

# English 305: Technical Writing

## Course Guidelines

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Welcome to ENGL 305! The material in these course guidelines, like an on-site course syllabus, is important, so read it thoroughly and even print it for your records. It is subject to change upon notification. In the event that something does change, I will post a note to the "Announcements" thread on the Discussion Board and/or notify you by email. It is your responsibility to stay current with all course updates and Discussion Board announcements.

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### Required Texts and Materials:

- Regular access to the English 305 eCampus course site and tools.
- ***Technical Communication: A Reader-Centered Approach***, 7th Edition, by Paul Anderson (ISBN:978-1-4282-6393-2)
- Any supplemental readings available on eCampus, the web, or the WVU Libraries website.

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### Course Description and Goals

This course introduces you to strategies for translating between discipline-specific knowledge and interested outsiders. While this may include topics traditionally understood as "technical," such as those in engineering, architecture and computer science, technical writing encompasses any topic that must be explained to an involved, but not expert, audience.

You will explore the forms of technical writing that are common in the professions, including correspondence, technical descriptions, instructions, reports and presentations. Drawing on the expertise developed in your major, you will explore technical writing through topics and issues important to the work you plan to do. Because a primary assumption of this course is that all writing emerges from and responds to a particular problem, audience, and purpose, the course focuses on helping you develop multiple strategies for accomplishing your communication goals.

### Primary Course Objectives

- That you master the practices and principles of technical communication with particular emphasis on planning, audience analysis, persuasion, clear and effective writing style, organization, graphics and information design.
- That you refine a writing process that will enable you to communicate well, meet deadlines, and work as part of a team.
- That you participate in online classroom discussions and interact professionally with other writers and their writing.
- That you design and execute several forms of technical communication including memos, letters, an object/process description, instructions, an informal report, and a presentation.

- That you develop polished portfolio documents that have been revised and refined for clarity and effectiveness.
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## Email Conferencing and Office Hours

Please use WVU eCampus email to contact me. If the WVU eCampus server is unavailable, you can contact me at my WVU email (please be sure to include "English 305 7W1" in the subject line). To use WVU eCampus email, simply click on the "Mail" icon on the course homepage, locate the intended addressee from the "Select Recipients" tab, and compose and send your message as you would with any other email service. **However, please consider posting questions about course content on the Discussion Board so that others may respond and benefit from the discussion.**

This course is based on tutorial-style learning, so feel free to contact me at any time for help. It is very important that you take a personal, vigorous initiative for your own learning in this course. I will act as your mentor, not as a lecturer or a day-to-day monitor of your learning. This style of learning represents an enormous change from the "in-school" instruction you may be used to. All the materials are here – but you have to have the self-direction to keep track of the calendar, work steadily throughout the semester, contact me if you need assistance, and keep records of what you've done.

I have several types of office hours:

**Online Chat:** I will be available in our WVU eCampus Chat Room on **Tuesdays between Noon-12:30 p.m.**

**In Office:** I will be in my office on **Tuesdays and Thursdays between Noon-2 p.m.** for face-to-face or phone conferences.

**By appointment:** Contact me by email to schedule a meeting or phone call outside of the times listed above.

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## Course Policies

**Attendance:** This online course has an attendance requirement. I expect you to visit and interact with this course site at least four days a week. You may pick the times and days, but you must stay current with the course site. WVU eCampus technology makes it possible for me to track where and how often you visit portions of this course site.

**Deadlines:** This course generally has **two weekly deadlines: Sunday and Thursday at Midnight.**

However, some earlier initial responses may be necessary in order to facilitate discussion group activity.

**Late work will NOT be accepted.** If you have a technical or mechanical breakdown that will prevent you from completing your work, contact me immediately (Jill.Woods@mail.wvu.edu or 304-293-9727).

Otherwise, if I don't hear from you by the time your work is due, I will not accept it.

It is especially important in an online class that you look ahead and make sure that you keep yourself current with upcoming projects and weekly assignments. I will not remind you of work that is due; that is your responsibility. For quick reference you should **print the Schedule of Work Due (Weekly Assignments)**. Any changes to the weekly assignments will be posted the "Announcements" thread on the Discussion Board.

**Special Needs:** If you have a learning disability or any other special need that might affect your participation in the course, please speak with me privately at the start of the term so that we can discuss potential accommodations.

**Academic Honesty:** I expect that all of the work you will do for this class will be your own and will be done specifically to meet the requirements for this course. Buying papers, downloading papers or portions of them from the Internet, using papers from other courses, and stealing papers are all instances of cheating and fraud. This kind of plagiarism will result in a failing grade for the course. Unless otherwise noted, you should assume that all work is to be done individually. That said, you may discuss ideas with someone, ask someone to read a draft to help you evaluate its effectiveness, work with a tutor, or ask me for help. In the end, however, you are responsible for evaluating the suggestions and ideas you get and you alone are responsible for deciding whether or not the feedback you get will ultimately help or hinder your work's final copy.

You can review the WVU Student Conduct Code at:

[http://studentlife.wvu.edu/office\\_of\\_student\\_conduct/student\\_conduct\\_code](http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code).

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## Submitting Required Work

You must submit work in the correct way and on time in order for it to be accepted. This means that you will need to find out how you are expected to submit work (via WVU eCampus email, eCampus Assignments tool, Discussion Board, etc.) by reading the instructions very carefully for each assignment. Work submitted either incorrectly (via the wrong format) or late will not be graded. Some course work requires you to collaborate with other students, but you should only do so if the instructions explicitly require that as a part of completing the work.

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## Overview of Required Work

### **Participation 10%**

Your participation grade will be calculated based on how often you visit the course site, how frequently you respond to my and your classmates' postings on the Discussion Board, and the overall quality and thoughtfulness of your interaction with the course, your instructor, and your classmates. See the Writing Exercise rubric below for more detail.

### **Writing Exercises (WEs) 40 %**

You will be asked to complete eight Writing Exercises (WEs) over the course of the term as stipulated in the syllabus. These Discussion Board assignments will be assessed using the following rubric:

<b>Criteria</b>	<b>A – superior</b>	<b>B – proficient</b>	<b>C – competent</b>	<b>D/F – marginally acceptable or unacceptable</b>
<b>Critical Thinking</b>	Rich in content, insight and analysis	Contains substantial information, thought, insight, and analysis has clearly taken place	Generally competent, yet information is thin and commonplace	Rudimentary and superficial, displaying no analysis or insight
<b>Connections</b>	Clear connection to previous or current	Contains new connections that lack	Limited, if any connections or vague	No connections are made or are off topic

	content, course readings, and to real-life situations	depth or detail	generalities	
<b>Uniqueness</b>	New ideas and new connections made with depth and detail	Contains new ideas that lack depth or detail	Few, if any, new ideas; rehashes or summarizes other postings	No new ideas or “I agree/disagree with...” statement without explanation
<b>Timeliness</b>	All required postings appear early and throughout the discussion	All required postings with some not in time for others to respond	All required postings with most at the last minute without allowing time for others to respond	Some or all required postings missing
<b>Stylistics</b>	Few grammatical or stylistic errors	Several grammatical or stylistic errors	Obvious grammatical or stylistic errors that interfere with the readability of content	Obvious grammatical or stylistic errors that make understanding nearly impossible

### ***Electronic Writing Portfolio (EWP) 50%***

At the end of the term, you will revise and compile all of your Electronic Writing Portfolio (EWP) documents into one portfolio including the following:

- **A BINDING SYSTEM.** If this were an onsite class, you might bind your portfolio documents together with comb binders, loose-leaf binders, paper cover binders, and the like. Your electronic portfolio must be “bound” digitally in one single Word or PDF document using a superstructure similar to that of the formal reports outlined in your textbook.
- **A TITLE PAGE.** The title page includes the title of your portfolio, your name, your instructor’s name, course number, and date.
- **A TRANSMITTAL LETTER OR MEMO.** The transmittal letter or memo should be 2-3 pages long and single spaced. In it you should reflect in detail on what you have learned throughout the course about technical writing and explain your revision choices for your portfolio documents, your own writing process, and any other relevant material that will help demonstrate and persuade your instructor – your audience – that you have accomplished the goals for this course.
- **A TABLE OF CONTENTS.** The table of contents lists all contents and indicates how and where to find each item (e.g., with page numbers). Keep in mind that your naming conventions used in the table of contents are as important as those for section headings or subject lines. Write them for usability and with your audience in mind!
- **WRITING ASSIGNMENTS AND THEIR REVISIONS.** You must include final and draft versions of all of your EWP documents.\* How you arrange these items is up to you. You can include all final documents in the body of your portfolio and draft documents in an appendix. You can place draft and revised documents in closer proximity to help emphasize the changes you made. You may choose to include documents in a different order than they were assigned to you (e.g., EWP#1, EWP#5, EWP3, etc.) in order to show your strongest documents first. You must decide how to organize your documents to achieve your portfolio goals (and provide clarity for your organization decisions in your transmittal letter or memo).

You will receive credit or no credit for draft EWP documents submitted throughout the semester based on whether they meet the minimum requirements of the assignment (e.g., required elements, purpose, timeliness, etc.). You will receive revision feedback from me on all drafts turned in on time. I will generally return comments within one week of receiving your draft. Your documents will be assessed for

quality and effectiveness only after you have had the opportunity to revise them for your end-of-semester portfolio.

**Note: You must have first submitted EWP draft documents by their deadline in order to include them in your portfolio without penalty.**

When evaluating each of your final EWP documents and the portfolio itself, I will ask one overriding question: “Does this document do its job successfully?” The “job,” or purpose, of each document will be explained in assignment instructions (included in the Schedule of Work Due or an assignment sheet in the Assignments folder) and will be assessed on this scale:

**A – Superior:** The work is of near professional quality. The document meets or exceeds all the objectives of the assignment. The content is mature, thorough, and well-suited for the audience; the style is clear and accurate ; the information is well-organized and designed so that it is accessible and attractive; the mechanics and grammar are correct. It is assured of success and of winning praise.

**B – Proficient:** The document meets the objectives of the assignment, but it needs improvement in style; or it contains easily correctable errors in grammar, format, or content; or its content is superficial. It is likely to succeed.

**C – Competent:** The document needs significant improvement in concept, details, development, organization, grammar, or format. It may be formally correct but superficial in content. It stands a chance of succeeding.

**D – Marginally Acceptable:** The document meets some of the objectives but ignores others; the content is inadequately developed; or it contains numerous or major errors. It is not likely to succeed without major revision.

**F – Unacceptable:** The document does not have enough information, does something other than the assignment required, or it contains major errors or excessive errors. It fails to do its “job.”

This table outlines the point distribution for the course:

Assignments	Point Distribution	Points Possible
Eight Writing Exercises (WEs)	—5 points each [2.5 points for initial posts (a) and 2.5 points for response posts (b)]	<b>40</b>
Electronic Writing Portfolio Document	—2 points each for initial EWP document draft (credit/no credit for meeting minimum requirements)** —40 points for Final EWP including revised EWP documents (6 points each) and other combined portfolio elements as outlined above (10 points)	<b>50</b>

Participation	Based on criteria outlined above	<b>10</b>
		<b>100</b>

\*Note that the one exception to this rule might be your EWP#4 (Video Instructions), depending on what program you use to create the final product. You most likely will include the script for your video and a URL link to the finished product. More details are included in the EWP#4 assignment sheet.

\*\*Two points may seem small compared to the effort you put into drafting these major EWP documents; however, the point distribution is organized this way so that you aren't assessed on the quality or effectiveness of your documents until you have had the opportunity to revise them based on peer and instructor feedback. (Note that when combined with the points from the final EWP, each EWP document is worth 8% of your final grade. The more work you put into the initial draft, the more time you'll be able to spend revising for quality and effectiveness for your final draft.)

# English 305 – Technical Writing

## Schedule of Work Due

Please print this schedule of work and keep it for your records. In the event that something changes, I will post a note to the "Announcements" thread on the Discussion Board and/or notify you by email. It is your responsibility to stay current with all course updates and Discussion Board announcements.

This course generally has **two weekly deadlines: Sunday and Thursday at Midnight**. However, some earlier posts of initial responses may be necessary in order to facilitate discussion group activity.

**TC** refers to *Technical Communication: A Reader-Centered Approach, 7th edition, by Paul Anderson (ISBN:978-1-4282-6393-2)*.

Please send any attachments to me in the format required by the assignment. Most documents can be saved as Word documents (.doc or .docx). If you can't save your documents as Word files, please save your attachment as a Rich-Text Format (.rtf) document and send it to me in that format. *[To send a document as an .rtf file, create your document as you normally would using your word-processing software. Make sure you save it; then, using the "Save As" option, chose "Save As: Rich Text Format" and save it again (check for a pull-down menu near the box where you type in the title; the .rtf "Save As" option will be located there). Send this .rtf document as you would any other attachment.]* You must submit work in the correct way in order for it to be accepted. Work submitted inappropriately (by the wrong format or late) will not be graded. Note that there is at least one EWP document that you will need to send as a PowerPoint or video file, so be sure to read your assignment instructions.

## Week 1

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### Week 1.1

#### Work due Thursday, January 17

##### Read

- **TC** Chapters 1 and 2
- "Welcome to English 305" note from me in the "Announcements" thread on the Discussion Board.
- The Course Guidelines linked to from the course homepage

##### Write

- *English 305 Start-of-Term Survey*: Submit your completed response to the "English 305 Start-of-Term Survey," which can be accessed in "Surveys and Evaluations" from the "Coursework" link on the course homepage.
- *Writing Exercise (WE) #1(a)*: Post a short introduction to the "Class Introductions" Discussion Board thread. Tell us where you are from and what your educational and professional goals and experiences are/have been. To do

this: Click on the "Discussions" link in the left-hand navigation bar of our eCampus course site. Then click on the topic "Class Introductions" to contribute your introduction. (Attach a profile picture if you'd like!)

**Submit**

- ENGL 305 Start-of-Term Survey
  - WE#1(a)
- 

**Week 1.2**

**Work due Sunday, January 20**

**Read**

- Review *TC* Chapters 1 and 2
- *Your peers' introduction posts on the Discussion Board*

**Write**

- *Writing Exercise #1(b): Respond to at least five of your peers' introductory posts on the "Class Introductions" thread on the Discussion Board.*
- *Post any questions you have about the Course Guidelines, Schedule of Work Due, or readings to the "Questions" thread on the Discussion Board.*

**Submit**

- WE#1(b)
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## Week 2

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**Week 2.1**

**Work due Thursday, January 24**

**Read**

- *TC* Chapters 3, 4 and 5

**Write**

- *Writing Exercise #2(a): Post your response to the "Collaborate With Your Classmates" prompt on p. 143 to the WE#2 Discussion Board thread. Remember to relate your points to specific guidelines from the *TC* chapters you've read so far. (Your initial WE posts should be rich, clear, and timely. See the assessment rubric in the ENGL 305 Course Guidelines for Writing Exercise and Discussion Board post criteria.)*

**Submit**

- WE#2(a)
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**Week 2.2**



### Work due Sunday, January 27

#### Read

- Review *TC* Chapters 3, 4 and 5

#### Write

- *Writing Exercise #2(b)*: Respond to at least three of your peers' WE#2(a) posts. (Your response posts should be critical, rich, unique, and timely. See the assessment rubric in the ENGL Course Guidelines for Writing Exercise and Discussion Board post criteria.)

#### Submit

- WE#2(b)
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## Week 3

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### Week 3.1

#### Work due Thursday, January 31

#### Read

- *TC* Chapters 10 and 11
- *Assignment Instructions for Electronic Writing Portfolio (EWP) Document #1 (An Unsolicited Recommendation)* on p. 695-696

#### Write

- *Writing Exercise #3(a)*: After reading the instructions for EWP document #1 (*An Unsolicited Recommendation*) on p. 695-696, follow the "Exercise your Expertise" prompt #2 on p. 94 of your textbook and complete a writer's guide for your EWP#1. Post your writer's guide to the "WE#2" Discussion Board thread for review by your peers.

#### Submit

- WE#3(a)
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### Week 3.2

#### Work due Sunday, February 3

#### Read

- Review *TC* Chapters 10 and 11
- *Review Assignment Instructions for EWP Document #1 (An Unsolicited Recommendation)* on p. 695-696

#### Write

- *Writing Exercise #3(b)*: Respond to at least three of your peers' WE#2(a) posts. (Remember that your response posts should be critical, rich, unique, and timely so as to help your peers create

an effective EWP#1. See the assessment rubric in the ENGL Course Guidelines for Writing Exercise and Discussion Board post criteria.)

**Submit**

- WE#3(b)
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## Week 4

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### Week 4.1

#### Work due Thursday, February 7

**Read**

- *TC* Chapters 8, 9, and 22

**Write:**

- ***Electronic Writing Portfolio (EWP) Document #1 (An Unsolicited Recommendation)***: Draft your EWP Document #1 based on the assignment prompt on p. 695-696 and on your writer's guide developed last week.
  - Post any questions you have about the readings or your EWP document #1 draft to the Discussion Board.
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### Week 4.2

#### Work due Sunday, February 10

**Read**

- Review *TC* Chapters 8, 9, and 22

**Write**

- ***Electronic Writing Portfolio (EWP) Document #1 (An Unsolicited Recommendation)***: Finish drafting your EWP Document #1 based on the assignment prompt on p. 695-696 and on your writer's guide developed last week. Submit it via the "Assignments" tool in the left-hand navigation bar of our eCampus course site. Attach your document as a .doc, .docx, or .rtf file.

**Submit**

- EWP Document #1
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## Week 5

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## Week 5.1

Work due Thursday, February 14

### Read

- **TC** Chapters 13 and 14 and "Writer's Reference Guide to Creating Eleven Types of Reader-Centered Graphics (p. 357-377)

### Write

- *Writing Exercise #4(a)*: Post your initial response to the "Apply Your Ethics" prompt on page 356 on your Group Discussion Board.

### Submit

- *WE#4(a)*
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## Week 5.2

Work due Sunday, February 17

### Read

- Review **TC** Chapters 13 and 14 and "Writer's Reference Guide to Creating Eleven Types of Reader-Centered Graphics (p. 357-377)

### Write

- *Writing Exercise #4(b)*: Respond to at least three of your peers' *WE#3(a)* posts.

### Submit

- *WE#4(b)*
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# Week 6

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## Week 6.1

Work due Thursday, February 21

### Read

- **TC** Chapter 8 and "Writer's Reference Guide: Using Seven Reader-Centered Organizational Patterns" (p. 235- 260)
- Electronic Writing Portfolio Document #2 assignment sheet available through the Coursework folder on our eCampus homepage or through the "Assignments" tool in the left-hand navigation bar of our eCampus course site.

### Write

- *Writing Exercise #5 (a)*: After reading the EWP Document #2 assignment sheet, identify the process and/or object you plan to describe and post any questions, concerns, or strategies you may have.

### Submit

- *WE#5(a)*

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## Week 6.2

Work due Sunday, February 24

### Read

- Review **TC** Chapter 8 and "Writer's Reference Guide: Using Seven Reader-Centered Organizational Patterns" (p. 235- 260)

### Write

- *Writing Exercise #5(b)*: Respond to at least three other posts on the Discussion Board and provide your peers with feedback on their process description ideas, suggestions for graphics, or answers to their questions.
- **Electronic Writing Portfolio Document #2 (Object/Process Description)**: Begin writing your object/process description

### Submit

- WE#5(b)
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## Week 7

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### Week 7.1

Work due Thursday, February 28

### Read

- Review **TC** Chapter 8 and "Writer's Reference Guide: Using Seven Reader-Centered Organizational Patterns" (p. 235- 260)
- Review EWP Document #2 Assignment Instructions. Don't forget the graphics!

### Write

- **Electronic Writing Portfolio Document #2 (Object/Process Description)**: Continue writing your object/process description and post any tips, questions, or answers for your peers to the WE#5 discussion thread. (Keep in mind, while this isn't an official Discussion Board assignment, posting valuable information can help bolster your participation grade!)
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### Week 7.2

Work due Sunday, March 3

### Read

- Review **TC** Chapter 8 and "Writer's Reference Guide: Using Seven Reader-Centered Organizational Patterns" (p. 235- 260)
- Review EWP Document #2 Assignment Instructions. Don't forget the graphics!

### Write

- **Electronic Writing Portfolio Document #2 (Object/Process Description):** Finish drafting your object/process description, and submit it via the “Assignments” tool in the left-hand navigation bar of our eCampus course site. Attach your document as a .doc, .docx, or .rtf file. If you are worried about the layout of your document shifting, you may also save and submit your file as a PDF. *Just be sure to save your document in the original creation program, as well, so you can go back to make revisions for your portfolio!*

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**Submit**

- EWP#2
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## Week 8

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### Week 8.1

#### Work due Thursday, March 7

##### Read

- **TC** Chapters 6 and 27
- *Assignment prompt for Electronic Writing Portfolio (EWP) Document #3 (Instructions)* on p. 697-698.

##### Write

- **English 305 Mid-Term Evaluation:** In an eCampus email, please send me your response to the "English 305 Mid-Term Evaluation," which can be found on the course home page.
- **Writing Exercise #6 (a):** After reading the EWP Document #3 assignment prompt (p. 697-698), share your instructions topic idea with your peers. Per the “Learn More” advice on p. 649, you can complete the writer’s guide on p. 70 to define your instructions’ objectives. You can also discuss what research you might have to do (per ch. 6). Will you need to interview anyone? Thoroughly explain your communication goals and audience.

##### Submit

- English 305 Mid-Term Evaluation
  - WE#6(a)
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### Week 8.2

#### Work due Sunday, March 10

##### Read

- Review **TC** Chapters 6 and 27
- *Assignment prompt for Electronic Writing Portfolio (EWP) Document #3 (Instructions)* on p. 697-698.

##### Write

- **Writing Exercise #6(b):** Respond to at least three other posts on the Discussion Board and provide your peers with feedback on their instructions ideas. Can you make suggestions about research? Organization?

- **Electronic Writing Portfolio (EWP) Document #3 (Instructions):** Begin drafting your EWP Document #3 based on the assignment prompt on p. 697-698.

**Submit**

- WE#6(b)
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## Week 9

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### Week 9.1

#### Work due Thursday, March 14

**Read**

- Review *TC* Chapters 6 and 27

**Write:**

- **Electronic Writing Portfolio (EWP) Document #3 (Instructions):** Continue drafting your EWP Document #3 based on the assignment prompt on p. 697-698.
  - Post any additional questions or suggestions you have to the WE#5 thread on the Discussion Board.
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### Week 9.2

#### Work due Sunday, March 17

**Read**

- Review *TC* Chapters 6 and 27

**Write:**

- **Electronic Writing Portfolio (EWP) Document #3 (Instructions):** Finish drafting your EWP Document #3 based on the assignment prompt on p. 697-698, *and* submit it via the “Assignments” tool in the left-hand navigation bar of our eCampus course site. Attach your document as a .doc, .docx, or .rtf file. If you are worried about the layout of your document shifting, you may also save and submit your file as a PDF. *Just be sure to save your document in the original creation program, as well, so you can go back to make revisions for your portfolio!*

**Submit**

- EWP Document #3
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## Week 10

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## Week 10.1

Work due Thursday, March 21

### Read

- *TC* Chapter 19
- *Assignment sheet for Electronic Writing Portfolio (EWP) Document #4* (Video Instructions) available through the Coursework folder on our eCampus homepage or through the “Assignments” tool in the left-hand navigation bar of our eCampus course site.
- Tutorials on Narrated PowerPoints (available on eCampus).

### Write:

- **Writing Exercise #7 (a):** After reading the EWP Document #4 assignment sheet, view the videos posted by your instructor to the WE#6 Discussion Board thread. How do you think the video scripts differ from written instructions? How are they the same? How about the graphics used? Then begin discussing what types of graphics and which program you might use to create your video instructions and why. (For example, think about what equipment you’ll need to create your video – what do you have access to? What can you accomplish in the allotted timeframe?)

### Submit

- WE#7(a)
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## Week 10.2

Work due Sunday, March 24

### Read

- Review video tutorials

### Write:

- **Writing Exercise #7 (b):** Respond to at least three other posts on the Discussion Board and provide your peers with feedback on their video instructions ideas. Can you make suggestions about visuals? Equipment? Organization? Or offer tips on repurposing print instructions?

### Submit

- WE#7(b)
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## Week 11

### Spring Recess (March 25-31)

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There are no deadlines this week, but it doesn’t mean you can’t work on your video instructions!

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## Week 12

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### Week 10.1

Work due Thursday, April 4

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#### Read

- Review video tutorials and/or find your own!

#### Write:

- Electronic Writing Portfolio (EWP) Document #4 (Video Instructions): Continue creating your video script and video.
- **Writing Exercise #7 (b):** If necessary, post questions and/or tips about your script writing and video making. What tools are you using? What problems have you run into? What problems have you solved? Etc. Help and be helped by your peers!

#### Submit

- WE#7(b) – if necessary
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### Week 10.2

Work due Sunday, April 7

#### Read

- Review readings and video tutorials

#### Write:

- *Writing Exercise #7 (b):* Respond to your peers' posts on the Discussion Board if possible. Keep in mind...your EWP#4 projects must be completed by Sunday, so respond to posts early if possible!
- **Electronic Writing Portfolio (EWP) Document #4 (Video Instructions):** Finish creating your video script and video, and post the video to YouTube per the assignment sheet instructions and eCampus tutorials. Submit a link to your YouTube video and your script as a Word document via the eCampus "Assignments" tool.

#### Submit

- WE#7(b) – if necessary
  - EWP Document #4 (Video posted to YouTube and script/video link submitted to eCampus "Assignments" tool)
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## Week 13

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### Week 11.1

Work due Thursday, April 11

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#### Read

- *TC* Chapters 7, 15, and 16



- *Assignment sheet for Electronic Writing Portfolio (EWP) Document #5 (Usability Report)* available through the Coursework folder on our eCampus homepage or through the “Assignments” tool in the left-hand navigation bar of our eCampus course site.

**Write:**

- **Writing Exercise #8 (a):** Write a memo or email to your usability tester telling them which document you want them to test (print instructions or video instructions). Include any necessary questions and guidance as outlined in TC Ch. 16. (For example, will they be able to physically conduct the test? If not, why not? Do they need more information about the procedure that was not included in the original instructions? Etc.) Post this to your peer on the appropriate WE#8 Discussion Board thread. (The more detailed and thorough you are in this initial communication, the less back-and-forth communication you will need over the course of the project!)
- **Electronic Portfolio Document #5 (Usability Report):** Note that WE#8 will become part of the usability report.

**Submit**

- WE#8(a)
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**Week 11.2**

**Work due Sunday, April 14**

**Read**

- Review *TC* Chapters 7, 15, and 16

**Write:**

- **Writing Exercise #8 (b):** Write and respond to questions as needed from your usability tester.
- **Electronic Portfolio Document #5 (Usability Report):** Begin conducting your usability test as described in the EWP#5 assignment sheet and as discussed with your peer partner.

**Submit**

- WE#8(b)
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## Week 14

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**Week 13.1**

**Work due Thursday, April 18**

**Read**

- Chapter 7, 12 and 27 in *TC*
- *Review assignment sheet for EWP Document #5 (Usability Report)*

**Write:**

- **Writing Exercise #8 (b):** Continue to correspond with your usability tester as needed.

- **Electronic Portfolio Document #5 (Usability Report):** Draft the usability report – including appropriate front and back matter – for your peer.

**Submit**

- WE#8(b) – as necessary
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**Week 13.2**

**Work due Sunday, April 21**

**Read**

- Review *TC* Chapters 7, 12 and 27 in *TC*
- *Review assignment sheet* for EWP Document #5 (Usability Report)

**Write:**

- **Writing Exercise #8 (b):** Continue to correspond with your usability tester as needed.
- **Electronic Portfolio Document #5 (Usability Report):** Finish the usability report – including appropriate front and back matter – for your peer and submit it to him/her (copying me) via eCampus email.

**Submit**

- EWP Document #5 (Usability Report)
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## Week 15

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**Week 14.1 and 14.2**

**Work due Thursday, April 25**

**Read**

- Review *TC* Chapters 9 and 15
- *Assignment Instructions* for Final Electronic Writing Portfolio (EWP) found in the Course Guidelines on our course homepage. Be sure to note the clarification on revisions to your EWP#4 (Video Instructions).

**Write**

- **Final Electronic Writing Portfolio:** Begin revisions to all of your EWP documents for inclusion in your final portfolio. Don't forget the necessary front and back matter!
  - Post any questions you have to the Final EWP Discussion Board thread.
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**Week 14.2**

**Work due Sunday, April 28**

**Read**

- Review *TC* Chapter 9 and 15
- *Assignment Instructions* for Final Electronic Writing Portfolio (EWP) found in the Course Guidelines on our course homepage.

**Write**

- **Final Electronic Writing Portfolio:** Continue revisions to all of your EWP documents for inclusion in your final portfolio. Don't forget the necessary front and back matter!
  - Post and respond to any questions you can on the Final EWP Discussion Board thread.
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## Week 16

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### Week 16.1

Work due Thursday, May 2

#### Write

- **Electronic Student Evaluation of Instruction (eSEI):** Note that the online course evaluation link is available from the course homepage. You have until May 5 to complete it.
  - **Final Electronic Writing Portfolio:** Continue revising your EWP documents for inclusion in your final portfolio. Don't forget the necessary front and back matter!
  - Post and respond to any questions you can on the Final EWP Discussion Board thread.
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### Week 16.2

Work due Sunday, May 5

#### Write

- **Electronic Student Evaluation of Instruction (eSEI):** Note that the online course evaluation link is available from the course homepage. You have until May 5 to complete it.
- **Final Electronic Writing Portfolio:** Compile your final EWP. Submit it via the "Assignments" tool in the left-hand navigation bar of our eCampus course site. Attach your document as a .doc, .docx, or .pdf file. (If your document is too large to attach on eCampus, submit your final EWP to me via email: [Jill.Woods@mail.wvu.edu](mailto:Jill.Woods@mail.wvu.edu).)

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#### Submit

- eSEI
  - Final EWP
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