Course Information
Instructor: David Beard
Email: dbeard@d.umn.edu
Phone: (218)-726-8442 (office) / (651) 398-5405 (home; not after 7pm)
Class Meets:
  08:00 A.M. - 09:15 A.M., Tu, H 468 & 08:00 A.M. - 09:15 A.M., Th, KPlz 143
  05:00 P.M. - 06:15 P.M., Tu, KPlz 143 & 05:00 P.M. - 06:15 P.M., Th, KPlz 312
Office hours: TuTh 9:30am-10:30am & 4:30-5pm and by appointment

Course Descriptions
WRIT 3130 - Advanced Writing: Engineering
Study and practice of writing tasks in engineering, including oral presentations. Exploration of rhetorical situations in professional practice, including research methods, document design, editing, effective collaboration, and ethical issues in the production of professional documents, such as instructions, lab reports, proposals, short and long reports, and career documents.

WRIT 3150 - Advanced Writing: Science
Study and practice of writing tasks in science, including oral presentations. Exploration of rhetorical situations in professional practice, including research methods, document design, editing, effective collaboration, and ethical issues in the production of professional documents, such as instructions, lab reports, proposals, short and long reports, and career documents.
Course Objectives

Students will…

• Use a style suitable to the intended audience, purpose, and rhetorical situation of a writing task
• Perform systematic primary and/or secondary research in a field of expertise (e.g., analyze a problem, collect data using relevant primary and secondary research methods, keep complete and accurate notes, organize the information efficiently)
• Select, present, analyze, evaluate, and document evidence relevant to a text’s controlling argument
• Organize a written text to meet implicit and explicit expectations of the rhetorical situation
• Shape coherent paragraph structures appropriate to their rhetorical purposes (introductory, transitional, developmental, concluding)
• Demonstrate mastery of sentence structure to suit a writer’s subject, audience, purpose, rhetorical stance, and intended tone
• Use elements of document design, including visual materials when appropriate, to enhance the readability and effectiveness of a text
• Use the conventions of Standard Edited Written English effectively

Course Materials

• This course requires the textbooks at the University bookstore as well as access to other research materials.
• A number of sample papers and additional course readings are available via the Electronic Reserve at the UMD Library. For more info, visit the library homepage (http://www.d.umn.edu/lib/) and click on “Reserve.”
• All papers in this class should be kept in a binder for submission at semester’s end in a portfolio. Additionally, keeping this binder will allow you to calculate your own grade.

Course Requirements and Policies

*Formatting Assignments Electronically*

Save your work often (and in multiple places) and seek advice and resources from the campus technology help desks. Failure to use technology effectively is not grounds for late or missed assignments. Please do not wait until the day before an assignment is due (or the day it is due) to ask questions.

• Students must be able to create, view, read, and/or upload assignments using Microsoft Word or a similar word processing program, Adobe Reader (.pdf), the internet, and PowerPoint.
• Keep ALL of your work from this course backed up in multiple locations (i.e. flash drives, hard drives, etc.), even after submission.
• All written assignments will be evaluated for spelling, mechanics, grammar, and content. Please proof your work. Typos, spelling and grammar errors will lower your grade.
• Proper citations/references are always required. Citations and formatting should follow the documentation style appropriate to your profession (ASME, IEEE, CBE). Consult (for example) the UW Writing Center's page on Citing References at http://writing.wisc.edu.
• All documents must be written in either 12-point Times New Roman or 12-point Arial with 1-inch margins. Please use double-line spacing unless otherwise indicated.
• All document files must be saved as .rtf (Rich Text Format) or .doc files. If you use Microsoft WORKS, WordPerfect, Word 2007 or any other type of word processing software, you must save your documents as either .doc or .rtf (not .docx). Points will be counted off if assignments are NOT submitted in the proper format, as I cannot read those formats on my computer.

• Label electronic files in a uniform manner. Include in the file name the following details: Your full name, the course number, and the assignment title [e.g. SueSmith_WRIT_3130-3150_Hedge].

• Include a title page for each assignment. On the title page, provide the following details: The title of your assignment, your name, the course number, the assignment number, the term, and the year.

• Paginate all assignments.

Papers submitted electronically are presumed to be drafts; papers printed and handed in during a class or submitted to my mailbox (Humanities 420) are presumed to be final copies, ready for grading.

**Communication Policies**

• Private inquiries should be made to my personal email (dbeard@d.umn.edu) and not the class listserv. Email will elicit the timeliest response, but please note the following: Email posted to me on a holiday will be answered no earlier than the first working day following the holiday; email posted to me over the weekend will be answered on Monday; and email posted to me in the evening will be treated as received on the next working day. Please include your full name (first name and surname) on all email. Include "Writ 3130" or “WRIT 3150” (as appropriate) as part of the Subject Heading of your email; please also include the subject matter of the email in the subject line.

• As part of a community of learners, respectful interaction with your peers, colleagues, and instructor is expected. In discussions please listen to your colleagues, read their postings, and respond thoughtfully.

**Class Participation and Discussion**

**Writ 3130 (In-Class) Students:** In-class participation is worth 10 points. If you attend regularly and participate only in the small-group activities, you will receive four of ten points). For a higher grade, you must attend regularly and participate more often, including regular participation in large-group activities, engaging the key questions of the text and of the course as best you can. To receive better than eight points, you must volunteer to share rough drafts with the rest of the class more than once during the semester.

Online class participation is worth an additional ten points. This means regular and timely contributions to the Online Discussions.

- Students in WRIT 3130-1 must respond to odd-numbered discussion questions.
- Students in WRIT 3130-2 must respond to even-numbered discussion questions.

Credit will not be given for late responses. See the document, Online Group Discussions, for further details.

**Writ 3150 (INI) Students:** Attendance in this online course means regular and timely contributions to the Online Discussions about the assigned readings. Electronic Class participation is required and counts towards 20% of your grade. Credit will not be given for late responses. See the document, Online Group Discussions, for further details.

All students are eligible to improve their class participation grade via the Visuals assignment. Excellent preparation of that assignment can improve your grade by 10 points, up to the maximum allowed.
**Attendance**

These rules apply only to students in WRIT 3130; WRIT 3150 students are welcome to attend any of the meetings of WRIT 3130 that may help enable their success in the class.

- Excused absences are those reported to me on the day of the class. All students may have two excused absences without penalty.
- Any unexcused absence is grounds for a drop one-third grade on your final grade in the class.
- Absences (excused or unexcused) in excess of two will result in a drop one-third grade on your final grade in the class.

**Help**

There is help available. We will discuss writing throughout the semester, and you are encouraged to drop into Dr. Beard’s office to discuss your papers with me. You are encouraged to visit the tutoring center, as well (http://www.d.umn.edu/tutoring/).

**Late Papers**

Completed assignments must be handed in on time for full credit. Late papers will not be accepted without explanation, and must be discussed in advance of their lateness with the instructor; penalties will be at instructor’s discretion, up to and including failure. Please hand papers in on time.

**Grading Summary and Distribution**

Credit on all assignments depends on quality, timeliness, and originality. You will earn less for perfunctory remarks, more for insightful or thoughtful ones that add to our study of writing. You will earn more credit for work that thoroughly demonstrates a mastery of the texts and readings of the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points, 3130</th>
<th>Possible Points, 3150</th>
<th>Your Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Group Discussions (OGD) and Participation</td>
<td>100</td>
<td>200</td>
<td></td>
<td>96%+ A</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
<td>0</td>
<td></td>
<td>93-95% A-</td>
</tr>
<tr>
<td>On Your Profession</td>
<td>50</td>
<td>50</td>
<td></td>
<td>90-92 B+</td>
</tr>
<tr>
<td>Resume, Cover Letter and Job Ad, Draft #1</td>
<td>50</td>
<td>100</td>
<td></td>
<td>86-89% B</td>
</tr>
<tr>
<td>Resume, Cover Letter and Job Ad, Final Revision</td>
<td>100</td>
<td>100</td>
<td></td>
<td>83-85% B-</td>
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<tr>
<td>Recommending a Hedge, Draft #1</td>
<td>50</td>
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<td>80-82% C+</td>
</tr>
<tr>
<td>Recommending a Hedge, Final Revision</td>
<td>100</td>
<td>100</td>
<td></td>
<td>76-79% C-</td>
</tr>
<tr>
<td>Chapter Presentation (PowerPoint)</td>
<td>25</td>
<td>25</td>
<td></td>
<td>73-75% C-</td>
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<tr>
<td>Quiz on Textbook</td>
<td>75</td>
<td>75</td>
<td></td>
<td>62-72% D</td>
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<tr>
<td>Book Review</td>
<td>100</td>
<td>100</td>
<td></td>
<td>Below 62% F</td>
</tr>
<tr>
<td>Video, Proposal &amp; Script Video</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report (incl. Project Management materials, Letters Requesting Information, Progress Reports (Oral &amp; Written), and Final Report (Oral &amp; Written))</td>
<td>500</td>
<td>500</td>
<td></td>
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<tr>
<td>e-Portfolio (cover, table of contents, uploading of reformatted documents)</td>
<td>150</td>
<td>150</td>
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<td><strong>Total</strong></td>
<td><strong>1,500 pts</strong></td>
<td><strong>1,500 pts</strong></td>
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</table>
Other Policies

The instructor reserves the right to add to, delete from, or otherwise amend this syllabus including curriculum, schedule, assignments, and grading procedures at any time throughout the semester. It is your responsibility to keep track of changes in scheduling and assignments.

If you ever become frustrated or feel you cannot complete this class within the time period, please contact me. The assignments may seem overwhelming, but they are spaced so that if you keep on-task, you will be able to complete them and pass the class. Please feel free to contact me whenever you have a question or concern.

Academic Dishonesty

According to University policies, students who plagiarize or cheat may receive an F in the course and must be reported to the Dean. Some instances of plagiarism can result in expulsion. Please don't cheat. Visit http://www.d.umn.edu/assl/conduct/code/ and for more info.

Special Needs

All students with special needs will be accommodated within this course. Please see the instructor as quickly as possible (in the first week of class) to discuss your needs confidentially. For more info, please visit http://www.d.umn.edu/access/.

Standard Grading Rubric

The following standards apply to all assignments.

- Work that is not proofed:
  - 2 grammar, spelling, mechanics or parallel structure errors: -5% of the assignment grading scale
  - 3-4 grammar, spelling, mechanics or parallel structure errors: -10%
  - more than 5 grammar, spelling, mechanics or parallel structure errors: -15%
- Incomplete or missing citations: -20%
- Documents received in files other than .rtf or .doc: -5%
- Files with incorrect naming scheme: -5%
  - An example of a correct naming scheme is SueSmith_WRIT_3130-3150_Hedge

Deductions for assignments that do not meet the other, specific minimum requirements will vary.
On Your Profession

Draft a single page (no more than 400 words single space) outlining your career path in science or engineering. Use the following websites:

- The Occupational Outlook Handbook of the Bureau of Labor Statistics
- The O-Net career resource
- The informational pages of the professional association in your field.

Look for info on required experience and training for entry-level positions, paths of advancement as you progress in your career, and other information you’d find helpful as you begin your career and look for a job.

Make sure to follow the constraints for all assignments (above) in terms of formatting, citation, and proofreading.
Online Discussions

**Description:** The purpose of the Online Discussion is to have an open and vibrant discussion of readings held in common. Your successful participation in your group will depend upon:

- Reading the textbook, e-reserves, student samples and/or other required readings each week. *Always check the course schedule ahead of time for each week's readings.*
- Actively participating in class discussions or group work.
- Consistently displaying a professional attitude.
- Providing your own observations, analyses, and/or thoughts about the week's topic
- Responding to your classmates' questions, comments, etc.
- Responding to your instructor's questions, comments, etc.

**Criteria:** Nearly each week, I will identify three student samples for discussion online on the class alias (one from WRIT 3130-1, one from WRIT 3130-2, and one from WRIT 3150-350). I will ask each of you to evaluate the student samples based on the readings – to assess their strengths, to assess their weaknesses, and to ask questions that might help both the submitting student and the rest of the class draft a better paper.

Credit depends on quality, timeliness, and originality – less for perfunctory remarks, more for insightful or thoughtful ones that add to our study of writing. Online Discussion is intended as a forum for discussion rather than a summary of the readings.

- Students should engage with the Online Discussion and provide comments and feedback in a timely manner—(i.e. do not wait until the last minute to do all your postings).
- Students should post replies to the three threads and reread the thread later to make sure that the instructor or another student hasn’t asked them a question in response. You must reply to questions posed of your posting. Posting close on Friday night of each week.
- Cite text, readings, or other supplemental materials from class in the formal citation style of your profession.
- Each posting must have standard English conventions of spelling, punctuation, capitalization, and other mechanics.

Responses should be somewhere between 30-120 words in length, roughly speaking. I care more about clarity and thoroughness than I do about length.
Oral Presentation of Readings

Description: Sign up for Presentation of Readings during Week 1. Depending on the number of students enrolled, you may work with one or two others. Present a PowerPoint presentation based on the week's readings (i.e. textbook or supplemental readings) using a mixture of text and graphics highlighting the main points in the readings and using several (more than two) examples to illustrate the presentation.

Objectives:
• To identify, define, highlight and summarize the main points of the readings for class

Criteria:
Presentations should be 10-20 slides in length, including:
• A title slide (with the title of the presentation, class & course number, date, and the names of the presenters)
• 1-2 overview slides introducing the main ideas of the presentation
• Several slides setting out the main ideas of the text using several examples from the readings.
  o Images should enhance, not distract, from your presentation.
  o You should avoid clip-art.
  o Use parallel structure
  o If one bullet on a slide is a sentence, they all should be
  o If one bullet on a slide is a verb phrase, they all should be
  o If one bullet on a slide is a noun phrase, they all should be
  o Sentences should have periods.
  o Regularize All cAPITALIZATION.
  o Use no more than two fonts.
• 1-2 summary slides reviewing the main ideas of the presentation
• A bibliography or works cited slide, listing the readings cited in the presentation
• A set of quiz slides with two multiple choice and two short answer questions derived from the readings. Each slide should have no more than seven lines of text.
**Chapter Presentations Signup Sheet (and Sequence)**

<table>
<thead>
<tr>
<th>Textbook &amp; Chapter</th>
<th>Presenter(s) (minimum one each from 3130-1, 3130-2, and 3150-350)</th>
<th>WRIT 3130 Only: You must be ready to present orally by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Presentations Due to Alias for Distribution for Quiz by September 29</td>
<td>Thursday of Week 1</td>
<td>Thursday of Week 1</td>
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<tr>
<td><strong>Engineering Communication 1</strong> (May Be Revised Once after Submission)</td>
<td><strong>Engineering Communication 6</strong> (May Be Revised Once after Submission)</td>
<td><strong>Engineering Communication 2</strong> (May Be Revised Once after Submission)</td>
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<td><strong>Engineering Communication 3</strong> (May Be Revised Once after Submission)</td>
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<td><strong>Engineering Communication 4</strong> (May Be Revised Once after Submission)</td>
<td><strong>Engineering Communication 5</strong> (May Be Revised Once after Submission)</td>
<td><strong>Engineering Communication 7</strong></td>
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<tr>
<td><strong>Engineering Communication 8.1-8.2</strong></td>
<td><strong>Engineering Communication 8.3 + Writing that Works 9</strong></td>
<td><strong>Engineering Communication 8.5 + E-Reserve on Progress Reports from MIT Guide</strong></td>
</tr>
<tr>
<td><strong>Engineering Communication 8.6</strong></td>
<td><strong>E-Reserve on “Decision-Making” from Marketing Communication</strong></td>
<td><strong>E-Reserve on Copyright, Trademark, etc.</strong></td>
</tr>
<tr>
<td><strong>Professional Portfolio 1</strong></td>
<td><strong>Professional Portfolio 2</strong></td>
<td><strong>Professional Portfolio 3</strong></td>
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<tr>
<td><strong>Professional Portfolio 4</strong></td>
<td><strong>Professional Portfolio 5</strong></td>
<td><strong>Professional Portfolio 6</strong></td>
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<tr>
<td><strong>Professional Portfolio 7</strong></td>
<td><strong>Professional Portfolio 8</strong></td>
<td><strong>Professional Portfolio 9</strong></td>
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<tr>
<td><strong>E-Reserve on “Making the Rules”</strong></td>
<td><strong>E-Reserve on “Realistic Scheduling” – (Focus on Gantt Charts Only)</strong></td>
<td><strong>E-Reserve on “Communication”</strong></td>
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Book Review

Description: Each student will prepare a book reviews of books published after 2000. The book should be germane to the kind of engineering or science work you hope to do after graduation, addressing an ethical problem or controversy in your field.

Criteria: Each review should:
• be 300-500 words in length (single-spaced)
• have a complete bibliographic citation for the book (in the documentation style of your profession)
• Summarize the argument of the work
• Evaluate the book for beginning engineers – how does it introduce a beginning engineer to an ethical problem or controversy in your field?
• To ground your ethical evaluation, make reference to the Code of Ethics in your professional association.
Recommending a Hedge

Introduction. Dick Beecher, director of the public relations department of Data Use, a computer company, wants to improve the public's perception of his company. He has decided to beautify the grounds around the plant by putting in a hedge.

Dick, who lives in a condo, knows nothing about hedges. But he has a student intern, John Bush, working for the company who is majoring in animal and plant systems at the University and who is especially interested in horticulture. Dick tells John "to look into the suitability of various hedges and tell me what you think we should do. If I agree with what you write, we'll send your report directly to the vice president." Dick will make the decision based on John Bush's report. He hopes to be able to take John's report (after reviewing it) directly to the vice-president.

Two weeks later, John Bush gives Dick the attached report. Dick is not pleased with the report. He turns the report over to you since you are in Dick's department, to re-write the intern's work. "This report seems to have some good information in it, though I have no idea what some of it means. It sure doesn't give me what I need," he says.

TO: Dick Beecher
FROM: John Bush
SUBJECT: Hedge Report

This report has three parts: property dimensions, hedge plants, price.

Part I: Property Dimensions.
I first consulted Joe Stringer from Maintenance to get the dimensions of the property. He told me the dimensions were 200' x 150'.

Part II: Hedge Plants.
Second, I consulted Wes Cashen, who is in the Horticulture Department at the University. He gave me information on three popular hedge plants.

(1) Cotoneaster lucida. This has glossy green leaves; turns red in fall. Oystershell is a problem. Plant 12 inches on center. Prune back for full growth.

(2) Berberis Korena. Has yellow flowers; hardy. Space about 18" apart. Fertilize on planting with bone meal.
(3) Lonicera Korolkowi. Best of all honeysuckles. Red flowers; dark green foliage turns gold in fall. Plant 2 feet apart; prune back for full growth. Light fertilizer on planting.

Part III: Price

I next talked to the people at Rose Hill Nursery. According Rose Hill's catalogue, the costs of the plants are as follows:

(1) Cotoneaster lucida: 2'; bare root. $3.50 per plant (sale price).

(2) Berberis Korena: 2'; bare root; $4.25 per plant.

(3) Lonicera Korolkowi: 2' bare root; $4.00 per plant.

I hope this information is sufficient. I am available to discuss this with you at your convenience.

ASSIGNMENT: Revise and expand this memo for its intended audience and purpose. Consult external resources as appropriate.
Revising the Hedge Memo

Process:
1. Identify the errors and the incompletely completed parts of the hedge memo. Use my feedback as a guide, but please also consult the various other drafts in class for ideas, inspiration and guidance.
2. Consult the textbook and e-reserves. Identify the reasons why your draft is incorrect or incomplete.
3. Consult the textbook and e-reserves. Identify a strategy to correct or complete the hedge memo.
4. Revise the hedge memo.
5. Append a (long form) memo to the instructor of the class identifying why you made the changes you did, using the textbooks and e-reserves to justify your efforts.

Revision Criteria:
I will grade based on whether you have corrected errors.
I will grade based on whether you have made improvements (simply correcting errors may not be enough to earn an “A”).

Memo Criteria:
I will grade based on whether you have used a direct-style, straight-to-the-point memo format.
I will grade on how deeply you justify the changes you’ve made with specific reference to the textbook (cited by page number at minimum, quotation for maximum points).
Job Application & Grad/Professional School Application Package

You must draft either a resume and cover letter OR a letter of intent and cv for graduate school. Pick the combination most useful to you.

1. Job Application

Using Career Services, online resources and perhaps job opportunities you have learned about through networking, locate a job ad typical of either [a] the kind of position you would like to apply for upon graduation or [b] an internship you would like. You will draft a job application package for this opening.

Selection of Proper Job Opening (20% of total grade)

Be aware of the following criteria for selection of an opening:
• The job ad should NOT be taken from newspapers.
• If taken from an online job board, the job should be an authentic, professional opening for a specific position (not a call for any and all college grads).
• The job must be suited to your qualifications now or immediately upon graduation. (If you do not have three years’ managerial experience, do not select an opening requiring three years’ managerial experience.)

Save a copy of the job ad for submission with the final project. Then, produce a job application package specific to that job ad.

Project Part One: Cover Letter (30%)

The Cover Letter should do the following things. This list is not exhaustive; see the websites for more detail:
• It should identify the job applied for.
• It should identify the way you located the job.
• It should stress the skills and experiences that help you meet the minimum qualifications identified in the job ad.
• It should mark you as a uniquely qualified individual.
• It should invite further conversation and communicate ways to make that conversation happen.

Project Part Two: Resume (30%)

In designing the Resume, you should make a few important choices:
• You need to decide whether to use a largely chronological or a largely functional format, based on which best displays your qualifications.
• You need to identify the ways that your skill set matches the needs of the position.

And, of course, be conscious of writerly concerns (20% of your grade). Follow the suggestions on the websites for writing reader-friendly sentences that meet the needs of audiences. And organize your information in a reader-friendly way. And proofread, please – all of these writerly functions are worth 5% of your final grade.
2. Grad School Application

Identify a graduate or professional school that you might be eligible to apply for, upon graduation. Law school, medical school, business school – any education you might pursue after completing your degree at UMD is eligible.

Selection of Proper Program (20% of total grade)

Programs have minimum requirements. Make sure that your UMD experience prepares you. (A sociology major is a poor preparation for a doctoral degree in French, at least at some schools.)

Save a copy of the application materials page from the graduate program’s website for submission with the final project. Then, produce an application package specific to that program.

Project Part One: Letter of Intent or Personal Statement (30%)

The personal statement is typically not as personal as others think. Don’t spend time telling us your life story. Instead…

• The passions that motivate you to gain further education must be translated into words that indicate that you wish to participate in this discussion at a professional level (rather than simply enhancing [your] private enjoyment).
• You should show that you have a plausible picture of the field or subfield you envision joining. This can include the type of research you’d like to do, the type of college you’d like to teach at, the type of law you’d like to practice, and so on.

Schools ask for specific types of info in personal statements – I will be comparing your personal statement to the requirements listed on the program’s website.

Project Part Two: Resume or C.V. (30%)

In designing the Resume or C.V., you should make a few important choices:

• You need to decide upon the categories that best emphasize your ability to succeed in graduate school, and you need to organize your information in those categories.

And, of course, be conscious of writerly concerns (20% of your grade). Follow the suggestions on the websites for writing reader-friendly sentences that meet the needs of audiences. And organize your information in a reader-friendly way. And proofread, please – all of these writerly functions are worth 5% of your final grade.
Revising the Job Application Package

Process:
1. Identify the errors and the incompletely completed parts of the job application package. Use my feedback as a guide, but please also consult the various other drafts in class for ideas, inspiration and guidance.
2. Consult the textbook and e-reserves. Identify the reasons why your draft is incorrect or incomplete.
3. Consult the textbook and e-reserves. Identify a strategy to correct or complete the hedge memo.
4. Revise the job application package.
5. Append a (long form) memo to the instructor of the class identifying why you made the changes you did, using the textbooks and e-reserves to justify your efforts.

Revision Criteria:
I will grade based on whether you have corrected errors.
I will grade based on whether you have made improvements (simply correcting errors may not be enough to earn an “A”).

Memo Criteria:
I will grade based on whether you have used a direct-style, straight-to-the-point memo format.
I will grade on how deeply you justify the changes you’ve made with specific reference to the textbook (cited by page number at minimum, quotation for maximum points).
Quiz

Each student should find a partner (in any section of the class). In these pairs, students will do the following:

1. Review the quiz questions from all three sections of the course.
2. Select questions for a 40-point quiz. (Each multiple-choice question is worth 1 point; each short answer is worth two points.)
3. Draft said quiz; attach a justification explaining why you believe your questions address the range of the most important ideas of the class. Use the course objectives as a guide.
4. On the day of the quiz, trade quizzes with another partner group.
5. Answer the quiz given to you. Then, write your own evaluation of the quiz. Use the course objectives as a guide.

You will be graded based on whether you answer the quiz correctly and based on how accurate I believe your (a) justification and (b) evaluations are for the quizzes in question.
Video Project

Purpose: To Promote the Study of Your Major at UMD (or to enter the library video contest)

Audience: Prospective New Majors (new students and transfers from other schools or majors) or students at UMD who have yet to discover the library

Writerly Constraints: Use the AIDA (40%)

• **A - Attention (Awareness):** attract the attention of the customer.
  
  1st step (A) is to grab visitor's attention. People who really need the information/good/service may leave before they realize it, as their attention hasn't been attracted. In other words do something that make them stop surfing and start to follow your message. (Modified from http://cocobomb.com/index1.php)

• **I - Interest:** raise customer interest by demonstrating features, advantages, and benefits. Yelling fire in a movie theatre gets attention, but it does not develop interest.
  
  2nd step (I). Once you have the visitor's attention, you need to develop interest. Provide visitors with information about what you offer; (sometimes the 2nd step in the AIDA formula is called "information" instead of "interest"). But this part should not be too long, don't overload reader with information. (Modified from http://cocobomb.com/index1.php)

• **D - Desire:** convince customers that they want and desire the product or service and that it will satisfy their needs.
  
  3rd step (D). Desire. People would rather buy the positive emotions some product gives than just the product. So on 3rd step visitor's emotions and feelings are more important than logical reasons to buy. Outline the ways that the product will meet their needs, satisfy their desires, or improve their life. (Modified from http://cocobomb.com/index1.php)

• **A - Action:** lead customers towards taking action and/or purchasing. Your message will fail if it isn’t clear what actions I can take to take advantage of this opportunity.
  
  4th step (A). Persuade visitor to act. Make the action as comfortable as possible. And most important: make visitor to decide that the best time is now. (Modified from http://cocobomb.com/index1.php)

Also: Consider consumer decision-making in *Marketing Communications* by Chris Fill (e-reserve).

Start with a Responsibility Matrix (10%)

• Who writes the script? Dr. Beard needs a script of all spoken text.
• Who secures a videotape (DV) if necessary?
• Who seeks permissions for shots? No intellectual property can be used without permission.
• Who shoots which portions?
• Who edits the shots?
• Who records the voiceovers, if necessary?
• Who saves the movie as a QuickTime file?
• Who submits the script, responsibility matrix and film on a CD-Rom and/or via YouTube?

Technical Constraints: Minimum Number of Shots (10%)

• title shot
• at least four shots
• credits shot

Technical Constraints: Video Quality (10%)
• Video should move smoothly from shot to shot.
• A variety of transitions should be used to assist in communicating the main idea and smooth the flow from one scene to the next.
• Digital effects will be used appropriately for emphasis.

Technical Constraints: Audio Quality (10%)
• The audio will be clear and effectively assists in communicating the main ideas.
• Students communicate ideas with enthusiasm and appropriate formal language.
• Use voiceovers if necessary. Always use a microphone!

Legal Constraints
• Seek signed permission forms from anyone appearing in your project.
• No intellectual property can be used without permission.
Visuals Exercise

*This exercise will contribute to participation grades, +/- 10 points.*

The following data is taken from: “Responding to Competition” in *Pizza Marketing Quarterly*. Draft a formal memo for the owner of Pisanello’s Pizza summarizing the state of his business. Use both language to explain the state of his business as well as visuals appropriate to the data you can graph.

“At the end of 1997 Jim could look back and really see the damage that had taken place. The [total, all products in the restaurant] sales for all of 1997 were only 90% of what they where in 1993, but pizza sales were a mere 71% of what had sold in 1993.”

Given: 1993 represents $100,000 in total, all product sales, and pizza sales in 1993 were $80,000 of that total.

Graph:
- Total Sales in Pizza and Non-Pizza, 1993.
- Total Sales in Pizza and Non-Pizza, 1997.
- Total Decline in Total Sales, 1993-1997
- Total Decline in Pizza Sales, 1993-1997
- Approximate Rate of Decline in Total Sales, 1993-1997
- Approximate Rate of Decline in Pizza Sales, 1993-1997

“The survey uncovered some very valuable information. First of all, Pisanello's is in pretty good shape. Note that … 47 of the 214 respondents viewed themselves primarily as customers of Pisanello's. In other words, they have a 22% market share, which is a strong number two position, right behind Papa John's, which has a 23.8% share. This survey could be done again in three, six, or even twelve months…”

“Mt. Pleasant is a sophisticated pizza market. To be successful here, a pizza store is going to need to offer real value. Note that 49 participants rated Little Caesar's as having the best price in town, making them the acknowledged leader in this category. But so what . . . they only have a 8.9% share of the market. Pizza Hut is tied along with Pisanello's as having the best tasting pizza of the market . . . but so what . . . Pizza Hut has only 7.5% of this market. The real leaders in this market are those that offer the right combination of taste, service and price. Papa John's comes in third in taste, second in price, and first in service. As a result, they offer the winning combination and currently hold the number one position there.”

Graph:
- The local market share of Pisanello’s, relative to its competitors (Papa John’s, Little Caesar’s, Pizza Hut, etc.)
Major Research Assignments, NLX RAIL Recommendation Report

You will produce a recommendation report related to the policies, procedures and technology in the Duluth-Minneapolis Rail project. Draft this report for the leaders of the citizens and business people behind the NLX project [http://www.northernlightsexpress.org/joomla/index.php], who want your technical insight into an unconsidered technology, an underappreciated design, or a new alternative. I am especially eager to see UMD students stretch their muscles in green technology.

Read the sample essays. Some are excellent models, others are models of only fair to middling projects. Contact the instructor with questions. Then, write the following texts, submit them to the instructor, and then assemble them into a final portfolio to be handed in at class’s end.

**Project Management Materials**

This assignment moves in steps.

Prepare a one-page Project Proposal outlining:
- the audience and your relationship to that audience,
- the problem you’d like to research (from the list provided by Dr, Beard),
- the research methods you are likely to use, and
- the major sections of your report.

A portion of this text will be reusable as your introduction in your final analytic report.

Produce a Responsibility Matrix in accordance with the guidelines in the Project Management book and e-reserves listed on the syllabus. List all the responsibilities for reading, research, writing and revision. At minimum, include all students working on your project (1-4) and your supervisor, Dr. Beard.

Produce a Communication Plan in accordance with the guidelines in the Project Management book and e-reserves listed on the syllabus. List the medium and frequency of communication and response. At minimum, include all students working on your project (1-4) and your supervisor, Dr. Beard.

Produce a Gantt Chart in accordance with the guidelines in the Project Management book and e-reserves listed on the syllabus. List all the responsibilities for reading, research, writing and revision and pace yourself as you work on them. (Remember that the abstract is almost always written last!)

**Letter Requesting Information**

Produce a Letter Requesting Information related to this project. The letter should be written in the direct style (see the textbook), with all the parts appropriate to a business letter. It should convey a clear sense of what info you request, the context for which you need it, a timetable for reply and a preferred method of reply.

**Progress Report**

For extra help on this, carefully read the e-reserve on “Progress Reports” from The MIT Guide to Science and Engineering Communication. Read the relevant sections of the textbook and the e-reserve from MIT press on “Progress Reports.” Prepare a brief Written Progress Report in memo format assessing:
- Work Accomplished to Date
- Work Remaining
Problems Encountered
• Appraisal of Progress to Date
• Recommendations (if any)

Read the relevant sections of the textbook and the e-reserve from MIT press on “Progress Reports.” Prepare a brief set of slides for an Oral Progress Report in memo format assessing:
• Work Accomplished to Date
• Work Remaining
• Problems Encountered
• Appraisal of Progress to Date
• Recommendations (if any)

Refer to the textbook chapter on oral presentations and visual aids. Be thorough but not overlong; no more than 15 slides. Place no more than seven items (lines of text) on a slide. Use parallel structure when listing information on a slide. Anyone who has been an active professional recognizes the clip art and common animations. The bells and whistles that make you look cool to other students look hackneyed in the workplace. Use clip art sparingly, animation rarely, and always in the service of information.

Do not read your slides, for two reasons:
o Your slides are likely to be sentence fragments, but your oral presentation should not be.
o You will appear to not have a command of the topic if your knowledge is limited to what can be read.

Analytic Report
See your textbook for information about the parts of an Analytic Report. They include, but are not limited to:
• A Cover Page
• A Letter of Transmittal
• A Table of Contents
• A List of Illustrations
• An Executive Summary
• An Introduction, with a statement of Topic, Purpose, Scope & Limitations, Methods & Report Organization
• A Body, reporting research and assessing the best choice for the corporation
• A Conclusion
• A set of Recommendations
• A References page, cited in a formal citation style (Chicago or APA, for example)
• Any necessary Appendices

Reports will vary in length from 12-30 pages, based on the scope of your project and the size of your group.

Prepare the Power Point slides to accompany an Oral Analytic Report. Refer to the textbook chapter on oral presentations and visual aids. Be thorough but not overlong; no more than 15 slides. Place no more than seven items (lines of text) on a slide. Use parallel structure when listing information on a slide.
Professional Portfolio

Your e-portfolio should be prepared for the job search. Your e-portfolio should select five materials (plus a resume, a table of contents and an introductory letter) that demonstrate that you have the skills, experiences and abilities necessary in your profession. (For that list of skills, please consult your “On Your Profession” assignment at the beginning of the semester.

• Your e-portfolio should begin with a letter that sets you apart (with a theme, a metaphor, or other clever trope, discussed in the textbook) and that makes clear your qualifications.
• The TOC should list all artifacts in the portfolio, the context of the artifacts, and the skills/qualifications that the artifact demonstrates.
• Your e-portfolio must be properly uploaded to the UMD e-portfolio system and shared with me.
• All documents in the e-portfolio should be redesigned in accordance with the principles of design in the textbook -- a single, simplified font and visual look for all documents, even those prepared for other courses.
• Your professional e-portfolio should be prepared according to the legal guidelines in the textbook.

Printouts of all material should be included in the final course binder. You may print more than one page on a side to save paper.
## Course Schedule

Please note that this Course Schedule is tentative. It is your responsibility to keep track of changes in scheduling and assignments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Drafts Due</th>
<th>Final Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Sept. 8</strong></td>
<td>Draft of “On Your Profession” due. Discussion of “On Your Profession” draft on the alias by WRIT 3130-1 and WRIT 3150-350.</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Sept. 15</strong></td>
<td>Draft of Resume and Cover Letter due. Discussion of “Resume and Cover Letter” draft on the alias by WRIT 3130-2 and WRIT 3150-350. Final Copy of “On Your Profession” due.</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Sept. 22</strong></td>
<td>Draft of Recommending a Hedge Due. Discussion of “Recommending a Hedge” draft on the alias by WRIT 3130-1 and WRIT 3150-350. Final Copy of “Resume and Cover Letter, Draft #1” due.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Sept. 29</strong></td>
<td>None. Final Copy of “Recommending a Hedge, Draft #1” due. Final Copy of Oral Presentation of Chapter due.</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Oct. 6</strong></td>
<td>None. Quiz on textbooks and readings.</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Oct. 20</strong></td>
<td>Final Copy of Book Review October 22: No Class. David in Minneapolis</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Oct. 27</strong></td>
<td>Draft of Visuals Assignment (Tuesday October 22) Discussion of Visuals Assignment on the alias by WRIT 3130-1 and WRIT 3150-350. Final Copy of Visuals Assignment (Thursday, October 29th)</td>
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<td>November 3</td>
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<tr>
<td>Nov. 10</td>
<td>Draft of Letter Requesting Information due</td>
<td>Discussion of Letter Requesting Information draft on the alias by WRIT 3130-2 and WRIT 3150-350.</td>
</tr>
<tr>
<td>Nov. 17</td>
<td></td>
<td>Discussion of “Written Progress Report” draft on the alias by WRIT 3130-2 and WRIT 3150-350.</td>
</tr>
<tr>
<td>Week 11</td>
<td>None.</td>
<td>Draft of paper plus final copy of all above materials due Nov. 22.</td>
</tr>
<tr>
<td>Nov. 24</td>
<td></td>
<td>November 26 – No Class.</td>
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<tr>
<td>Week 12</td>
<td>Catchup Week; Starting the Home Stretch</td>
<td>Discussion of analytic report draft on the alias by WRIT 3130-1, WRIT 3130-2 and WRIT 3150-350.</td>
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<tr>
<td>Dec. 1</td>
<td></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Draft of preliminary Video Materials</td>
<td>Discussion of preliminary video materials draft on the alias by WRIT 3130-1 and WRIT 3150-350.</td>
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<tr>
<td>Dec. 8</td>
<td>Draft of Portfolio Materials</td>
<td>Discussion of portfolio materials draft on the alias by WRIT 3130-2 and WRIT 3150-350.</td>
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<tr>
<td>Week 14</td>
<td></td>
<td>Final Copy of Video.</td>
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<tr>
<td>Dec. 15-16</td>
<td></td>
<td>All other materials must be submitted with your binder in the last week of class.</td>
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### Dec. 17-22 Final Exams

<table>
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<tr>
<th>Exam Time</th>
<th>Thursday December 17</th>
<th>Friday December 18</th>
<th>Saturday December 19</th>
<th>Monday December 21</th>
<th>Tuesday December 22</th>
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<tr>
<td>8:00–9:55am</td>
<td>3:00pm MWF M–F</td>
<td>Common</td>
<td>11:00am TTh</td>
<td>2:00pm TTH 2:30pm TTH</td>
<td>12:00pm TTh 12:30pm TTh</td>
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<tr>
<td>10:00–11:55am</td>
<td>8:00am TTh 9:00am TTh</td>
<td>9:30am TTh 4:00pm MWF M–F</td>
<td>5:00pm MWF M–F 4:00pm TTh</td>
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<td>12:00–1:55pm</td>
<td>2:00pm MWF M–F 8:00am MWF M–F</td>
<td>10:00am MWF M–F 11:00am MWF M–F</td>
<td>5:00pm TTh</td>
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<tr>
<td>2:00–3:55pm</td>
<td>1:00pm TTh Common 3:00pm TTh 3:30pm TTh</td>
<td>10:00am TTh 1:00pm MWF M–F</td>
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<tr>
<td>4:00–5:55pm</td>
<td>Common 9:00am MWF M–F Saturday am classes (CE and day) 12:00pm MWF M–F 5:00 or 6:00pm W (CE)</td>
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<tr>
<td>CE EXAMS 6:00–7:55pm</td>
<td>5:00 or 6:00pm Th 5:00 or 6:00pm F (CE)</td>
<td>Saturday pm classes (CE and day) 5:00 or 6:00pm M (CE) 5:00 or 6:00pm T (CE)</td>
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