concerns and requests for help will be treated with respect. Any private information that you share with the instructor will remain confidential except when mandatory reporting is required by law or by Salt Lake Community College for safety reasons.

## Advising and Counseling Support Services

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Additional Class Policies

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**DRC Statement:**



SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659; (email) drc@slcc.edu; (website) www.slcc.edu/drc.

### **Title IX Statement:**

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities.

If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact: [REDACTED] Title IX Coordinator Salt Lake Community College Taylorsville Redwood Campus – STC 276A (801) 957-5027 [REDACTED]

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you

have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Course Questions and Feedback Discussion Board</a>	Discussion	0
8/22	<a href="#">Assignment: All Set Up in Canvas</a>	Assignment	10
8/22	<a href="#">Survey: Help me write our syllabus</a>	Quiz	5
8/25	<a href="#">Assignment: Class Contribution</a>	Assignment	6

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
8/25	<a href="#">Discussion: Introduce Yourself</a>	Discussion	20
8/29	<a href="#">Notebook: Writing in *Your* Profession</a>	Assignment	10
9/1	<a href="#">Discussion: My Typical Writing Process</a>	Discussion	20
9/1	<a href="#">Notebook: Perceptions of Being a Primary Audience Member</a>	Assignment	10
9/5	<a href="#">Notebook: Identifying Organizations &amp; Getting Started</a>	Assignment	10
9/6	<a href="#">Assignment: Community Building</a>	Assignment	8
9/8	<a href="#">Discussion: Selecting an Organization to Analyze</a>	Discussion	20
9/8	<a href="#">Notebook: Detective Work on Audience</a>	Assignment	10
9/12	<a href="#">Notebook: Discovering Purpose &amp; Context</a>	Assignment	10
9/12	<a href="#">Q&amp;A Discussion: for Case Study (Project 1)</a>	Discussion	5
9/15	<a href="#">Discussion: Why Rhetoric? What even is it?!</a>	Discussion	20

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/15	<a href="#">Notebook: Analyzing Voice</a>	Assignment	10
9/19	<a href="#">First Draft: Case Study of Professional Writing (Project 1)</a>	Assignment	10
9/20	<a href="#">Peer Review Check-In: Case Study (Project 1)</a>	Assignment	2
9/20	<a href="#">Peer Reviews: Case Study (Project 1)</a>	Assignment	20
9/22	<a href="#">Notebook: Approaches to Writing</a>	Assignment	10
9/22	<a href="#">Notebook: Brainstorming Professionals to Interview</a>	Assignment	10
9/26	<a href="#">Discussion: Drafting your Email Request and Interview Questions</a>	Discussion	20
9/26	<a href="#">Notebook: The Rise of Writing</a>	Assignment	10
9/29	<a href="#">Revision (Final): Case Study of Professional Writing (Project 1)</a>	Assignment	40
9/29	<a href="#">Reflection: Case Study of Professional Writing (Project 1)</a>	Assignment	30

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/3	<a href="#">Q&amp;A Discussion: for Profile (Project 2)</a>	Discussion	5
10/3	<a href="#">Notebook: Profile Design Ideas</a>	Assignment	10
10/6	<a href="#">(EX) Notebook: "More Truth" or Objectivity in Journalism</a>	Assignment	0
10/6	<a href="#">Assignment: Interview Transcription</a>	Assignment	40
10/10	<a href="#">Assignment: Analyzing Audience + Context</a>	Assignment	15
10/10	<a href="#">First Draft: Profile of a Professional Writer (Project 2)</a>	Assignment	10
10/11	<a href="#">Peer Review Check-In: Profile (Project 2)</a>	Assignment	2
10/11	<a href="#">Peer Reviews: Profile (Project 2)</a>	Assignment	20
10/13	<a href="#">Assignment: e-Portfolio Set Up</a>	Assignment	12
10/13	<a href="#">Discussion: Profile Writing, Examples, and Templates</a>	Discussion	20
10/20	<a href="#">Reflection: Profile of a Professional Writer (Project 2)</a>	Assignment	30

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/20	<a href="#">Revision (Final): Profile of a Professional Writer (Project 2)</a>	Assignment	40
10/24	<a href="#">Assignment: Call + Resource Proposal</a>	Assignment	15
10/24	<a href="#">Survey: Mid-Term Check-In</a>	Quiz	0
10/24	<a href="#">Notebook: Invention for Future Visualization</a>	Assignment	10
10/27	<a href="#">Assignment: Evaluating Calls + Analysis Drafting</a>	Assignment	40
10/27	<a href="#">Discussion: Evaluating Calls + Research Recommendations</a>	Discussion	20
10/31	<a href="#">Discussion: Drafting your Request(s) to Potential References</a>	Discussion	20
10/31	<a href="#">Q&amp;A Discussion: for Employment Material(s) (Project 3)</a>	Discussion	5
11/3	<a href="#">Assignment: Selecting Your (employment) Materials</a>	Assignment	10
11/3	<a href="#">Notebook: Is the Résumé Dead?</a>	Assignment	10

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
11/7	<a href="#">First Draft: Employment Material(s)_ (Project 3).</a>	Assignment	10
11/7	<a href="#">Assignment: Peer Review Prep (Set Your Intentions).</a>	Assignment	20
11/8	<a href="#">Peer Review Check- In: Employment Material(s)_ (Project 3).</a>	Assignment	2
11/8	<a href="#">Peer Reviews: Employment Material(s)_ (Project 3).</a>	Assignment	20
11/10	<a href="#">Assignment: Audience + Purpose Analysis for Project 3</a>	Assignment	20
11/10	<a href="#">Discussion: Visual Rhetoric</a>	Discussion	20
11/14	<a href="#">Q&amp;A Discussion: for e-Portfolio, Signature Assignments, &amp; Course Reflection</a>	Discussion	20
11/14	<a href="#">Assignment: Rhetorical Situation Analysis</a>	Assignment	10
11/17	<a href="#">Revision (Final): Employment Material(s)_ (Project 3).</a>	Assignment	50
11/17	<a href="#">Reflection: Employment Material(s)_ (Project 3).</a>	Assignment	30

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
11/21	<a href="#">First Draft: e-Portfolio, Signature Assignments, and Course Reflection</a>	Assignment	10
11/21	<a href="#">Notebook: Considering Ethics in Professional Writing</a>	Assignment	10
11/22	<a href="#">Peer Review Check-In: e-Portfolio</a>	Assignment	2
11/22	<a href="#">Peer Reviews: e-Portfolio, Signature Assignments, and Course Reflection</a>	Assignment	20
11/24	<a href="#">Notebook: Place, Imagination, and Visual Rhetoric</a>	Assignment	10
11/24	<a href="#">Assignment: My Updated Writing Process</a>	Assignment	10
12/1	<a href="#">Discussion: End-of-Semester Check-In</a>	Discussion	20
12/1	<a href="#">Notebook: (Last!) Reflection on (free)Writing Process</a>	Assignment	10
12/5	<a href="#">Discussion: Sharing your Work</a>	Discussion	20
12/6	<a href="#">Assignment: Presentations</a>	Assignment	25
12/8	<a href="#">Extra Credit</a>	Assignment	0



<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
12/8	<a href="#">Revision (Final): e-Portfolio</a>	Assignment	50