

# English 393 BL81

Instructor: Sajeela Yaqub

Fall 2016

## Overview of Engl 393 Blended Course

### What is ENGL393?

**ENGL393** is a Technical Writing course in the [Professional Writing Program](#) (PWP) at the University of Maryland, College Park. This Technical Writing course aims to harness all of the writing skills you have developed over the years and apply them to the variety of real-world technical and professional fields each of you will soon be entering.

Succinctly, *Technical Writing is the process of translating often complex, nuanced information according to the needs and backgrounds of a specific audience.*

Throughout the semester, we will be thinking about our many different audiences - our classmates, our future employers, colleagues, and customers - and how we can most successfully tailor the information these different audiences desire according to the requirements they've provided either explicitly or implicitly.

In addition to conducting both primary and secondary research during the semester, helping to further hone those skills, we will be most interested in how you are able to create documents that provide useful content in whatever style or format that is most appropriate, effective, and persuasive to the intended audience.

For more on the basics of Technical Communication/Writing, please watch the following video (5:23) from Dr. James Lipuma at NJIT. You will be asked to watch several of Lipuma's videos over the course of the semester.

### What is Blended Learning?

ENGL393BL is a hybrid or "**Blended Learning**" course - hence the BL - meaning it takes advantage of both in-class and online learning environments. While this version of Technical Writing is slightly different in format, it has the same basic goals and covers the same content as traditional, face-to-face courses, which PWP also offers. Blended Learning is a campus-wide initiative, with a variety of courses in several different departments already available. To learn more about the university's commitment to this initiative, you can read [here](#) and [here](#).

As you should have noticed while enrolling on [Testudo](#), this course is on a Tuesday/Thursday schedule, meeting "in class" on Thursdays and "online" on Tuesdays. In general, this means that you do not need to be in the classroom, or even on campus, during most Tuesday sessions.

Some online activities will be **asynchronous**, meaning you will have some flexibility regarding when you complete your work. Sometimes, online activities will be **synchronous**, meaning you will compete the work during the Tuesday class period. Regardless, *you should not double book the Tuesday class period.*

At certain points in the semester, you will need to meet for conferences or schedule group work during this time. And days marked asynchronous may be changed to synchronous.

There are a number of advantages to Blended Learning-style courses, the most obvious being the flexibility of not having to be on campus for all class meeting days. However, as those of you who have taken courses like this in the past have probably learned, *succeeding in this type of course requires a heightened level of initiative and personal responsibility.* Being organized and able to manage your time is paramount to succeeding in the course.

	<p>As you will not be in class as often, it will be up to you to keep up with deadlines and to follow instructions correctly. This course website has been created to streamline that process, but <i>it is up to you to familiarize yourself with the format of the course, to learn how to use all of the resources provided, and to ask questions when you have them</i>. Please ask your questions earlier rather than later.</p> <p>As you move into the work force, likely you will be required to use a variety of online platforms and applications, often simultaneously, much like a Blended Learning course. Hopefully, learning to succeed in this class, as in other classes within your majors, will help you transition more easily into similar professional environments in the future.</p>
<p><b><u>How does ENGL393 differ from other writing courses?</u></b></p> <p>Undoubtedly, you have taken a variety of writing and other English classes during high school and college. With this in mind, ENGL393 does not function as an "intro" class focusing on the basics of writing. In particular, ENGL393 is not a grammar class (though we will review some grammar resources, and, by all means, you will work to create polished final documents).</p> <p>Instead, this class seeks to build on all of your past writing experiences, re-directing the skills you've acquired in order to craft document types you might encounter in your post-academic careers. Especially as it concerns the final project, your success in the course will depend on your critical thinking skills, your adaptability, and your willingness to improve over time.</p> <p>Many students enter ENGL393 and other PWP courses unsure of their writing abilities, either because of performance in past courses, or because they simply haven't had to write much in recent years. Because many of your majors (or at least your experience thus far in those majors) do not focus as</p>	<p><b><u>Who takes ENGL393?</u></b></p> <p>More sections of ENGL393 are offered than any other PWP course each semester. Typically, Engineering, Computer Science and other STEM majors make up the largest percentage of each section. For this reason, many of the examples discussed in class, and many of the topics students pursue for their final projects, reflect these disciplines.</p> <p>Nevertheless, a variety of other majors also choose to take ENGL393 and find the course extremely beneficial to them. As students are able to choose their own topics for the final project, they are able to tailor the course to their own needs and interests.</p> <p>Regardless, if you are interested in choosing a writing course that is most aligned with your major(s) and career goals, please find a list of PWP course offerings <a href="#">here</a>.</p>

much on the writing process, this uneasiness with taking a writing course is completely understandable. I'm sure you will find that most of your classmates feel the exact same way as you do.

Recognizing this, ENGL393 (especially this blended learning version) is set up to allow students a variety of opportunities to tailor the course to their own interests while still achieving all of the same learning outcomes listed at the top of the course Policies. Like most courses, what you get out of the class will largely depend on what you put into it.

## How this course works

### I. Modules

This Blended Learning version of ENGL393 is divided into learning modules, each with its own set of intended learning outcomes:

- [Module 1: Fundamentals of Audience-Based Writing](#)
- [Module 2: Technical Instructions for Non-Specialists](#)
- [Module 3: Writing Proposals: Establishing Problems & Identifying Solutions](#)
- [Module 5: Final Project: Creating Professional-Level Technical Documents](#)

Modules include readings and other resources, as well as both synchronous and asynchronous online and in-class exercises. Module 1, 2, 3 and 5 end with one of the course's major assignments

- **Your participation in all exercises will be accounted for in your final grade.**

In addition to these five primary learning modules, you will also find modules for

- [Peer Review](#)
- [Primary Research](#)
- [Secondary Research](#)
- [Reflective Writing](#).

These modules contain resources that we will use throughout the semester while developing the major assignments.

### II. Learning Process

Each module facilitates an organized approach to the learning process.

- In the first phase, you are expected to review the content provided and complete a quiz.
- In the Second phase, you will work collaboratively to begin developing the skills we are working on in each module.

- Finally, you will apply the foundational experiences in the first and second phases to developing the major writing assignment at the end of each module.

### **III. Readings/Course Materials**

For each module, a number of readings, videos and other resources will be provided. There is no required textbook for the course. All materials will either be found on this site or will be hyperlinked somewhere else. Examples of student work from past semesters will also be provided.

### **IV. Course Community & Communication**

In this Blended Learning version of ENGL393, there will be many opportunities to interact both directly and indirectly with the Instructor and your fellow students. Both synchronous and asynchronous online and in-class exercises and discussions will allow you to share your perspective with the class, and to hear the perspectives of others. Peer review will allow you to give and receive important feedback as you craft your major assignments. Conferences will provide you opportunities for one-on-one interaction with the Instructor to ensure you are effectively progressing towards the final project. As in every course, you are expected to treat others with courtesy and respect.

Course communication will happen in a variety of ways throughout the semester, using

- email (my address is [syaqub1@umd.edu](mailto:syaqub1@umd.edu))
- Chat and group work in Google Docs through course [Collaborations](#)
- ELMS/Canvas [Chat](#) (Links to an external site.)
- [Peer Review](#) (Links to an external site.)

To ensure you are getting all the updates you want/need through ELMS/Canvas, be sure to check your [notification settings](#) (Links to an external site.).

### **V. Draft Process/Peer Review**

For most major assignments, the process for final submission will include writing drafts and having to peer review them. This may happen multiple times for one assignment.

### **VI. Exercises/Activities**

For each module, there will be at least one in-class and/or online exercise that you will normally complete within an assigned small group. These exercises are meant to complement the readings and other materials provided so that you may fully understand the learning outcomes we are trying to achieve before beginning each learning module's major assignment.

### **VII. Conferences**

There will be two opportunities for in-person conferences, during which I will speak with each of you to discuss your progress in the course. As mentioned under course [Policies](#) under Attendance, not making your conference will count as an unexcused absence.

### **VIII. Time Commitment**

Most students find their PWP courses to be more time consuming than they originally envisioned, regardless of the format of the class. In this Blended Learning version of the course, you may find your workload even more demanding because you will be completing so much of it on your own outside of class. As mentioned, while Blended Learning formats give you more flexibility with how you make your way through the content, you have more responsibility to ensure you complete all necessary components.

## **IX. Assessment**

In addition to the grades you receive on your major assignments, there will be numerous other opportunities for assessment throughout the semester. If at any point in the semester, you want to discuss how you are doing please feel free to see me during my office hours.

## **Using the ELMS space**

**There are three different ways to view/access the materials of this course:**

### **I. BY CONTENT/LEARNING OUTCOMES**

- The home page for this course site is set at [Modules](#). In addition to [Course Overview](#) and other materials, you are able to see the semester divided into five distinct Learning Modules, each of which revolve around particular learning outcomes and culminate with major assignments. This is the best way to see how everything fits together.
  - *For more on using Modules in ELMS/Canvas, go [here](#) (Links to an external site.).*

### **II. BY ASSIGNMENT**

- There are major assignments in ENGL393, in addition to numerous draft submissions, peer review and other activities. By using the [Assignments](#) tab, you can see all of these items together.
  - *For more on using Assignments in ELMS/Canvas, go [here](#) (Links to an external site.).*

### **III. CHRONOLOGICALLY**

- By using the [Pages](#) tab, you will be led to a week-by-week, day-by-day schedule. This is where you can see exactly what is due for homework for any given day, what you are expected to do during an online class session and/or what major assignments are due.
- Though less detailed, the [Syllabus](#) tab will show you what major assignments are due throughout the semester. Occasionally, changes will be made, which will be announced in class and through this course space.
  - *For more on using the Syllabus in ELMS/Canvas, go [here](#).*

## **Online Days, In-Class Days and Submissions for the course**

**As a Blended Learning version of ENGL393, the course format includes both online and in-class days.**

### **ONLINE DAYS**

For this course, Thursdays is designated as our online day. To know exactly what you are expected to do before and during online class days, simply review all information provided under the appropriate day in [Pages](#).

- **Synchronous online work:** on some online days you will be expected to complete synchronous online work during your designated class period. All instructions for how to complete this synchronous online work will be provided under the appropriate day in [Pages](#). Often, this work will be collaborative, and you will be linked to a Google Doc in [Collaborations](#).
- **Asynchronous online work:** on other online days, you will be given asynchronous work, meaning you will be able to complete outside of class time, according to the established deadline. Again, simply follow all instructions provided under the appropriate day in [Pages](#).
- You are expected to be available during all class times Thursdays as the class schedule may change as needed.

### IN-CLASS DAYS

For this course, Thursday is designated as our in-class day. If the classroom has no computer lab, you are expected to bring a laptop to all in-class days in order to access all of your materials online. If you do not have a laptop, or if you need a replacement, you may always borrow one from the library, as described [here](#).

- As described under [ENGL393 Policies And Procedures](#), you are expected to arrive on time to all in-class meetings. More than two unexcused absences will negatively affect your final grade in the course. Being late twice counts as one absence.
- Again, to know what homework is due, and what we will be doing in class on any given day, simply follow all instructions provided under the appropriate day in [Pages](#). It is the student's responsibility ultimately to know what is due when and to submit work on time. If you are unsure of anything, please ask.

### Non class day SUBMISSIONS

At some points during the semester, you will be given submission dates not on class days. These are put in place to give you more time to review and revise drafts if necessary. These submission dates will be reflected on the assignments themselves as well as under the appropriate day in [Pages](#). You can feel free to submit your work early if it is easier for you to submit on class days.

- As linked elsewhere, for more details on how to submit assignments in ELMS/Canvas, go [here \(Links to an external site.\)](#).

## Policies and Procedures for English 393

<p><b>I. Class Description and Objectives</b>  <b>II. Course Personnel</b>  <b>III. Course Communication</b>  <b>IV. Required Course Materials</b>  <b>V. Minimum Technical Requirements</b>  <b>VI. Attendance Policies</b>  <b>VII. Cell Phone Policy</b>  <b>VIII. Technical Communication: The Literal Side</b></p>	<p><b>IX. Written Assignments</b>  <b>X. Grades and How they are Determined</b>  <b>XI. Academic Integrity and Honor Pledge</b>  <b>XII. Special Needs</b>  <b>XIII. Course Evaluations</b>  <b>XIV. Privacy Policy</b>  <b>XV. General Note</b></p>
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## I. Class Description and Objectives/Learning Outcomes

English 393 BL81

The intent of ENGL393 is to prepare you for the type of professional communication you are likely to engage in during your first post-college jobs and beyond. This course focuses on technical communication – learning how to present specialized information in an accessible way to a variety of different audiences, but audiences who, no doubt, will expect clarity, accuracy, and professionalism from you.

This class stresses the key skills that highlight a successful professional technical communicator. Specifically, we focus on the process of writing (including the planning, drafting, and revising stages) and look carefully at the work that goes into the final polished product. As collaboration is often a key part of the professional realm, you'll spend much of the semester working with your classmates – which will include participating in brainstorming sessions, providing constructive criticism, and preparing for your final projects. In all, you can expect to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

## II. Course Personnel

If you have any questions about the course or if I can assist you in any way, please feel free to email me or see me during my office hours.

## III. Course Communication

## XVI Revision Policy for Graded Work

### IX. Written Assignments

Assignments are expected to be submitted electronically, by the stated time, using the ELMS/Canvas space.

- *For more on submitting Assignments, go [here](#) (Links to an external site.).*

Please plan document submission in advance because late submissions due to technical difficulties – such as computer failure, corrupted documents, or files that don't follow exact naming directions – will not be excused. Late work posted electronically will be subject to a grade penalty of up to 10 points per day. An assignment is considered late even if it is a minute or five minutes past its due time and day.

Every new draft of an assignment should be just that, new. All editing advice/notation should remain only in previous drafts. Final drafts in particular should be free of all earlier editing and should represent your very best, polished work.

### X. Grades and How they are Determined\*\*\*

Your semester grade will be based on a variety of assignments, some individual and some collaborative, accounting for approximately 25+ pages of final, polished writing (approximately 6,250 words). The specific breakdown is as follows, although these percentages are subject to change during the course of the semester. All changes will be announced on this course site, via email, and/or during class time:

Your grades on each major assignment will adhere to the following general standards:

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**Assignment**

**Weighted Average**

Reflective Assignments 9%

I will send all course-wide communication through the course website/email. For assignments please check the course calendar to ensure you are submitting assignments on time. This page will be updated as the need arises throughout the semester.

#### **IV. Required Course Materials**

1. There is ***no required text*** that you need to purchase for this course. Among the many online resources we will be using, two of the most useful sites include David McMurrey's [Online Technical Writing \(Links to an external site.\)](#) and Purdue's [Online Writing Lab \(OWL\) \(Links to an external site.\)](#).
2. We will use the university's course management system ELMS/Canvas to manage all course activities and resources throughout the semester. To ensure you have reliable access to the internet, find more on the UMD wireless network [here](#).
3. You should bring a laptop to use if our classroom does not have a computer lab. If you do not have one, or if yours isn't working at any time, you can borrow one from the library, as described [here](#). Please make sure your laptop is charged and/or please bring a power cord. For synchronous online days you will need a computer and a microphone.
4. In addition to the resources provided on this site, you will most likely benefit from having access to an updated grammar/style guidebook to help you identify proper citations, and to assist with your grammar, diction, and syntax issues (e.g., [The Everyday Writer \(Links to an external site.\)](#) or [A Writer's Reference \(Links to an external site.\)](#)).
5. You will need a self contained notebook to use for class notes, in class writing, brainstorming, and homework.

#### **V. Minimum Technical Requirements**

As this is a blended learning course, it is imperative that you are comfortable using an updated internet browser and accessing/using online resources including digital media and applications. You can access the UMD Division of Technology's Help Desk [here](#). You will need a microphone and a computer to log on to synchronous online days through AdobeConnect.

#### **VI. Attendance Policies**

Attendance in this course is mandatory. For most of the semester, we'll be meeting **in person on Thursdays**, and we'll be using our **online environment on Tuesdays**. Please make sure to **keep our Tuesday**

Project Proposal (to include resource review) 15%

Definition – Expert/Non-expert 13%

Survey/Interview Questions 6%

Instructions 12%

Project Presentation 10%

In-Class Writing, Professional Conduct, Participation 10%

Final Project 25%

If you have a question about a grade, please come see me early on in the semester. Please do not wait until the end of the semester. I provide opportunities to revise work to improve your writing and your grade. Please review the policy regarding revisions. Therefore, please take advantage of this and do not ask to have your final grade rounded up.

**A papers: exhibit excellence & correctness expected in professional environment** (what a future boss might expect as a final draft)

A+ 97+  
A 94 to 96.9  
A- 90 to 93.9

**B papers: exhibit competency in subject matter but still need revision** (ready to be shared with colleagues, but still needs extra polishing)

B+ 87 to 89.9  
B 84 to 86.9  
B- 80 to 83.9

**C papers: meet most basic requirements but require extensive revision** (a first complete draft: whether or not this is actually your first draft, these submissions appear unedited and unproofread)

**class time free** in order to participate in synchronous activities and conferences.

Much of what we do this semester will be collaborative, and it is difficult to engage in successful discourse with your classmates if they are not there or not meeting course-related deadlines, such as posting drafts by certain deadlines. Please note that repeated failure to post content on time or missing more than two class meetings may cause you to fall behind in this course and may jeopardize your final grade.

**Unexcused Absences:** You may miss two class meetings for no-questions-asked absences per semester for both the expected (i.e., attending a professional conference) and the unexpected (i.e., a flat tire). If you take a no-questions-asked absence, however, you are still responsible for whatever material was covered in class as well as on-time submission of assignments due that day. More than two absences will negatively affect your final grade in the course. Missing either or both of your in-person conferences (scheduled at the midway point and at the end of the semester) will account for unexcused absences. Being late two times counts as one absence. Being punctual and professional are important.

#### **Excused Absences:**

Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Events that justify an excused absence include: religious observances; mandatory military obligation; illness of the student or illness of an immediate family member; participation in university activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.

Students claiming an excused absence must notify the course instructor in a timely manner and provide appropriate documentation. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious

C+ 77 to 79.9  
C 74 to 76.9  
C- 70 to 73.9

**D/F papers: do not meet requirements/are inappropriate and unprofessional**

D+ 67 to 69.9  
D 64 to 66.9  
D- 60 to 63.9

**\*\*\*If you do not turn in every major assignment, you will not earn a passing grade for this course.\*\*\***

#### **XI. Academic Integrity and Honor Pledge**

- The UMD Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not exempted by the instructor, students must write by hand and sign the following pledge:
- *I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*
- Allegations of academic dishonesty will be reported directly to the Student Honor Council: <http://www.shc.umd.edu>
- There will be no warnings and you will be reported to the Student Honor Council and receive a 0 on the assignment. Definitions for plagiarism, fabrication, cheating, etc. can be found at: <http://www.ugst.umd.edu/coursereLATEDpolicies.html>

#### **XII. Special Needs/Disability Support**

- **Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed. NB: You are expected to meet with your instructor in person to provide them with a copy of the *Accommodations Letter* and to obtain your instructor's signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service**

observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor in class and communicated via email.

The full university attendance/absence policy can be found

here: <http://www.ugst.umd.edu/courserelatedpolicies.html>

### **Emergency protocol**

If the University is closed for extended periods of time, I will email the details of what is expected.

### **Academic integrity:**

The UMD Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures.

On every examination, paper or other academic exercise not exempted by the instructor, students must write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized

assistance on this examination (or assignment).

Allegations of academic dishonesty will be reported directly to the Student Honor Council:  
<http://www.shc.umd.edu>

**Tardiness:** You'll find that in the professional world tardiness is not tolerated. Furthermore, it is disrespectful to your instructor and your classmates. On the other hand, this is a particularly large campus and sometimes other instructors will keep you late. Please do your best to be on time and provide advance information about class-related conflicts.

**Please Note:** If you are absent or miss any part of class, it is your responsibility to find out what you've missed.

(DSS) at 301-314-7682 or [dissup@umd.edu](mailto:dissup@umd.edu)

### **XIII. Course Evaluations**

Your participation in CourseEvalUM is your responsibility as a member of our academic community. Your feedback is confidential and important to the improvement of University teaching and learning. CourseEvalUM will be open at [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) for you to complete your evaluations at the end of the semester.

In addition, the Professional Writing Program uses its own evaluation for each of its courses, which will be distributed by the end of the semester.

### **XIV. Privacy Policy**

For the UMD Division of Technology statement on Privacy, please go [here](#).

### **XV. General Note**

To succeed at Technical Writing requires a mastery of the process of writing: learning and developing skills that will assist you in communicating highly specialized content to a variety of audiences. For most of you, this class will take a significant amount of time and energy, and you may have inferred from these pages that we have high expectations from you. However, it is likely that an effort on your part to meet – and exceed – the requirements outlined will successfully prepare you for professional communication in the world beyond our classroom.

A full list of course-related policies and relevant links to resources may be found

at: <http://www.ugst.umd.edu/courserelatedpolicies.html>

**Copyright notice:** Class lectures and other materials are copyrighted. They may not be reproduced for anything other than personal use without written permission from the instructor. Copyright infringements may be referred to the Office of Student Conduct.

Academic accommodations for students who experience sexual misconduct:

The University of Maryland is committed to providing support and resources, including academic

### **VII. Phone Policy**

Phone calls are not permitted during class time. Please power down your phone before class begins. This includes texting or other forms of communication.

### **VIII. Technical Communication: The Literal Side**

As upper-level college students, you've probably already experienced several different types of communication. In the electronic realm, for instance, you have realized that the texts you send to your friends from home contain a different level of formality than the emails you'll send to potential employers and future co-workers. In this class, we'll practice becoming adept at communicating with each other in a professional manner. In other words, emails sent to your classmates and instructor will use correct grammar, spelling, punctuation, and capitalization, as well as proper salutations. Emails that follow these guidelines will be answered in a timely fashion during normal business hours. *Please include "ENGL393" and your section number in your subject line.*

accommodations, for students who experience sexual or relationship violence as defined by the University's Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As 'responsible university employees' faculty are required to report any disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information: <http://www.umd.edu/ocrsm/>

Diversity: [Feel free to compose your own statement, or see: <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541>

The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate.

For information on elms, counseling, health, learning workshops, tutoring, writing help, student rights in undergrad courses, questions about graduation or add/drop/withdraw, please see <http://www.ugst.umd.edu/courserelatedpolicies.html>

**XVI Revision Policy for Graded Work:** I encourage you to revise graded work during the course of the semester. To turn in a revision for re-grading, you must prepare a memorandum to discuss your intention to revise. You must also identify the specific outcomes you want to achieve in revising your work. I will not be able to make exceptions to the revision policy.

The date for resubmission must be within two weeks of when you receive your graded work and comments back. (Any work submitted after two weeks will not be graded.) The exception for this due date is any assignments due in the last two weeks of class. Those assignments must be resubmitted no later than the due date of the final project. Your grade will be

incrementally affected for narrow changes; a greater impact on your grade will require a greater effort to rethink, redesign, and refine your finished product.

The final grade will be an average of the grades for the original and the rewrite. Assignments that cannot be revised include the oral presentations and the final project. However, I encourage peer editing of drafts as well as discussion of those drafts with myself. Another exception to revisions is late assignments. If an assignment is handed in late, the assignment cannot be revised. If a team assignment is selected for revision, there are two options: 1) a single individual may redo the assignment and only that person's grade will be affected or 2) the entire team may work on the assignment and the entire team's grade will be affected.

## How to reach me

University of Maryland, College Park

Office: 1208 [Tawes Hall](#) (Office hours are on Tuesdays from 6:15 - 6:45 pm online and Thursdays from from 6:15 pm - 6:45 pm in TWS Room 1208.

For the online office hours, please email me so that I may provide you a link to access the online office hours.

Email: [syaqub1@umd.edu](mailto:syaqub1@umd.edu)

Please read through the content carefully and follow all instructions. This schedule is subject to change as needed. .

Make sure to check the schedule as things will change in order to fulfill course or class needs. Please note we will be holding two weeks of online classes. For online days you will need a microphone and a computer.

For more information on University dates and scheduling, see:

- [Office of the Provost: Academic Calendars](#)
- [Office of the Registrar: Testudo](#)
- [PWPdirector\\_StudentWelcomeLetter\\_Fall2016.pdf](#)  

WEEK	TUESDAY Online CLASS Day	THURSDAY Face to Face Class
1	<b>TUESDAY, August 30</b> <b>DURING CLASS:</b>	<b>Thursday, September 1</b> <ul style="list-style-type: none"> <li>• <b>DURING CLASS</b></li> <li>• <b>Introductions</b></li> </ul>

	<p><b>Online Asynchronous Class</b></p> <p><b>Please complete this on your own by 6:15 pm today:</b></p> <ul style="list-style-type: none"> <li>• Write a response to the Introductions question on Yellow Dig.</li> <li>• Review everything under <a href="#">Course Overview</a>. There are six sections. The link provides just one of the sections. You will find it under modules.</li> <li>• Take <a href="#">Course Overview Quiz</a></li> </ul> <p>Homework:</p> <p><b>COMPLETE Before next CLASS</b></p> <p>Read <a href="#">Learning Module 1: Introduction To Audience Based Writing</a></p> <p>Take <a href="#">Module 1: Audience-Based Writing Quiz</a></p>	<ul style="list-style-type: none"> <li>• <b>Questions about course?</b></li> <li>• Go over <a href="#">Reflective Assignment 1</a></li> <li>• Go over <a href="#">Definition Assignment</a></li> </ul>
2	<p><b>TUESDAY, September 6</b></p> <p><b>Submit before class: <a href="#">Reflective Assignment 1</a></b></p> <p><b>DURING CLASS (Asynchronous) complete by 6:15 pm</b></p> <p>Take <a href="#">Plagiarism Self-Test</a> (Links to an external site.)</p> <ul style="list-style-type: none"> <li>• After reading instructions, click on "Start the self-test" at the bottom of the page and begin the test in the pop-up window.</li> <li>• For reference: <a href="#">University of Maryland Code of Academic Integrity</a></li> <li>• Answer <a href="#">Getting Started on your Definition Assignment</a></li> </ul>	<p><b>THURSDAY, September 8</b></p> <p><b>DURING CLASS</b></p> <p>Writing for your audience</p> <p>Definition Assignment</p> <p>• <a href="#">Module 1 Activity 2</a></p>
3	<p><b>TUESDAY, September 13</b></p> <p><b>COMPLETE DURING CLASS (Asynchronous)</b></p> <p>1. Review <a href="#">Project Proposal</a></p>	<p><b>THURSDAY, September 15</b></p> <p><b>COMPLETE BEFORE CLASS (HOMEWORK)</b></p>

	<p>2. Start thinking of topics you may want to pursue for the final project</p> <ul style="list-style-type: none"> <li>• See what students have done in the past for final projects at: <a href="http://www.english.umd.edu/academics/professionalwriting/pwp/about/writingcontest/winners2014">http://www.english.umd.edu/academics/professionalwriting/pwp/about/writingcontest/winners2014</a></li> </ul> <p>3. Work on Definition Assignment</p> <p>4. Review <a href="#">Peer Review Overview</a></p> <p>5. What is an effective peer review: write response on Yellow Dig</p>	<p><b>1. Submit <a href="#">Draft of Definition Assignment</a> for peer review by 5 pm. After 5 pm, the assignment will be marked late.</b></p> <p><b>DURING CLASS</b></p> <ol style="list-style-type: none"> <li><b>1. Project proposal</b></li> <li><b>2. Peer Review Def Assignment</b></li> <li><b>3. Groups for Final Project</b></li> </ol> <ul style="list-style-type: none"> <li>• <b>Meet in your groups and come up with a list of 3 possible projects you may wish you work on. Write down the three topics and why you chose them. You will need this for class on Tuesday.</b></li> <li>• Narrow selection to one that you would like to discuss with class.</li> </ul> <p><b>COMPLETE AFTER CLASS</b></p> <ol style="list-style-type: none"> <li>1. Take comments and editing advice from in-class peer review and begin working on Final Definition Assignment</li> <li>2. For extra assistance, consider setting up an appointment at the <a href="#">Writing Center</a>, located in <a href="#">Tawes Hall</a>.</li> </ol>
4	<p><b>TUESDAY, September 20 (This week and next week fully online and synchronous)</b></p> <p><b>COMPLETE BEFORE CLASS (HOMEWORK)</b></p> <p>Submission of <a href="#">Definition Assignment</a></p> <p><b>COMPLETE DURING CLASS</b> (Synchronous, make sure you have a working mic for all synchronous days)</p> <ul style="list-style-type: none"> <li>•       <ul style="list-style-type: none"> <li>○ Research</li> <li>○ Topic discussion and presentation</li> </ul> </li> </ul>	<p><b>THURSDAY, September 22</b></p> <p><b>COMPLETE BEFORE CLASS (HOMEWORK)</b></p> <ul style="list-style-type: none"> <li>• Review <a href="#">Module 3: Proposal Writing: Establishing Problems &amp; Identifying Solution</a> (go to the modules section and you will find it if this link is not working)</li> <li>• Take <a href="#">Module 3: Writing Proposals Quiz</a></li> </ul> <p><b>DURING CLASS (Online Synchronous)</b></p> <ol style="list-style-type: none"> <li><b>1. Review <a href="#">Secondary Research Overview</a></b></li> <li><b>2. Concision in Writing</b></li> <li><b>3. <a href="#">Reflective Essay 2</a></b></li> </ol> <p><b>Homework:</b></p>

		<p><b>Do secondary research on projects considering. Come up with at least 5 sources that you could potentially use for your proposal.</b></p> <p><b>This will be useful when doing your research:</b></p> <p><a href="https://myelms.umd.edu/courses/1170810">https://myelms.umd.edu/courses/1170810</a></p> <ul style="list-style-type: none"> <li>• Plan a trip to the library. If you need assistance, ask a librarian.</li> <li>• Answer these questions regarding your project and <a href="#">submit online</a> (getting our groups ideas on paper)</li> </ul> <ol style="list-style-type: none"> <li>1. Identify the problem you would like to write about. Why are you interested in this topic?</li> <li>2. Who would be my audience?</li> <li>3. Why do we think this is a good topic?</li> <li>4. Propose a solution that is feasible. Think of real life solutions, nothing is theoretical in professional writing.</li> <li>5. What is our credibility with the primary audience?</li> <li>6. What are 5 sources we could use for our paper?</li> </ol>
5	<p><b>TUESDAY, September 27</b></p> <p><b>CLASS TODAY</b></p> <p><b>COMPLETE DURING CLASS</b> (Synchronous)</p> <ol style="list-style-type: none"> <li>1. <a href="#">Instructions assignment</a> overview</li> <li>2. Memo format</li> <li>3. <ul style="list-style-type: none"> <li>○ <a href="#">Module 2 Activity 1</a></li> <li>○ <a href="#">Module 2 Activity 2</a></li> </ul> </li> </ol>	<p><b>THURSDAY, September 29</b></p> <p><b>DURING CLASS (Synchronous)</b></p> <ol style="list-style-type: none"> <li>1. Answer <a href="#">Discussion Question regarding instructions</a></li> <li>2. Answer any questions about assignments</li> <li>3. <b>Groups</b> <ol style="list-style-type: none"> <li>1. Go to the library and work on the ten sources for your proposal. Make sure your proposal is viable.</li> </ol> </li> </ol>
6	<p><b>TUESDAY, October 4</b></p> <p><b>COMPLETE DURING CLASS</b> (Synchronous)</p> <ol style="list-style-type: none"> <li>1. Feedback on last two weeks</li> <li>2. <a href="#">Surveys and Interviews</a> Overview</li> </ol>	<p><b>THURSDAY, October 6</b></p> <p><b>COMPLETE BEFORE CLASS (HOMEWORK)</b></p> <p>Submit <a href="#">Project Proposal Draft</a></p>

	<p>3. Begin working on Survey Assignment/Interview</p> <p>4. Prepare for Conferences</p>	<p><b>DURING CLASS</b></p> <ol style="list-style-type: none"> <li>1. Aristotle's Rhetorical Triangle</li> <li>2. Peer review project proposal</li> <li>3. sign up for conferences</li> </ol> <p>After class:</p> <ol style="list-style-type: none"> <li>1. Take comments and editing advice from in-class peer review and work on Project proposal.</li> <li>2. For extra assistance, consider setting up an appointment at the <a href="#">Writing Center</a>, located in <a href="#">Tawes Hall</a>.</li> </ol>
7	<p><b>TUESDAY, October 11</b></p> <p><b>COMPLETE Before CLASS:</b></p> <p>Submit <a href="#">Project Proposal Final Submission</a></p> <p><b>COMPLETE DURING CLASS</b> (Asynchronous)</p> <p>1 Review <a href="#">Learning Module 5: Final Project: Creating A Professional Level Technical Document</a></p> <p>answer question on Yellow Dig</p>	<p><b>THURSDAY, October 13</b></p> <p><b>COMPLETE Before CLASS:</b></p> <p><b>Due: <a href="#">Reflective Assignment 2</a></b></p> <p><b>Survey Assignment Rough Draft</b></p> <p><b>DURING CLASS</b></p> <p><a href="#">Raise your standards</a> response</p> <p>Concision in Writing</p> <p><a href="#">Final Project</a> discuss in detail</p>
8	<p><b>TUESDAY, October 18</b></p> <p>Submit <a href="#">Final Survey Assignment</a> by 5 pm</p> <p>Conferences.</p> <p>Please come at your scheduled group time with the completed document.</p>	<p><b>THURSDAY, October 20</b></p> <p>Conferences</p>
9	<p><b>TUESDAY, October 25</b></p> <p>Submit <a href="#">Group Evaluation Feedback</a></p> <p><b>During class: (asynchronous)</b></p>	<p><b>THURSDAY, October 27</b></p> <p><b>DURING CLASS: We will not be meeting during class. Conduct primary research.</b></p>

	<p><b>Meet in group and decide how to proceed with your project. Then <a href="#">submit a memo</a> updating me by 6:15 pm.</b></p> <p><b>Read and reflect upon <a href="#">Module 2: Instructions</a> and take <a href="#">Module 2 Quiz</a>.</b></p>	<p>Conduct Final Project primary Research (survey/interview)</p> <p>While you do not have to do this during our specific class time, doing so might be most convenient. You and your group members may decide upon a convenient time.</p>
1	<p><b>TUESDAY, November 1</b></p> <p><b>DURING CLASS (Synchronous)</b></p> <ol style="list-style-type: none"> <li>1. Transmittal letter and audience analysis</li> <li>2. Outline of Final Project</li> <li>3. Counter Arguments : Submit counterarguments for your project</li> <li>4. Reflective Assignment 3</li> </ol>	<p><b>THURSDAY, November 3</b></p> <p><b>Instructions Assignment in Class (bring a hard copy of the instructions, submit online, and bring material for one student to perform the instructions in class)</b></p> <p><b>Before Class</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Instructions Assignment</a> due</li> </ul> <p><b>COMPLETE DURING CLASS</b></p> <p><b>Instructions Assignment</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Usability memo</a></li> </ul>
11	<p><b>TUESDAY, November 8</b></p> <p><b>COMPLETE DURING CLASS</b> Asynchronous)</p> <p><a href="#">Review Module 5</a></p> <p>Answer question on YellowDig about module 5.</p> <p>Work on outline of Final Project/transmittal letter/audience analysis</p>	<p><b>THURSDAY, November 11</b></p> <p><b>DURING CLASS</b></p> <p>Watch the video</p> <p>respond to the video <a href="#">Dananjaya Hettiarachchi World Champion of Public Speaking 2014</a></p> <p><a href="#">Outline of Final Project</a> - work in groups</p> <p>Submit Counter arguments work</p>
12	<p><b>TUESDAY, November 15</b></p> <p><b>COMPLETE BEFORE CLASS (HOMEWORK)</b></p> <ol style="list-style-type: none"> <li>1. Submit <a href="#">Transmittal letter and audience analysis</a> for peer review</li> <li>2. <b>COMPLETE DURING CLASS</b> (Asynchronous)</li> <li>3.</li> </ol>	<p><b>THURSDAY, November 17</b></p> <p><b>COMPLETE Before CLASS:</b></p> <p>Submit: <a href="#">Outline of Final Project</a></p> <p><b>DURING CLASS</b></p> <p>Peer review outline of final project</p> <p>Sign up for online conferences</p> <p>Oral Presentations</p>

	1. Peer review transmittal letter and audience analysis	
13	<p><b>TUESDAY, November 22</b></p> <p><b>COMPLETE BEFORE CLASS (HOMEWORK)</b></p> <p>1. Submit <a href="#">Reflective Assignment 3</a></p> <p><b>COMPLETE DURING CLASS</b> (Asynchronous)</p> <p>Work on Group Evaluation and Learning Memo</p>	<p><b>THURSDAY, November 29</b></p> <p>No class</p>
14	<p><b>TUESDAY, November 29</b></p> <p><b>COMPLETE BEFORE CLASS (HOMEWORK)</b></p> <p>1. Submit <a href="#">Final Project Rough Draft</a> (you have until December 1 at 5:00 to complete the peer review)</p> <p>Conferences online</p>	<p><b>THURSDAY, December 1</b></p> <p><b>COMPLETE Before CLASS:</b></p> <p><a href="#">Submit Group Evaluation and Learning Memo</a></p> <p>Complete Peer Review of Final Project Draft</p> <p><b>DURING CLASS</b></p> <p>1. <a href="#">Oral PresentationsProject Presentations</a></p>
15	<p><b>TUESDAY, December 6</b></p> <p>Conferences online</p> <p>Work on final projects and presentations</p>	<p><b>THURSDAY, December 8</b></p> <p>Submit <a href="#">Final Project</a> (online and hard copy by 5 pm)</p> <p><b>COMPLETE DURING CLASS</b></p> <p><a href="#">Oral PresentationsProject Presentations</a></p> <p>CourseEvalUM</p>