

# ENGL 3309: Technical Writing and Document Design



Summer 2018, Mondays and Wednesdays 11:00 a.m. to 1:45 p.m., Founder's Hall 207

Instructor: Dr. Bruce Bowles Jr.

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Office: Warrior Hall 322C or University Writing Center

Office Hours: Walk-in or Email for an Appointment

**Course Description:** This class acquaints students with the processes and rhetorical strategies for professional communication, including researching, drafting, editing, revising, and designing in various professional writing genres including job application documents, memos, websites, proposals, and feasibility reports. The primary focus of the class is on creating rhetorically effective professional written communications that incorporate effective design principles and practices to inform, explain, and persuade a variety of different professional audiences.

## Course Outcomes:

By the end of the semester, students who successfully complete this course will be able to:

- Comprehend, and apply to their professional writing practices, key rhetorical concepts through composing a variety of texts for different audiences/purposes
- Use effective design principles in their professional communications
- Become familiar with, and adhere to, various genre conventions for professional writing, including understanding the pragmatic and epistemological rationales behind such conventions
- Integrate text, images, graphs, graphics, and other modalities to enhance the rhetorical effectiveness of their professional communications
- Engage with and apply criticism and feedback from both peers and their instructor in order to improve their writing and view writing as a social process
- Develop their writing through multiple drafts by refining their composition practices and employing successful revision and editing strategies

## Required Textbooks and Materials:

- *Technical Communication: A Reader-Centered Approach (8<sup>th</sup> Edition)*, Paul V. Anderson, ISBN (13) #978-1-133-30981-9
- Various .pdf articles and selections from texts (available through Canvas)
- Access to a Computer (the university provides a number of computer labs)

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to [TAMUCT Canvas \[https://tamuct.instructure.com\]](https://tamuct.instructure.com)

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

**Portfolio Evaluation:** This class employs a hybrid version of portfolio grading; as a result, you will be assessed on both your individual assignments as well as your final ePortfolio. Your 1<sup>st</sup> drafts will be for peer review, your 2<sup>nd</sup> drafts will be for me to provide feedback/evaluation, and your final drafts (along with annotated versions) will be posted—along with your other drafts—when your ePortfolio is completed. Your participation in class will account for the remainder of your grade.

Participation= 10%

“Getting Hired! Creating an Effective Résumé and Cover Letter”= 10%

“This Might Work Better! Composing a Persuasive Memo to Affect Change”= 10%

“Just a Click Away! Creating an Effective and Engaging Website”= 20%

“Have That Report on my Desk by 4:30PM Today! Composing an Effective, and Persuasive, Proposal or Feasibility Report”= 20%

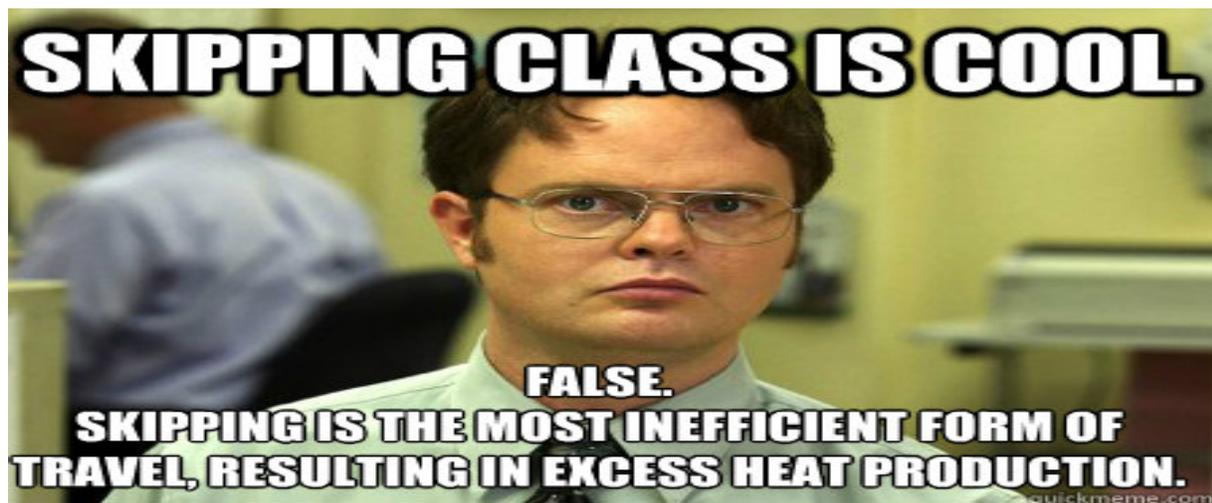
“ePortfolio”= 30%

**Non-Profit Affiliation:** In an effort to provide you with authentic audiences and writing contexts, as well as to hopefully do some good in the world☺, for this class you will be partnering with a non-profit organization and creating all of your projects (except for the resume and cover letter, unless applicable) for this non-profit organization. At the beginning of the semester, you are required to visit with a non-profit organization of your choice (e.g. charity, church, little league sports organization, etc.), introduce yourself, and let them know you will be making your services available to them throughout the semester. On Canvas, there is a TAMUCT Service-Learning Course Community Partner Agreement and a letter from me introducing the course and what you will be doing; please present these—along with a copy of the syllabus—to the non-profit organization you wish to work with and have both of these signed and returned by the 2<sup>nd</sup> week of class. If, for some reason, you wish to work with a non-profit organization you cannot visit, please contact them via phone and/or electronically.

**Journals:** Almost every class you will write in your journals for the first few minutes. You can either write by hand or type your journal entries. However, for your ePortfolio, you will be required to have samples of your journal entries typed. Most days, I will dictate a topic for you to write about. Think thoroughly about the topic, yet try to write continuously throughout the duration of the exercise. Sometimes, merely writing down your thoughts can help you to gain a better understanding of the topic and your own thought processes.

At the beginning of some classes, you will be allowed to free write in your journals. You could contemplate a problem you've been having with one of your writing assignments or with one of the assigned readings. You could write about a problem you overcame successfully while writing. Even if I do not dictate a topic to you, your journal entries should have some relevant connection to the work/topics of our classroom. Journal entries should not be written about people in your life or a funny story from the night before. They reflect your work in this class.

**Class Attendance Policy:** Attending class is vital if you are to get the most out of this course. As a result, I do require that you miss **no more than three classes** throughout the semester. If you miss more than three classes, this will be grounds for possible failure.



Additionally, since this class relies on workshops heavily, **leaving class early without permission from your instructor will also count as an absence.** Workshops and structured work time are for your benefit—you need to be participating to gain the most from this course!

However, I am willing to be lenient with this policy in the event of long-term health problems, family emergencies, or any other unforeseeable circumstance that might cause you to miss class. In spite of this, you will need to discuss these issues with me as they arise—do not attempt to come to me with a host of excuses at the end of the semester. **If you miss class or need to leave early for any of the aforementioned reasons (or any other reason you believe is valid), please see me immediately so we can discuss this issue.**

**Class Civility Policy:** This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones, pagers, or any other form of electronic communication during the class session (email, web-browsing, etc.). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility.

However, please do feel free to engage in constructive criticism and debates. This policy is not meant to discourage disagreement or passionate conversation. It is not my intention to censor your opinions. Yet, I do feel it is important to foster an environment conducive to learning where no one feels threatened and/or not entitled to their opinion.

Remember, if you disagree with someone (including myself), always remember to argue against the **IDEA** the person is presenting—not the individual.

**Late Work:** While I understand that circumstances may arise that could prevent you from turning an assignment in on time, **I do not accept late work—period!** However, I am always willing to discuss extensions **ahead of time or work with you if unforeseen circumstances arise that could prevent you from handing your work in on time.** If you have a reasonable reason why you believe you should be entitled to an extension, or for why you were not able to meet a deadline, either come see me after class, during office hours, or e-mail me.

**Academic Integrity:** Texas A&M University – Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M – Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Class Plagiarism Policy:** As an instructor, I operate by the WPA (Council of Writing Program Administrators) definition of plagiarism: “In an instructional setting, plagiarism occurs when a writer **deliberately** uses someone else’s language, ideas, or other original (not common-



knowledge) material without acknowledging its source.” The key here is deliberate—I do not want you to be so paranoid about plagiarism that it inhibits your creativity.

To that extent, any instance of “plagiarism” that **does not appear to be deliberate in intent** will be dealt with “in house.” You may be asked to revise; I may even deduct from your grade if this was a result of negligence. However, unless intentional, you will not fail merely as a result of plagiarism nor will you be brought up on plagiarism charges.



That being said, deliberate plagiarism will not be tolerated in any manner. If you willfully steal someone else’s language, ideas, or other original (not common-knowledge) material without acknowledgment, or submit an assignment for this class that you submitted for another (without previously discussing it with me), be forewarned—you will receive a 0 for the assignment, and I will pursue plagiarism charges with the utmost zeal! Such behavior hinders your learning, is unfair to your classmates, is a violation of my trust, and—above all else—is highly unethical. This is your one and only warning—you would be wise to heed it!

**911 Cellular:** Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Technology Support:** For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor.

**Drop Policy:** If you discover that you need to drop this class, you must complete a Drop Request Form, found through the Registrar's web page:

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Accommodations:** At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

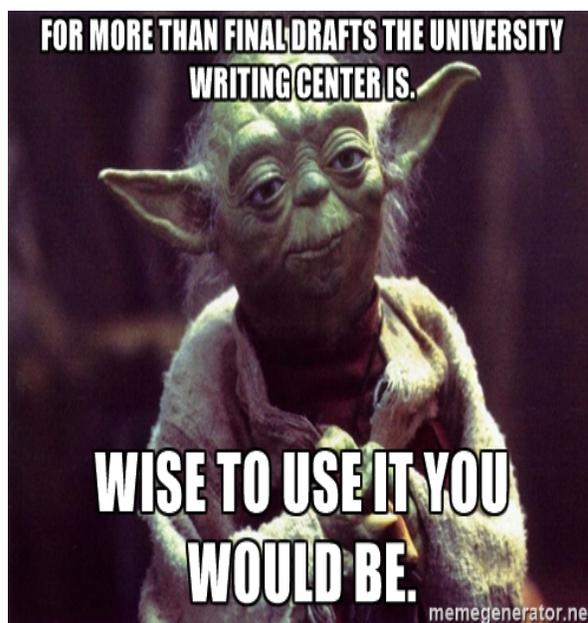
Texas A&M University – Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website: [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10 a.m. to 4 p.m. Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00 to 9:00 p.m... Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at

<https://tamuct.mywconline.com/>. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!



If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**Tutoring:** Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be

scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

**Artifact Collection:** To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, your final ePortfolio for ENGL 3309: Technical Writing and Document Design this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**Syllabus Change Policy:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

## ENGL 3309: Technical Writing and Document Design—Major Projects

\*For each of the four main projects, you will submit a reflective memo with your 2<sup>nd</sup> draft. This memo is informal and should be brief; however, do provide detailed answers for all of the reflective questions for that assignment. You should have a solid paragraph (three to four sentences) response for each of the reflective questions.

### **“Getting Hired! Creating an Effective Résumé and Cover Letter” (precisely 1 page each unless applying for a position that deviates from conventions)**

For your first assignment, you are going to begin where all careers begin—you are going to produce documents in order to obtain a job! Your first step will be to find a job advertisement for a position that you will theoretically be eligible for upon your graduation from Texas A&M University – Central Texas. Take your time; you want to find a job advertisement that fits you so that when you graduate, you will be able to draw upon the materials you have created. If you do not currently fit the job criteria, do not worry. For the purposes of this assignment, you are allowed to project yourself forward (i.e. list credentials and discuss experiences you will have by the time you graduate) in order to produce the best possible job materials.

Once you have found your job advertisement, examine the job advertisement and the organization’s website thoroughly. What type of employee are they looking for? What characteristics of a potential employee are valued the most? How do you fit this position? In what ways can you tailor your materials to highlight your strengths and, perhaps, hide your weaknesses?



After you have analyzed your advertisement and your potential audience, you will next want to contemplate an arrangement and layout for your résumé. You have no specific guidelines for how to do so, yet you will want to include the main information and sections that your textbook suggests. Beyond that, however, you are free to organize your résumé in any way you like. A chronological approach might work best for you; perhaps you wish to emphasize skills; you might want to highlight your education first. Regardless of what strategy you choose, you will want to articulate in your reflective memo how this strategy was apt for the particular rhetorical situation in which you are composing. You will also need to create a cover letter. Once again, you are free to layout your cover letter in any way you desire; however, you should follow the basic strategies from your textbook as well as have sound justifications for the choices you make.

When you submit your assignment, you will need to provide me with a link and/or a digital version of your job advertisement. (If you use a link, please provide the link in your

reflective memo; if you use a .pdf, please attach it along with your other materials.) In addition, remember—polish is imperative!

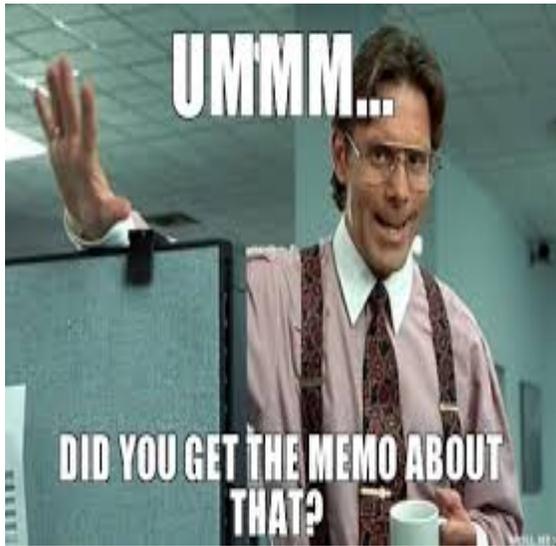
Your résumé and cover letter will primarily be assessed predicated on how well you tailor your documents to the rhetorical situation, your ability to present yourself in a professional and successful fashion, the effectiveness of your document design and arrangement, and the overall polish of your documents (e.g. proper formatting, apt use of design principles, grammatical perfection, etc.). The main question I will ask myself as I assess your résumé and cover letter will be: *If I were this company, would I give significant consideration to this applicant?*

***Reflective Memo:***

1. What employer, and for which specific job, are you applying for? What are the ideal characteristics, educational background, and skills of a potential employee?
2. How did you tailor your résumé and cover letter to meet the needs of this particular rhetorical situation? What specific strategies did you employ in order to make your materials more effective rhetorically?
3. What are the biggest strengths of your job documents? What are their greatest weaknesses? How might you improve upon those weaknesses during revision?
4. How would you like me to focus my response to your job documents? In other words, what aspects of your professional materials do you most want feedback in regard to?

**“This Might Work Better! Composing a Persuasive Memo to Affect Change”**  
**(1-2 pages single-spaced; 2 pages maximum)**

As you have spent time with your non-profit organization, you have probably noticed an aspect of the organization that you believe could be improved upon. Perhaps the organization could be more efficient if it took greater advantage of digital technologies. Maybe you believe that the current decision-making structure is less thorough than it should be. You could have even noticed something small, such as how a switch in a particular brand of material could save money. The possibilities are endless; however, for this assignment, try not to choose anything that would cause too much upheaval to change (potentially save this for your proposal or feasibility report). Also, be open-minded if your organization wants a particular type of persuasive memo drafted—give the organization the first option to dictate your topic.



You will then want to compose a memo to a member or members of your non-profit organization attempting to persuade them to adopt your plan, course of action, suggestion, etc. You will want to contemplate the best persuasive strategies to convince your non-profit organization’s decision-makers and/or employees that your suggestion is worthy of consideration and adoption. Why does the organization currently take the approach they are taking? How would your plan, course of action, suggestion, etc. enable the organization to better accomplish its goals? Why might they be reluctant to accept your plan? In what ways could you convince them that your ideas align with their interests?

Your persuasive memo should be one to two pages single-spaced and no more than two pages single-spaced (In this case, brevity is the soul of wit!). As far as formatting is concerned, if your non-profit organization currently has a memo format, use and follow that format explicitly; however, if they do not, design an effective format for your memo (use your textbook for guidance).

When I assess your persuasive memos, I will primarily be focusing on the effectiveness of your persuasive appeals, your ability to cater your rhetoric to your specific audience, the appropriateness of your tone and style, and the overall polish of your finished product. The main question I will ask myself is: *If I were a member of this non-profit organization, would I be persuaded by this memo?*

***Reflective Memo:***

1. What is the main plan, course of action, suggestion, etc. for which you are trying to persuade your readers? Why do you believe it would improve your non-profit organization’s operations?
2. Who is the audience for your memo? How did you cater your rhetoric to this particular audience?

3. Why is your memo formatted in the manner you have chosen? Is it an organizational standard or did you design your own formatting?

4. What are the biggest strengths of your memo? What are its greatest weaknesses? How might you improve this memo during revision?

5. How would you like me to focus my response to your memo? Where can I focus my attention to help you improve it the most?

## “Just a Click Away! Creating an Effective and Engaging Website” (6-7 webpages of sufficient content minimum)

In the Information Age, a majority of the content we create is for digital platforms; clients’ expectations are that they can access information quickly and efficiently from their computers or their phones. Thus, for any business or non-profit organization, an effective and engaging website is a necessity. For this assignment, you will create a website (or a similar digital composition if your non-profit organization has another project they would like you to work on) for your non-profit organization. Regardless of whether your non-profit organization currently has a website or not, you will need to create this digital composition from scratch. You can either create a website for the entire non-profit organization, for a particular facet of the non-profit organization, or you can create another type of effective digital composition. That being said, in all instances, you are allowed to draw content from the organization (e.g. mission statement, description of services, etc.), yet you cannot merely transport all of an organization’s content from their website and/or documents to yours. You need to create something fresh and new. **Furthermore, in your reflective memo, you will need to explicitly state what content you migrated and from where; failure to explicitly state the content you migrated will be considered plagiarism.**



First off, you are going to need to ask yourself what kinds of people will be accessing this website and/or engaging with this digital composition. What information will they want or need? How can you make it easily accessible for them? How are such people likely to engage with this website and/or digital composition? Are they likely to be computer novices, experts, or somewhere in-between? How can you design your website and/or digital composition so it will be aesthetically appealing to your clients yet still aligns

**Exhibit A: What your project should not** with your organization’s mission?

After you have done a thorough analysis of your audience and of the rhetorical situation, you can begin to construct your website and/or digital composition. You will need to create six to seven webpages of content minimum (or get approval if your project differs from traditional webpages). You can use a mixture of multimodal elements; **however, you should not rely**

**entirely on video and/or pictures.** Integrate multiple modes with your text to create the most rhetorically effective website possible.

Assessment of your website and/or digital composition will primarily rely on the rhetorical effectiveness of the website and/or digital composition, the ease of navigability and accessing information, the aesthetic polish of your website and/or digital composition, how well your website and/or digital composition represents your organization, and the overall polish of your website and/or digital composition. (Grammar and formatting issues can destroy your ethos!) The primary question I will ask myself is: *If I were someone interested in your non-profit organization, what would be my overall satisfaction with your website and/or digital composition?*

***Reflective Memo:***

1. What types of people are likely to engage with your website and/or digital composition? What are their goals and expectations? How did you tailor your website to meet their needs?
2. How did you align your website and/or digital composition and its design with your non-profit organization's mission, values, goals, etc.?
3. If you migrated any content, what specific content did you migrate? Please provide the text and/or a link to the content you migrated. **Be explicit and specific—failure to do so could result in plagiarism charges!**
4. What are the biggest strengths of your website and/or digital composition? What weaknesses do you believe still persist? How might you improve your website and/or digital composition during revision?
5. How would you like me to focus my response to your website and/or digital composition? What aspects of your website and/or digital composition do you most desire feedback on?

**“Have That Report on my Desk by 4:30PM Today! Composing an Effective, and Persuasive, Proposal or Feasibility Report”**  
**(6 pages single-spaced minimum including images, graphs, tables, etc.)**

While many students operate under the delusion that they will never write a report again once they graduate college, the truth is—for most students—nothing is further from the truth! Throughout your professional career, you will most likely compose a variety of summaries, proposals, and feasibility reports. Now is your time to practice!

For starters, you will choose from one of the two genres allowed for this assignment: a formal proposal or a feasibility report. Talk to management and employees/volunteers at your non-profit organization. What do they need and want? Would an effective strategy possibly allow for a better course of action to be taken, streamline a process in a more efficient manner, etc.? A proposal is probably your best option. Is the organization facing a key decision between multiple options? You might want to create a feasibility report to help your non-profit organization make this crucial decision in a more informed and reasoned manner.

After you have selected your genre, you will need to conduct research. What types of background information will be necessary for your readers? What information will you need to provide empirical and/or reasoned arguments for your proposal? If you are composing a feasibility report, what criteria will you be using? How will you gather information about this criteria? What types of evidence will be the most beneficial and pertinent for your readers? Thorough and diligent research are key to both of these genres.



Next, you will want to consider the arrangement for your proposal or feasibility report. If you are composing a proposal, **you are required to have the following sections: introduction, problem, solution, and costs.** Furthermore, as your textbook suggests, you will possibly also wish to include objectives, a methods section, and any other pertinent information necessary to make your proposal effective. If you are composing a feasibility report, **you are required to have the following sections: introduction, overview of alternatives, criteria, evaluation, and conclusions.** You will also possibly benefit from including a methods section as well as a recommendations section. Additionally, depending on the rhetorical situation, you may also need to include other sections to reach your rhetorical aims. The key to your arrangement will be providing all of the information necessary in as concise and reader-friendly a way as possible.

As you compose your proposal or feasibility report, continually keep your audience in mind. What are the best strategies to persuade them of the ideas and suggestions in your proposal? Why might they be reluctant to accept your suggestions? How might a reluctant reader question the criteria for your feasibility report? What strategies can you employ to get them to accept your criteria? How can you convince your readers that your chosen alternative is the best for your company? Remember, always keep your audience in mind as you compose these documents.

Your proposal or feasibility report should be a minimum of six pages single-spaced including images, graphs, tables, etc. While the page minimum includes multiple modalities, these modalities need to be rhetorically effective; you cannot merely litter your report with pictures and pointless graphs and tables to meet the requirements of this assignment. In addition, it will need to have all of the required sections for the particular genre and be structured in a logical fashion for your particular rhetorical aims.

You are required to have at least two outside sources and at least one data set from original research. Your sources should be cited in MLA style, APA style, Chicago style, or the citation format employed by your non-profit organization.

Assessment for your proposal or feasibility report will primarily be predicated upon the overall rhetorical effectiveness of your document, the efficacy—and underlying logic—of your organizational structure, the quality and pertinence of your research, your incorporation of multiple modes to communicate your message, and the overall polished nature of your proposal or feasibility report. The primary question I will ask myself when I evaluate your proposal or feasibility report will be: *If I were a decision-maker in this organization, how likely would I be to accept the suggestions in this proposal or support the alternative chosen in this feasibility report?*

***Reflective Memo:***

1. What is the main plan, course of action, suggestion, etc. for which you are trying to persuade readers of your proposal? If you are composing a feasibility report, what major decision are you trying to provide information about to allow your readers to make an informed decision?
2. Who is the audience for your proposal or feasibility report? How did you cater your rhetoric to this particular audience?
3. Why is your proposal or feasibility report organized in the particular manner you have chosen? Why is this organizational strategy the most effective for your audience?
4. What are the biggest strengths of your proposal or feasibility report? What are its greatest weaknesses? How might you improve this document during revision?
5. How would you like me to focus my response to your proposal or feasibility report? Where can I aim my attention to help you improve it the most?

## **“ePortfolio”**

**(approx. 4 pages of reflection and all relevant components detailed in the description)**

The primary purpose of an ePortfolio is not a matter of simply collecting your work for the semester and providing some cathartic reflection about how this class changed your life. Honestly, I am not that great of an instructor, and I highly doubt that you finally “saw the light,” so to speak. You might laugh; however, trust me—this tends to be a rather generic approach to portfolios that is more common than you might expect. When you construct your ePortfolio, I want you to dig deeper and examine what you have truly learned in this class, ways in which your writing has developed, concepts and ideas you may have been introduced to (and their value or lack thereof), areas of weakness that persist, etc.

**For starters, your ePortfolio should contain the following items:**

**-eight of your journal entries (typed, not scanned, please)**

**-your 1<sup>st</sup>, 2<sup>nd</sup>, and final draft of each of the three major print assignments (“Getting Hired! Creating an Effective Résumé and Cover Letter,” “This Might Work Better! Composing a Persuasive Memo to Affect Change,” and “Have That Report on my Desk by 4:30PM Today! Composing an Effective, and Persuasive, Proposal or Feasibility Report”) along with an annotated version of your final draft**

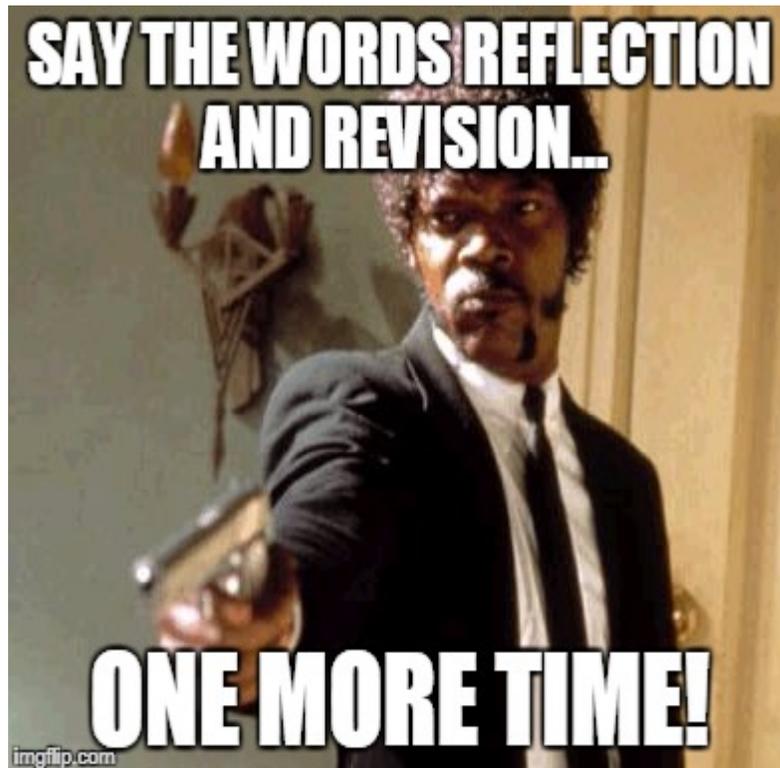
**-a link to your non-profit organization’s website and/or digital composition (after revision) for your “Just a Click Away! Creating an Effective and Engaging Website” project (Please also note any new content migrated on your ePortfolio.)**

**-visual representation of any major revisionary changes (not just minor grammatical corrections) you made in your annotated final drafts as well as discussion of any large scale structural and/or organizational changes (those that cannot be represented visually) in your reflection**

**-four pages of reflective writing arranged in any fashion you deem to be the most effective**

You may choose to design your ePortfolio in any manner you choose and organize it using any logical method. From a design standpoint, I want your ePortfolio to be aesthetically pleasing and intriguing for a reader; additionally, I want to be able to navigate your work in an accessible manner. You should not merely “dump” your drafts into a digital repository; your ePortfolio should have a design and a logical navigational structure.

The main objective of this e-Portfolio is the reflection—it will also serve as one of the most crucial elements in my grading. As with the design element, you are free to reflect in any manner you choose. I require four pages double-spaced worth of reflection, yet you can fulfill this requirement in a variety of different ways. You could write a four page reflective letter; you could compose a brief reflective letter as an introduction and have individual reflections for each element of the ePortfolio; you could even have reflection within the work itself! The choice is yours, but make it wisely.



Although I do not want to give you detailed instructions as to how to accomplish your reflection, use these guidelines as a heuristic:

**-Use the contents of your ePortfolio to generate your reflection. Truly examine your work before you begin your reflection.**

**-Tie specific assertions to specific examples from your ePortfolio. For example, do not just tell me that you catered the rhetoric of your proposal or feasibility report to a more empirically-minded, scientific audience—show me this in your work. I am encouraging you to quote and/or comment on yourself.**

**-Overall, the emphasis should be on YOUR writing. You can discuss the class or myself if it pertains to your writing, yet do not focus primarily on these aspects. Merely evaluating the class is not reflection. Besides, you will be given the opportunity to do this during course evaluations.**

**-Once again, I reiterate, do not turn the reflective portion of your ePortfolio into an overly dramatic chronicle of your journey in the class. Be analytical and descriptive. Examine your work and your learning.**

**-In class, we discussed how I consider a primary goal of this course to be the development of rhetorical awareness. This is your opportunity to demonstrate this. Discuss the thought processes behind various decisions you made throughout your writing for this class. Explain the rationale behind your choices. How did genre considerations influence your writing? Who was your audience? What rhetorical strategies did you employ? Why? What motivated the decisions you made during revision?**

Please use these guidelines merely as guidelines. Do not take them as the authoritative instructions for your ePortfolio and merely address the questions I have asked. Experiment and be creative.

Primarily, the reflection for your ePortfolio should address both **global considerations** (e.g. What did you learn in the class overall? Where has your writing improved? How do you believe you have become a better writer? What weaknesses still persist? Etc.) and **local considerations** (e.g. Who was your audience for certain projects? Why did you organize, design, format, etc. your texts in the manner that you did? What are the rationales behind some of the

revisions you made? Etc.). Exceptional ePortfolio reflections tend to be able to **place the global and the local considerations in conversation with one another.**

A great heuristic for how to approach your reflective writing is to **view your reflective writing as an argument and your drafts—especially your final drafts (both clean and annotated)—as the evidence.** Essentially, your reflection makes an argument for what you have learned and accomplished in the class, and your drafts serve as the evidence of this learning and accomplishment.

In the end, I will be evaluating your ePortfolio on the progress you made as a writer, the diligence you spent in revision (your final drafts should not merely be the drafts you submitted to me with minor punctuation changes), the polished nature and overall quality of your final drafts, the design and ease of the navigation of your portfolio, and the strength of your reflection. The ePortfolio is 30% of your grade—do not “mail-in” the reflective aspect or your revisions. Take the time to truly reflect: you might be surprised by what you find out about yourself as a writer!