<p style="text-align: center;">**New Jersey Institute of Technology**
Department of Humanities and Social Sciences
COM 313 – Technical Writing
Professor Wilson
Email: gwilson@njit.edu
Office Hours: By appt on Webex; Wednesday 10-11:30 A.M.</p>

COM 313 - Technical Writing:

Prerequisites: ENGL 102 with a grade of C or higher, and one History and Humanities GER 200 level course with a grade of C or higher. An advanced writing course. Combines current theory with actual practice to prepare students as technical writers. Analyze complex communication situations and design appropriate responses through tasks that involve problem-solving, rhetorical theory, document design, oral presentations, writing teams, audience awareness, ethical considerations, and gender equity issues. This course satisfies the three-credit 300 GER in History and Humanities.

A statement on care:

For many students, college is a time of high stress. Studies have shown that college students often neglect to care for themselves due to factors like deadlines, pressure to achieve high grades, and difficulty with time management. Recent studies show that high school and college students increasingly struggle mentally and emotionally. It is imperative to your well-being that you make time to care for yourself. Taking care of yourself can include (but is not limited to): eating regularly, drinking water, getting enough sleep, talking with a professional about your feelings, writing about your feelings, taking time to walk outside, exercising, spending time talking with a friend, and taking time out for yourself. Please take care of your mental, physical, and emotional health. You know what your body needs; I encourage you to advocate for yourself and your access needs[1]. I encourage you to communicate your access needs to your professors so that we can better support your wellness. Please also familiarize yourself with the resources available at NJIT: https://www.njit.edu/counseling/

Course Goals:

- To learn to communicate clearly in writing and in oral presentations.
- To learn types of technical writing: instructions, procedures, proposals, etc.
- To learn professional features of MS Word, screen capture tools and basic digital media.
- To increase awareness of race, gender, and accessibility issues in technical writing.

Learning Outcomes:

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[1] Access needs: anything a person requires to participate in their environment or a community or to engage with an idea, function, or activity.

1. Write and revise various types of professional technical communications to produce a set of technical documents demonstrating your ability to write clearly and accurately in a concise, professional style.
2. Read and interpret material on technology and explain the ideas, issues, and problems involved in writing about technology and workplace writing.
3. Demonstrate information literacy: the ability to formulate appropriate questions, find, select, assess, and analyze information sources, both print and electronic, from the open web and/or the NJIT Library, and synthesize, credit, and integrate those sources in your own work.
4. Develop collaborative work habits, including those necessary for effective cooperation with other students and instructors.
5. Identify your own strengths and weaknesses in writing.

Required Textbook:
No textbook is required for this course. All readings are available on Canvas.

A note on reading:
Writing well depends upon reading well. The course texts will provide you with ideas and arguments, concepts, and key terms. They will prompt thought as you agree, disagree, or qualify ideas. The readings enlarge the context for our discussion. And they illustrate choices other writers have made as they compose. Writing and reading are interdependent practices, and you will move between the two regularly throughout the course.

Grading Procedure:
This class will utilize a grading contract. You can find the grading contract under the "Getting Started" module on Canvas. Students should be sure to complete the corresponding Contract Grading discussion board during the first two weeks of the course. If students have questions about the grading contract or about how they will be evaluated in the course, please schedule an office hour meeting with me or reach out via email.

Grading Scale:

A = 100-90	B+ = 89=87	B = 86-80	C+ = 79-77	C = 76-70	D = 69-60	F = 59-0

Assignments/Assignment Policies:
Modules: All assignments are located under modules. You should refer to the module to complete the readings/presentations/videos and the graded assignments. Assignments are expected to be handed in weekly. I will not accept all work in bulk at the end of the semester.

Announcements: Be sure to read the weekly announcements, as they will be used to communicate important, timely information about the course.

Informal Discussions/Notice and Focus/Minor Assignment: Discussion Board questions are posted on Canvas. The questions/discussion items are designed to stimulate your critical thinking and foster discussion among the class and fellow students. Minor assignments will also be categorized under this heading.

Informal discussion and minor assignment responses must be comprehensive (aim for 150-300 words) and well-written; students should be sure to fulfill the requirements being posed. You may want to use MSWord to prepare your draft discussion and to spell-check your work before it is posted on the Discussion Board. All NJIT students have access to MSWord.

Notice and focus responses should aim for about 100-200 words.

If you take material from a book/magazine/newspaper or from the Internet, provide a reference at the end of your discussion. If you "copy and paste" material from a document or from the Internet, you must enclose the material quotation marks and follow it with an MLA formatted reference; however, copy and paste must be kept to a minimum—you should prepare the bulk of your discussion using your own words. If you paraphrase material, you can place the reference (author and title of a book/article; Internet address) at the end of your discussion.

Using outside sources without references is considered plagiarism, as is using work from a prior term or different course without instructor approval.

Major Assignments: There are a variety of written assignments assigned throughout the term. Each project targets a particular skill associated with technical writing. Assignment requirements are outlined in the respective assignments and modules. All major assignments must be turned in to pass the course.

Collaborative Work: Students will be expected to work in groups or with a peer at various times throughout the semester. There will be a peer review conducted on Canvas. If there are any questions/difficulties with these assignments, please reach out ASAP.

Extensions: For major assignments, students can hand in the assignment **within 48 hours after the deadline** without penalty. As long as the assignment is submitted within 48 hours after the deadline, students will not be penalized. I will not accept late major assignments **after more than two weeks from the due date**. Minor assignments and discussion boards can be submitted late without penalty, but students should aim to submit their late minor and discussion board assignments within no more than two weeks from the due date. **Consistent late submissions may result in an extended conversation with the instructor.**

Assignments for the week are due on Sunday at midnight. However, I understand that sometimes other things get in the way. I am willing to grant extensions when they are needed. The extension is not an issue; lack of communication is. There will be no extensions on the final revised proposal.

All assignments should be typed and proofread for grammar and spelling errors.

This course moves fast. It is expected that you complete assignments weekly. If you experience an illness or emergency, please contact me as soon as you are aware that there will be an issue. We will then work out a plan to ensure your completion of the course that works for you.

Missing/Late Work: I will email students bi-weekly to remind them of any assignments that they are missing. Submitting assignments late can result in a lower final grade based on the grading contract.

Classroom Decorum:
In this class, we may discuss topics that are sensitive to others. Further, you will be required to share your work with others. This is a collaborative classroom and a classroom where I expect students to support each other. I strive to ensure my classroom is an inclusive and respectful environment, I will do my part in creating that environment, and I ask that you all do your best as well. Rude comments or remarks will not be tolerated in the classroom; everyone will be treated with respect. Please be sure you are communicating respectfully with your peers, and remember to consider your values and ethics when conversing.

With that being said, in order to do the work of this class, you will be required to engage new, complex, and sometimes controversial ways of thinking about ideas and concepts that are rarely engaged --language, politics, ethics, etc. I take seriously bell hooks' call to "**critically examine our world, our lives" because "genuine learning requires of us a constant open approach, a willingness to engage invention and reinvention, so that we might discover those places of radical transparency where knowledge can empowe**r" (Teaching Critical Thinking 187). Your time in college will introduce you to many unique perspectives and identities. Remember it is crucial to understand that your perspective is only one of many possible world views; confronting this reality can present an emotional challenge. In this course, I expect students to continually reflect on their emotional and intellectual work as they critically consider their perspective and worldview. I expect students to remain open to different perspectives, ideas, theories, methods, and ways of writing and to view knowledge and learning as a source of power that can create and shape new worlds. You will be expected to articulate your awareness of your emotional and intellectual process on a regular basis in your writing.

Accessibility:
I am committed to ensuring this course is inclusive and accessible to all students. At the beginning of the semester, you will be asked to fill out an access survey where you can articulate

any accommodations or access needs you may require or desire. I will do my best to meet your access needs throughout the semester based on your responses. If you encounter any barriers (physical, mental, or emotional) as the semester progresses, please let me know so we can determine the best course of action together. I am happy to discuss solutions to any design limitations to the course. Bear in mind that while the university asks for documentation for disabilities and accommodations, I do not, and I am willing to do my best to meet individual needs. You are welcome to contact the disability resource office to begin this conversation or to establish accommodations for this or other courses. You can also reach out to me privately if going through disability services isn't currently an option. I welcome feedback that will assist me in improving the usability and experience for all students. As a classroom community, I hope that we can work together to create an accessible space.

If you get sick at any point during the semester, please reach out as soon as possible. If you need to quarantine or isolate, please let me know if you need any extensions. If you are having issues with the design of the course or the technology itself, please reach out to me. All of this to say, I can't read your mind; I'm willing to work together to make this course beneficial to you; Please keep open lines of communication to ensure we can have the best semester.

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a disability, documented or undocumented, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

The Writing Center
The Writing Center (G17 Central King) is available for 45-minute individual and group appointments with professional writing tutors both onsite and online. This resource is indented to help you improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit https://njit.mywconline.com

Email Policy
If you need to get a hold of me email is my preferred method. **I will respond to your emails within 24 hours (I don't check email from 6 p.m.- 9 a.m.)**. Please plan accordingly. If I do not respond in 24 hours, please feel free to email me again. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate SUBJECT line, your NAME, and class in all emails.

Intellectual Property
Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites,

social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct.

Land Acknowledgement

NJIT is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Lenni-Lenape people. Lenni-Lenape literally translates to "Men of Men" but is taken as "Original People." ([https://nanticoke-lenape.info/history.htm)](https://nanticoke-lenape.info/history.htm)

NJIT University Code on Academic Integrity:

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework assignments are to be completed individually unless otherwise specified.

The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

"Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. **Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu"

COM 313 Course Calendar

Online

COM 313: Technical Writing

Week 1

Due

- Review the Introduction to Technical Writing
- Watch "Day in the Life of a Content Designer"
- Watch "Documents I've Created as a Technical Writer"
- Watch "How to Become a Technical Writer"
- Complete "informal" discussion board introduction and thinking about technical communication
- Complete "informal" discussion board memo assignment
- Complete work rituals minor assignment

Week 2

Due

- Review Writing process lecture
- Review genre lecture
- Read "Disrupting the Past to Disrupt the Future"
- Read "Validating the Consequences of a Social Justice Pedagogy"
- Complete notice and focus
- Complete informal assignment
- Complete informal discussion board

Week 3

Due

- Review audience analysis
- Read "Personas"
- Read "A Day in the Life"
- Read "Empathetic User Design"
- Read "Empathy"
- Complete "informal" technical writing analysis
- Complete notice and focus
- Create a student user persona

Week 4

Due

- Review Ethics in Technical Writing
- Read "How McKinsey Helped the Trump Admin"
- Read "Queering Tactical Technical Communication"
- Listen to "Ethical Issues in Technical Communication"
- Complete informal discussion board
- Complete notice and foucs
- Complete week 4 reflection

Week 5

Due

- Complete "What's your cultural profile?"
- Watch Lost in Translation videos
- Read "Positionality"
- Listen to "Intercultural Tech Comm"
- Listen to "Transcultural communication tech comm"
- Complete notice and focus
- Complete informal discussion board

Week 6

Due

- Review Design and Readaibility
- Review presentation example
- Read "Giving a damn about accessibility"
- Review resources
- Complete notice and focus
- Complete major assignment: presentation

Week 7

Due

- Read "Technologies of Disenfranchisement"
- Read "Technical Communication After the Social Justice Turn"
- Watch "Biased Algorithms"
- Complete notice and focus
- Complete informal discussion board
- Complete week 7 reflection

Week 8

Due

- Review Discourse Communities
- Review professional communications
- Read "Redefining the workplace"
- Listen to "Beauty tutorials tech comm"
- Complete informal discussion board
- Complete informal discussion board

Week 9

Due

- Review audience analysis
- Read "Documenting Genocide"
- Read "The ethics of expediency"
- Complete identify a problem minor assignment
- Complete notice and focus
- Complete week 9 reflection

Week 10

Due

- Review Outlines presentation
- Review outline examples
- Complete rough outlines major assignment

Week 11

Due

- Review Sample email structure
- Read "Postings on a genre"
- Complete collaborative note-taking + crafting an email major assignment
- Complete reflection from group project
- Complete informal discussion board

Week 12

Due

- Review Proposals and rhetorical concepts presentation
- Read "Proposal Writing"
- Review proposal examples
- Complete major assignment proposal + peer review

Due

- Review Document Design
- Read "Writing for the Robot"
- Review employment materials
- Review sample job application packets
- Review career planning resources
- Complete major assignment the job application package
- Complete peer review of proposal assignment

Due

- Complete revised proposal

Presentation

Presentation Assignment

"As we've discussed throughout the semester, *access* is inherently bound up with the rhetoric of social action. When we share our ideas, we must do so accessibly--not because it's "the right thing to do" in some abstract sense, but because our words must reach audiences in order to be meaningful.

And *access* doesn't just mean mechanically putting a few adjustments in place. It means fully rethinking what we are saying, to whom, and how our words/ideas are delivered and distributed. This is "critical access" as described by Aimi Hamraie in their article "Mapping Access: Digital Humanities, Disability Justice, and Sociospatial Practice."

For this assignment, you will create a presentation with a total of 6 slides-- an introduction and conclusion slide with 4 informational slides. These slides should be accessible to everyone.

Keep the following in mind when creating your presentation:

- Create your presentation in audio/visual form using Powerpoint or google slides.
- Begin with a cover slide or title slide; finish with a "Credits" or "Citations" slide (the citations slide does not count in the 5 total slides).
- Show at least 3 images over the course of your presentation. These can be slides, photos, or a combination. Be sure to give credit for the pictures you use. You can also utilize screenshots of your job posting as images.
- Each image must be described as part of the voice-over of your presentation + have an alt text description. This is an option for Powerpoint. Image descriptions should detail what the image looks like, the colors being used, the facial expressions, the gestures being made, and they should include any words or text in the image. See the accessibility Twitter resource.
- Pay particular attention to your use of text visuals

This presentation can be on any topic you want. The topic should be specific, though. Since students only have 6 slides, they'll need to consider what kind of topic can be introduced in a limited amount of space. The space restrictions are, therefore, part of the assessment. The focus should be on how you're creating content that is accessible and inclusive of all audiences.

Assignment Requirements

- Students should compose a 6 slide PowerPoint with an introduction and conclusion
- Students should create alt text descriptions for all images and voice-overs to go along with their slide. One way to do this is on Kaltura or voice recording and adding the audio file to google slides (you can do this on your phone if you have an iPhone, you can use the voice memos app or follow the directions on this site Links to an external site.
- Students should include at least 3 images with their PowerPoint
- Students should ensure that the PowerPoint is accessible for all audiences by utilizing the accessibility checker tooler
- Students should be sure to consider best design practices for readability
- Students should be sure to consider color, font size, the amount of text on each slide, and the specificity of their topic.

Resources for accessibility:

https://www.w3.org/WAI/tips/designing/

Links to an external site.

https://www.washington.edu/accessibility/documents/creating-accessible-presentations-in-microsoft-powerpoint/

[Links to an external site.](#)

https://www.boia.org/blog/tips-to-create-an-accessible-powerpoint-presentation

[Links to an external site.](#)

[https://www.accessiblesyllabus.com/image/ (This is for syllabi but I felt it had a lot of good information on editing text and images)](https://www.accessiblesyllabus.com/image/)

[Links to an external site.](#)

[https://www.americananthro.org/ImageDescriptions?navItemNumber=25126 (image descriptions)](https://www.americananthro.org/ImageDescriptions?navItemNumber=25126)

[Links to an external site.](#)

Reflection

- Please include a reflection page with your assignment. Your reflection should be about 150-300 words. you can write this as a separate document or as an additional slide in your presentation (does not count toward the 6).
- In your reflection, please consider how you approached the assignment, the challenges you may have faced, and where you learned the tools that you employed. Also, consider the ways in which this assignment is helpful to you either in your everyday life or in the career you hope to pursue post-graduation. Finally, consider the skills you learned in creating this assignment, in what ways can you take those skills "into the wild" with you, or in what ways do you already encounter and use these skills "in the wild." (In the wild simply means in everyday, real life). Comment on what questions and skills you are taking forward from this project. What can you now say you have a working knowledge of? What skills / knowledges do you want to keep developing in the future?

There are examples under the week 6 module. Bear in mind though, that the content of the examples is unrelated to the content of this assignment. You should instead use the assignment to see how they created an accessible powerpoint.

Identify a problem

Writing for an Audience:

Choose any company that you'd like to focus on for the rest of the semester. Ideally, this is a company that you would hope to work for one day. Identify a problem or issue that the company is currently experiencing. Preferably, this issue or problem is related to their race, gender, or issues of accessibility, given the semester's focus; however, if the company is accomplishing phenomenal work in these areas (most are not), then you can focus on another issue or problem that you think is important at the company or corporation.

Alternatively, you can choose an issue on campus (at NJIT) that you'd like to address that you believe needs to be fixed.

Think of this as a persuasive piece of correspondence. Convince your audience that this is an issue worth looking further into.

For this assignment, you will write two pieces of correspondence. First, a quick (50 word or so) text message to your best friend about the issue. Second, a one-page letter to an administrator (or someone who would be interested in solving the issue/problem). Show that you understand how you would write differently for these two different audiences. Your letter should include a proper letter heading and signature line. It should be written using a formal, polished, and professional tone. The letter should be at least 150 words but can be up to 300 words.

Assignment Requirements

- A 50-word text message explaining the issue
- A 150-300 word letter explaining the issue
- Each piece of correspondence should fulfill the respective genre conventions
    - the letter should have a properly formatted header and signature that is addressed to someone at the company
    - the text should be an informal piece of correspondence that lets your friend know about the issue without explaining too many details
    - the letter should be a more fleshed out, formal, polished piece of correspondence that explains the issue with detail
- Students should pay attention to the audience while composing

Rough outlines:

Creating Outlines

In technical writing, outlines can serve multiple purposes. One is help the writer organize ideas and evidence, and the other to communicate your plan of development clearly to the person who has the authority to move your project forward. Therefore, the various parts of your outline should make sense to you and communicate your ideas clearly to your

audience. **You have now identified an issue that a company/corporation/NJIT is currently facing; you should now draft a rough outline that begins to think through possible solutions to the problem you are facing.**

As you begin to outline your report:

- Indicate main idea/thesis at top.
- Name and number the major sections of the report at the left margin.
  - Add details for each section underneath the major section. Write in complete sentences when presenting details.
  - Indent the details related to each section underneath the names of major sections.
- Alternate between numbers and letters to indicate different levels: I. A. 1. a. 1) a)

Assignment Requirements

- Students should compose a properly formatted outline according to the instructions above
- Students should **have at least 3 possible solutions that they outline**
- **Students should have about 5 sections in their outline** (introduction/explain the issue, 3 possible solutions, concluding thoughts)
- The outline should identify a problem that students will present solutions for

Reflection

- Please include a reflection page with your assignment. **Your reflection should be about 150-300 words.**
- In your reflection, please consider how you approached the assignment, the challenges you may have faced, and where you learned the tools that you employed. Also, consider the ways in which this assignment is helpful to you either in your everyday life or in the career you hope to pursue post-graduation. Finally, consider the skills you learned in creating this assignment, in what ways can you take those skills "into the wild" with you, or in what ways do you already encounter and use these skills "in the wild." (In the wild simply means in everyday, real life).

Rough draft proposal

Create the proposal

The proposal is a document where you outline the need for a solution to your problem and request time, money, energy, and/or resources in order to study the issue. **You have now identified an issue that a company/corporation/NJIT is currently facing;** your proposal should discuss the issues you've identified, further topics to investigate, who the audience interested in this issue would be and how you intend to begin solving the issue.

For your proposal, you will create a research proposal memo with the following categories:

- Problem Statement (this is only a few sentences that outline the issue)
- Purpose

    - What is the purpose for your proposal?
- Topics to Investigate (this can be a bullet point list)
    - Consider keywords
- Audience
    - Who is the audience of your proposal (This proposal should be aimed at an audience that a) has the power to make changes and b) is likely to read the proposal)
    - How do you appeal to your audience throughout the proposal? (100-200 words)
- Methods/ Possible Solutions
    - What possible solutions have you identified?
    - Provide details about the solutions
- Call to Action/Request for Funding (be specific and realistic about how much money you are asking for)
- Citations -- if appropriate

After students have written their proposals, I (the instructor) will provide feedback on the document. Students will also be assigned a peer who will also provide feedback on the document. For the revised proposal due week 15, students will be expected to integrate the feedback they receive in their proposal. Students should utilize track changes to demonstrate how they integrated the feedback. Peer review will be due the following week after students have submitted the assignment. Students will then have another week to revise the assignment.

Assignment Requirements

- Students will compose a proposal that includes all of the above information

- **Students' proposal should be about 4-5 pages**
- Students should include a cover page that includes the title of their proposal, their name, and the date
- Students will engage in peer review after completing their proposal
- Students will submit a final, polished proposal during week 15

Reflection

- Please include a reflection page with your assignment. Your reflection should be about **150-300 words.**
- In your reflection, please consider how you approached the assignment, the challenges you may have faced, and where you learned the tools that you employed. Also, consider the ways in which this assignment is helpful to you either in your everyday life or in the career you hope to pursue post-graduation. Finally, consider the skills you learned in creating this assignment, in what ways can you take those skills "into the wild" with you, or in what ways do you already encounter and use these skills "in the wild." (In the wild simply means in everyday, real life).

Job application package

This is a summary of the assignment. Sample documents and formatting instructions are available in the module reading.

- Students should create a resume based on the work/extra-curricular experience they currently have. **While students can choose to tailor their <u>resumes</u> to the job posting that they utilized for an earlier assignment, students shouldn't feel restricted by a certain position while crafting their resumes.** However, **when crafting their <u>cover letter</u>, students should write their cover letter based on a job posting they find.** Students should proceed as if they were applying for the position. The letter should therefore be addressed to someone in the company who would theoretically read the letter. **The letter should be tailored to the position requirements/expectations. Students should make an argument in their cover letter for how their experiences would be beneficial to the position they are applying for. It's okay if the experiences aren't exactly translatable, that's part of learning how to write a cover letter. Students should consider how they can make their experiences applicable to the job posting.**

Create a cover letter

- Format your cover letter as a business letter and include at least three paragraphs (intro, body, and conclusion).
- You may include fictitious contact information for yourself.

Create a resume

- The resume should be one page. Only use additional pages if there is an absolute need. I know some of you have more career history and education to list than others, so multiple pages may be called for.
- Also, ensure that you are organizing the resume with the most important information at the top.

Assignment Requirements

- Students will compose a cover letter that includes an introduction, 2 body paragraphs, and a conclusion
- Students should compose a cover letter that speaks to their accomplishments and why they would make a good candidate for the position they have identified
- The letter should include a proper header that is addressed to someone at the company who may read the letter
- The letter should include a signature
- Students should compose a resume that is formatted similar to the ones included in the cover letter and resume resources
- Students should keep their resume to about a page
- Students should include their work experience and extra-curricular activities on the resume

Reflection

- Please include a reflection page with your assignment. Your reflection should be about 150-300 words.
- In your reflection, please consider how you approached the assignment, the challenges you may have faced, and where you learned the tools that you employed. Also, consider the ways in which this assignment is helpful to you either in your everyday life or in the career you hope to pursue post-graduation. Finally, consider the skills you learned in creating this assignment, in what ways can you take those skills "into the wild" with you, or in what ways do you already encounter and use these skills "in the wild." (In the wild simply means in everyday, real life).

Revised proposal

The proposal is a document where you outline the need for a solution to your problem and request time, money, energy, and/or resources in order to study the issue. **You have now identified an issue that a company/corporation/NJIT is currently facing;** your proposal should discuss the issues you've identified, further topics to investigate, who the audience interested in this issue would be and how you intend to begin solving the issue.

For your proposal, you will create a research proposal memo with the following categories:

- Problem Statement (this is only a few sentences that outline the issue)
- Purpose

    - What is the purpose for your proposal?
- Topics to Investigate (this can be a bullet point list)
    - Consider keywords
- Audience
    - Who is the audience of your proposal (This proposal should be aimed at an audience that a) has the power to make changes and b) is likely to read the proposal)
    - How do you appeal to your audience throughout the proposal? (100-200 words)
- Methods/ Possible Solutions
    - What possible solutions have you identified?
    - Provide details about the solutions
- Call to Action/Request for Funding (be specific and realistic about how much money you are asking for)
- Citations -- if appropriate

Since this is a revision assignment, your proposal should be substantially revised based on my feedback and your peer's feedback. You should demonstrate that you have integrated the feedback into your assignment. The assignment should be submitted in a polished and professional tone and manner. Students should utilize track changes to demonstrate how they integrated the feedback.

Assignment Requirements

- Students will compose a proposal that includes all of the above information
- **Students proposal should be about 4-5 pages**

- Students should include a cover page that includes the title of their proposal, their name, and the date
- Students will engage in <u>peer review</u> after completing their proposal
- Students will submit a final, polished proposal during week 15
- Students will demonstrate that they have significantly revised and integrated the feedback they received on the proposal assignment from week 13

Reflection

- Please include a reflection page with your assignment. **Your reflection should be about 150-300 words**.
- In your reflection, please consider how you approached the assignment, the challenges you may have faced, and where you learned the tools that you employed. In what ways have you revised the assignment? Why do you feel those revisions were beneficial? What feelings/emotions came up for you as you went through the revision process (from writing the first draft of the proposal to receiving feedback to revising the document). What was your experience with peer review like? Did you have trouble incorporating feedback into your proposal? Why or why not?

Collaborative Note-Taking + Crafting an Email

<u>Students will identify the following in discussion boards over the first 9 weeks of the semester:</u>

- What have you learned in the course and from what assignments from this week?
- Recommendations for course improvements this week?
- What assignments did you find challenging and why from this week?
- What assignments did you find enjoyable and why from this week?
- Which provided resources were most helpful and why from this week?
- What content from the course do you feel you will utilize in professional settings from this week

Students are not required to respond to all of the questions above. Instead, students should use the questions above as a guide for what to write in their discussion boards. Around week 9, students will be placed in groups for the crafting an email assignment. <u>Based on the discussion boards, each group will craft an email to the Department of Humanities and Social Sciences responding to the questions above and articulating recommendations to improve the course.</u>

The assignment breakdown is as follows...

- Students will compose a response to the above questions every other week.
- During weeks 10+11, students will be given time to work with their groups to produce an email that synthesizes their notes in a professional and polished manner based on the emailing resources provided during week 11
- Students should plan on meeting with their groups either in person or on Webex sometime during week 10 or 11. While students could potentially complete the activity without a meeting, meeting to discuss the email would probably be beneficial
- I recommend that students utilize google documents to collaboratively write the email

The assignment requirements are as follows...

- Students should write in a professional and polished manner when articulating their email message
- Students should introduce themselves in the email with their year
- Students should respond to the questions above
- Students should be sure to consider the audience of their email (Department of Humanities and Social Sciences)
- Students should provide a bullet point list of action items in the email (potentially on possible recommendations for the course)
- Students should write a concluding paragraph
- **The email should be about 400-500 words**
- The email should summarize students discussion boards
- Students should refer to the grading contract for questions about assessment and group work

After writing the email, as a group...

- Write a **150-250 word ideological analysis of your email.** Some questions you might wish to consider:

  - Which "advice" on email writing did you heed and why? Where have you heard that advice?
  - What was the style of language used and why?
  - What are the assumptions you made in your writing of the email about the nature of relationships?
  - How did you appeal to your audience in the email?

This assignment is meant to fulfill the following learning outcome:

"Develop collaborative work habits, including those necessary for effective cooperation with other students and instructors."

Therefore, students should work together to collaborate with their group members. Aside from setting up the discussion boards and providing time for you to complete the assignment during week 10-11, I will not be assisting groups with correspondence. Students are responsible for working together with their group members as if they were assigned to a team in a workplace setting.

Reflective Questions (**students should answer individually) (about 150-250 words**):

Please consider how you approached the assignment as a group and individually, the challenges you may have faced, and where you learned the tools that you employed. Also, consider the ways in which this assignment is helpful to you either in your everyday life or in the career you hope to pursue post-graduation. Finally, consider the skills you learned in creating this assignment as a group and individually, in what ways can you take those skills "into the wild" with you, or in what ways do you already encounter and use these skills "in the wild." (In the wild simply means in everyday, real life). Comment on what questions and skills you are taking forward from this project. What can you now say you have a working knowledge of? What skills / knowledges do you want to keep developing in the future? Tell me about the experience of working with your classmates, what were the advantages and disadvantages of online group work?

Resources

Resources on Emails

"Email Etiquette." *Purdue OWL.* ([Link Links to an external site.](#).)

"Email Etiquette for Students (PowerPoint)" *Purdue OWL.* ([Link Links to an external site.](#).)

"Email Guidelines for Students." Lee Ann Hodges. *Writing Commons.* ([Link Links to an external site.](#).)