University of Utah ~ Fall 2019 ~ Pamela Balluck, Ph.D.
Professional Writing, WRTG 3015–04
MWF 9:40–10:30 a.m., GC 4660
& via Canvas @ utah.instructure.com

Community Engaged Learning (C.E.L.) Designated

Instructor: Pamela Balluck, Ph.D., Associate Instructor, Department of Writing and Rhetoric Studies (D.W.R.S., in LNCO 3700)

Office Hours: 11:00 a.m.–noon Mondays & Wednesdays at 1st-floor Gardner Commons food court & by appointment

Contact: Use Canvas "Inbox"; when you email me in Canvas, I will automatically receive a Notification at my Umail address (p.balluck@utah.edu), which you should use as a last resort; I want to keep electronic class communications organized in Canvas whenever possible. You may expect in most cases a reply from me on weekdays within 24 hours and within 48 hours over weekends and holidays.

Phone: You may not reach me by phone directly, but you may phone D.W.R.S. at 801-581-7090, and someone will get a message to me.

Canvas Help: tacchelpdesk@utah.edu; http://learn-uu.uen.org; 801-585-5959, M–F, 8:00 a.m.–6:00 p.m. and Saturdays 9:00 a.m.–12:00 p.m.

Computer Help: http://it.utah.edu/help/; 801-581-4000 x 1

NOTE: This is a rigorous course. See Schedule beginning p. 13, late-paper policy on p. 8, & "I Understand & Agree" on p. 3. (If you don't know what "rigorous," or what any other word means, *please* use a dictionary—dictionaries can be our dear friends.)

COURSE DESCRIPTION

Writing 3015, Professional Writing, aims to prepare students for **on-the-job writing** in technical and business professions. Students will practice (**individually and on a team**) writing a variety of professional documents, such as resumes, letters, and memos, including proposals and reports. (This course is different from Business Writing, WRTG 3016, which you can see for yourself in the catalog.)

Two key assumptions behind this course are:

(1) Writing (like speaking) is **rhetorical** in the ways writers *appeal* to their readers' *logos* (logic), *pathos* (sympathy, empathy), and/ *ethos* (ethics). Effective communicators consider the audiences they are addressing and the purposes of their documents as they plan, draft, and revise to be persuasive.

(2) Workplace audiences are very different from academic ones in how they read and respond to written communications.

The objectives of WRTG 3015 are for every student to be able to:

- analyze a writing task and its rhetorical **context**, including the purpose of the written communication, its intended audience (plus unintended—"shadow readers"), and constraints.
- study the basic features of professional writing **genres** (emails, letters, resumes, memos, reports, proposals, etc.) and learn how to modify these features in response to audience and situation.
- write useable, persuasive, clear, accurate, and readable documents.
- develop a professional style of working in teams and managing team projects.
- learn to read carefully and respond accurately to written texts and instructions.

REQUIRED TEXTS

All texts will be made available to students electronically via Canvas. I am *not* requiring students to buy a textbook. My scans *from* textbooks may not be pretty PDFs but are readable. I use Canvas "**Modules**" like a file cabinet for texts I've introduced and will create "Pages" for certain assignments. A lot of reading is compliments of the ***Purdue OWL*** (Online Writing Lab): **owl.purdue.edu/owl/purdue_owl.html**.

Students should be able to access assigned readings and other course materials **independent of an Internet connection** once they have initially accessed them. I recommend **downloading, saving, and printing** material once it's been assigned. If it's available in PDF or in Word, download it to a hard-drive folder you create for this course.

COURSE REQUIREMENTS

***INDIVIDUAL* ASSIGNMENTS**	**% OF FINAL GRADE**
Job-Search documents (Cover Letter; Resume; References)	20
Policy Recommendation Memo	15
Mid-Term Progress Report	10
Quizzes (*see below)	5
Individual Participation	5
Team (Group) Participation (**see under "Grading Scale," p. 7)	10
***TEAM* ASSIGNMENTS** (Community Engaged Learning, C.E.L.)	
Researched C.E.L. Annotated Bibliography Memo	15
Final: C.E.L. Grant Writing	20
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	100

Please note that major assignments incorporate a number of smaller (Complete/Incomplete) assignments (including research, updates, reviews of drafts, and reviews of reviewers) that will count toward Class Participation (see above, under Individual Assignments). Even if you "Complete" an assignment, how you do so will be reflected in your "**Individual Participation**," which I independently keep track of throughout the semester.

****QUIZZES***, which are weekly only at the beginning of the semester, are to confirm that students have read assigned texts and are up to speed for what's next. If you don't do well on a Quiz, that indicates the reading you must return to and understand in order be able to contribute productively in class. Quizzes open at 10:30 a.m. Monday and lock half an hour before the next week's first class. Each Quiz is based on assigned reading up through that due date, including course handouts, even this Syllabus. Once you open/begin a Quiz, you will have 3 hours in which to complete it; people who have done the reading shouldn't need as much as or more than 20 or 30 minutes, but I leave 3 hours in case you need to do the reading then and there. You'll have one try once you begin a Quiz, so make sure you have time to finish and submit it within 3 hours. Each question will be worth one point (there are no partial points; either all right or not), and the number of questions in each Quiz will vary (Quizzes might be short or long). At the end of the semester, Quiz scores will be totaled and converted into the above percentage. **Quizzes cannot be made up** (not even if you miss the first one because of a late Add, etc.)**.**

COURSE POLICIES AND PROCEDURES

Though –04 is a face-to-face section of WRTG 3015, you will receive plenty of experience at communicating electronically, as I depend on Canvas to give you weekly assignments, to collect and return your papers, plus to communicate outside the physical classroom. If you're not already familiar with Canvas, use the tutorials Canvas provides under Help. If you're well versed in Canvas, my Canvas classroom may look and function differently from others you've navigated. Make sure you customize your Canvas **Notifications**, which you can set to tell you when new things are happening in the online component of our classroom via e-mail, text, or however you prefer to be notified. Go to: Account (upper left); then click on Notifications.

As the course begins, once you have read, questioned me if needed, and you understand WRTG 3015-04's policies, procedures, and schedule, you will submit a memo to me to that effect (**the "I Understand & Agree" assignment**). If you claim later in the semester that you didn't know about or understand a policy that is right here in the Syllabus, I will probably remind you of your memo that states that you did know. If for whatever reasons you cannot agree to the course policies and/or schedule in this Syllabus, please find another section of WRTG 3015 that will work for you.

WEEKLY DEADLINES & ATTENDANCE / PARTICIPATION

Each "Week" (coinciding with Syllabus Schedule) will be posted on the course Home page

usually by 12:00 a.m. Monday (reiterating and/or embellishing the details already listed in the below Schedule beginning on p. 11). When I post the new "Week," you should receive Notifications. I also post "Announcements" on the Canvas site and send Inbox messages. Again, make sure your Notifications settings are up-to-date in Canvas.

Late papers will be downgraded ***a whole letter grade*** for each day (including weekends) that they are late (an "A-" paper due Tuesday and turned in Wednesday will receive a "B-"; turned in Thursday a "C-"; etc.).

I understand that circumstances (such as an illness or hospitalization, a death in the family, or happy occasions like weddings and family reunions) could prevent your **attendance** in class meetings, so I am allowing one (1) "free" absence during the semester. After that, except for **absences** due to university-sanctioned events that I am *officially* informed of ahead of time (such as band, debate, intercollegiate athletics, student government), or due to a religious obligation (for which I'll require you to inform me *at least* two weeks in advance), each absence beyond your "free" one, once your overall course grade has been tabulated in Canvas, will reduce your grade by one point (for instance, from A- to B+); three **lates** will equal one absence (if you come in after I've finished taking attendance, you are "late"); **leaving class early** without prior warning may be considered the same as coming in late. So at semester's end, if you were absent twice and late thrice, your (above) A- would go down two points, to a B; and so on. If you enter the classroom after I've finished taking attendance, you must make sure before you leave that I've marked you late and not absent. Absences and lates can bring A-range and B-range overall grades down in the end to C-range and below. Absences will additionally detract from the "**Participation**" portion of your grade—when you are not in the classroom, you are not participating there. Check the dates in this class against your calendar.

FORMATTING, SAVING, AND SUBMITTING DOCUMENTS

Papers in this course should:

- be on 8 1/2 x 11" pages;
- have **1" margins** all around;
- have **left-aligned** margins (*except perhaps for resumes*, *which could be "justified"*);
- be **single-spaced**;
- be in a 12-point **font**, preferably Times New Roman or similar (I will share an article with you that suggests 11-point for resumes, but *other than that one assignment*, do not go smaller than 12).
- be black on white **(no color)**

The above (and the below) formatting is important, and you should make note of it when

formatting and before submitting any paper in this course. If not, I will send you right back here.

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You should turn *off* "**Widow / Orphan control**" (found in MS Word at: Paragraph > Line & Page Breaks). When Widow/Orphan is *on*, it will not leave the first line of a new paragraph widowed alone at the bottom of a page and will not leave the last line of a paragraph orphaned alone at the top of a page, and having this *on* will *not* allow you to keep your bottom and top margins at the assigned 1" because it will move a line to another page to make sure a minimum of two lines are left alone at top or bottom of a page. **Turn Widow/Orphan *off* to maintain 1" margins.**

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You should have a blank line between paragraphs but *not* an *extra* line; you have to **set Word to *not* add extra space between hard returns** (found in MS Word at: Paragraph > Indents and Spacing, then check the box *not* to add space).

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You should *not* use the function that inserts the current date in your document because the date will thereafter change to the current one every date the document is opened. Your professional documents should serve in part as *accurate records*. I usually **date drafts the date they are due or sent**. At the least, you should up**date** each draft.

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When you compose or edit documents on a **cloud** (e.g., GoogleDocs) then download and save in Word, your **line spacing** could change from 1 to 1.15 or something else more than single-spaced (***anything not "1" is not single*** spaced). *Make sure formatting in documents you write and submit to me follow the above.*

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You should not submit final drafts that are **longer or shorter** than assigned lengths; papers that are too short and papers that are too long are equally erroneous.

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Submitting documents as attachments in "Assignments":

- Files should be saved in Word (.doc, .docx) or Rich Text Format (.rtf); or PDF (.pdf). I prefer to read and give feedback on the documents that you write in Word over PDFs. If you don't have Word, go to http://software.utah.edu/ and check out what's free to you as a student. I do not have the capability to give as precise feedback on PDFs as I can on Word docs with "Comment," "Track Changes," and multi-color highlighting (including being able to view and comment on your formatting), but I will accept .pdf documents (when they are documents that **you** have written, **I prefer Word**). The Final must be in Word.
- Files should be saved/named a the *student's last name first* (e.g., JonesCoverLetter.rtf, SchwartzResumeDraft.doc, FlemingJobAd.docx, LiJobAd.pdf). **The file name of every**

attachment submitted to me should begin with the last name of the person submitting it, and . . .

- In the second half of the semester, when submitting documents as a team of writers, the files should be named beginning with "Team" and then the number I've assigned (e.g., Team9ABMemoDraft.docx, Team1BetweenProjectsMemo.rtf, etc.).

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As stated above, I will give feedback on drafts and on graded papers using **"Comment"** and **"Track Changes"** in Word, and I will be giving you an assignment to help you understand how to use these functions if you are not already familiar. If you submit your work in .pdf, I can also make comments but not as detailed as I can in Word. In whichever format, ***if I return a draft with a note saying I've made comments on it, and you cannot see them, you will need to find out how to View or Review them*** **(I will notice and grade accordingly if my questions or feedback are ignored from draft to draft).** If you can't see my Comments and Track Changes in a Word document, check the "Review" menu for "Show Markup," etc., to reveal them (not sure where to point you on Macs). You can also call Computer Help (801-581-4000) and say you need to know how to reveal your instructor's Track Changes and Comments in Word; or, visit Knowledge Commons. **You must be able to read my notes; your not knowing how to see them doesn't mean they're not there waiting to be reviewed.**

**** When you submit your drafts to me for feedback and grading, they must be **"clean" drafts**, free of any and all Comment and Track Changes ("Markup"). Your draft **could look** clean to you while there is still Markup underneath (see under "Show Markup") that will appear again the moment *I* try to use either Comment or Track Changes on your document. It should be free of past Markup because *I want to look at every draft without distraction, as if I hadn't seen the last.* You will be given information about how to Accept or Reject Track Changes to delete Markup and how to delete Comments to make it "clean." **This is important:** If you turn in papers with traces of past Markup, **you will be graded down for it**. ********

TECHNICAL PROBLEMS

The contact information for Computer Help and for Canvas Help are on the first page of this Syllabus.

While computer problems do occur, they are usually not valid reasons for failing to turn in assignments on time or within the late-paper acceptance windows (addressed below under "Graded Assignments"). Exceptions may be made in the event of widespread computer viruses or some other large-scale event affecting Utah's computer network, but exceptions will not be made for routine computer problems or computer losses or thefts. **Save Your Work!** As soon as you begin a new document, save and re-save along the way. Lost files and computer meltdowns are not valid reasons for failing to fulfill course requirements. Get into the habit of saving your documents in every stage of drafting: to your hard drive, to a flash drive or CD, as an attachment to Web-based email, or to a free "cloud" backup like Dropbox.com, Google Drive
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(drive.google.com), or Ubox (box.utah.edu). **There should be no reason for lost work!** I have experienced computer meltdowns and lost files, so I know what it feels like; but, still, you are responsible for saving and turning in assignments and will *not* be excused nor given extensions because of an unfortunate or tragic computer meltdown, theft, or whatever.

CANVAS "INBOX" ~ ELECTRONIC COMMUNICATION

Writing in this course should be in proper English and not in abbreviated, all-lower-case, casual writing, such as one might use for texting or instant messaging. This is a formal writing course, and your writing should be in good form. Students should proofread and spell-check before sending or posting communications. Students should address by name (spelled correctly) the person the message is to, and they should sign off by name, and should use whole words, (within reason) not abbreviations. Students should write user-focused Subject lines (see readings on Email stored in Canvas "Modules"). Please Umail (utah.edu) me only if you cannot contact me via Canvas "Inbox" (as I said on p. 1, my Umail address automatically receives Notifications of Inbox messages). An example of what I mean by a "user-focused" or reader-centered Subject line would be the information that you are in WRTG 3015–04 (I teach three sections of 3015) plus a specific subject such as a question about an assignment (referred to by the name I have given it).

CLASSROOM EQUIVALENCY

- Online communication methods are considered to be equivalent to communication in the physical classroom, and student behavior within those environments should conform to the Student Code.
- Course emails and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Posting photos or comments that would be off- topic in a classroom are still off- topic in an online posting.
- Disrespectful language and photos are never appropriate.
- Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. I may remove online postings that are inappropriate.
- Do not use ALL CAPS, except for certain titles and abbreviations; and do not overuse punctuation marks such as exclamation points and question marks.

ELECTRONICS IN THE CLASSROOM

Unless you are in medical need of an electronic device that makes audible sounds (if so, inform me), turn off or silence all devices (vibrate is *not* silent). Many of you will be using laptops and tablets in the classroom; I prefer that students, if there is a choice, don't use their phones to access course materials. I don't want to see people texting, taking or viewing photos, videos,

absently grinning into their screens, or doing email during class, and please, unless you are in medical need and I have been notified, do not wear earbuds or headphones in the classroom. If I see no reason at that moment for students to be using screens of any kind, I may ask you to shut it or put it away. I may also ask you to go online to look things up. Please do not force others to view *non-course-related materials* on your screen that may be offensive, annoying, or distracting. Whether or not you conform to this will affect the "**Participation**" portion of your grade. With all this said, *I* will be using *my* phone's audible alarm to keep track of time during class.

When "workshops" are due on physical drafts in class (in which peers tinker with and give feedback on each other's writing), drafts should be **printouts**. **Having the document on your laptop or tablet will *not* do**, and you will not receive credit, because you will be unable to participate *as designed*. Please be prepared to both print out your draft *and* arrive in class on time. Again, an electronic copy, when a hard copy is assigned, is **not** going to be accepted. (You should scope out labs where you can print closest to our classroom.)

FOOD & DRINK IN THE CLASSROOM & OUT-OF-CLASS MEETINGS

I don't mind beverages during class, as long as they are non-alcoholic. When it comes to food, please try to be considerate of every single eye and nose in the classroom and out-of-room meetings; do not bring food that looks disgusting or that will fill the classroom with its smell or make your breath hard for others to deal with.

GRADED ASSIGNMENTS

Late papers will be downgraded ***a whole letter grade*** for each day (including weekends) late. (An "A-" paper due Sunday and turned in Monday will receive a "B-"; turned in Tuesday will get a "C-"; etc.). Mark due dates in your calendars. **Papers cannot be made up**, even if missed bya death in your world or something equally as dire (if I change the policy for one student, I'd be ethically obligated to offer the same opportunity to all). If you think you'll be having trouble, please contact me *ahead of time* or immediately after trouble hits so that I can, within the policies and schedule above and below, try to help to keep you on track in this class.

GRADING SCALE (**see below)

	89-87 **B+**	79-77 **C+**	69-67 **D+**	59-0 **E+**
100-94 **A**	86-84 **B**	76-74 **C**	66-64 **D**	
93-90 **A-**	83-80 **B-**	73-70 **C-**	63-60 **D-**	

**After (team) Final papers are turned in, each team member has an opportunity to confidentially

assess (grade) others' participation. Team members receive the same grades on papers, but if they (and I) assess a certain member as having contributed little or having contributed poorly, that person's Team Participation grade (worth up to 10 points) will suffer accordingly. Also, if you don't contribute at all to a paper, you won't share in its grade at all.

DROP / WITHDRAW

See the Academic Calendar for this semester's deadlines. The last day to Drop is before Week 2 is out, and the last day to Withdraw is in Week 9, before C.E.L. collaborative work gets underway. To learn more about the University's Drop/Withdrawal Policy, go to: http://www.acs.utah.edu/sched/handbook/wddeadlines.htm.

ACADEMIC HONESTY & PLAGIARISM POLICY

At all times in this course, you should document and be prepared to prove where you get information you use—especially when you write that information into your own assignments.

Willfully copying another's work and presenting it as if it were your own constitutes **plagiarism**, which is an offense that the U, the Dept. of Writing & Rhetoric Studies, and I take very seriously. If you fail to act responsibly, *the DWRS's standard penalty for plagiarism is a failing grade (E)* for the assignment, possibly for the course. you will most likely receive a failing grade (E) for the assignment in question, and you will possibly fail the course. **Turnitin** will be incorporated into your online paper submissions; if you see that your assignment is marked by Turnitin as containing a high percentage of material not original to you, you may ask me about it, and you should work on it to reupload a revision before the assignment deadline has passed.

Again: Plagiarism—the copying/presenting of another's work as if it were your own—is considered cheating (stealing, really) and is unacceptable. Some examples of plagiarism include:

- using someone else's words or ideas without properly quoting/citing them as such
- relying too much on someone else's words or ideas, even if you *do* cite them
- submitting someone else's paper in parts or in whole as your own, or having someone else write parts of or the whole of your paper

If you have any doubts as to what constitutes plagiarism, please refer to the Student Code, where you will find:

> "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of

ideas, information or any other mode or content of expression.

(When it comes to your Final, in which you will be inhabiting the identity of a non-profit organization in order to write as if on its behalf, there is a difference between plagiarism and using text from "yourself.")

INCOMPLETES

The University's "Incomplete" Policy:

University policy: http://registrar.utah.edu/handbook/incomplete.php

An Incomplete is given for work not completed due to *circumstances beyond the student's control*. The student must be passing the course and have completed at least 80 percent of the required coursework. Arrangements must be made between the student and the instructor concerning the completion of the work.

The Department of Writing & Rhetoric Studies' "Incomplete" Policy:

The Department of Writing & Rhetoric Studies will offer an Incomplete only under *extraordinary* circumstances. In order for this to apply, you must have completed at least 80% of the required coursework with passing grades. See www.sa.utah.edu/regist/handbook/incomplete.htm for details. It is extremely unlikely an Incomplete will be granted.

U OF U'S CONTENT ACCOMMODATION POLICY

The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors.

It is the student's obligation to determine, before the last day to Drop courses without penalty, when course requirements conflict with the student's sincerely-held core beliefs. If there is such a conflict, *****the student should consider dropping the class.***** A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides, through this policy, a process by which a student may make such a request, ******the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal.******

***My Policy:** No scheduling or content accommodations will be made by me for this course.*

Non-profit community partners in the C.E.L. portion of this course in past have been as varied as the Muscular Dystrophy Association, the Rape Recovery Center, Noble Horse Sanctuary, and Fight Against Domestic Violence, so students could be dealing in class with issues of disabilities and of physical and emotional abuse. I do not always know at the beginning of the semester who our community partner will be nor its issues. All of my sections of this course will deal with the same community partner. So far this work has not conflicted with a student's core beliefs.

OTHER STATEMENTS & POLICIES

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 801.581.5020 (V/TDD) to make arrangements for accommodations. Also see disability.utah.edu

Department of Writing & Rhetoric Studies Diversity Statement (2019-2020)

Diversity in the classroom is key to providing and fostering critical, civil, and inclusive education. It is essential that we speak respectfully and listen attentively to one another in order to cultivate and sustain an open and equitable classroom environment. Respectful behavior will be extended to everyone (that is, both students and instructors), including respecting, for example, people of all ages, gender identities and expressions, sexual orientations, physical abilities, neurological and sensory processing, races, ethnicities, tribal affiliations and citizenships, nationalities, countries of origin, documentation status, language backgrounds, religious affiliations, political viewpoints, socioeconomic backgrounds, and educational pathways. We will not all think alike or share similar values, but we must learn to respect those differences and see them as our strengths to embrace rather than as our weaknesses to eschew. Writing and Rhetoric faculty will not tolerate classroom or online discriminatory behavior or rhetoric. We must learn from one another as we strive to build empathy and reciprocity around our different locations and positions. Questions, discussions, and respectful debate and civil disagreement are encouraged and indeed expected.

Student Names & Personal Pronouns

Class rosters are provided to instructors with students' legal names as well as "Preferred first name" (if previously entered by students in the Student Profile section of student CIS accounts). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class and on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. Personal pronouns are also addressed in the Canvas classroom. Assistance and support can be found at the LGBT Resource Center.

https://lgbt.utah.edu/campus/faculty_resources.php

Undocumented Student Support Statement

Immigration is a complex phenomenon with broad impact on those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.

OTHER STUDENT RESOURCES

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

English Language Learners

If you are an English language learner, please be aware of support for your language development and writing through the Department of Linguistics ESL Program (linguistics.utah.edu/esl-program/).

University Writing Center

The University Writing Center offers one-on-one assistance with writing. Sessions are free of charge, and you can meet as often as you need. Tutors can help you understand your writing assignments, help you work through the writing process, and/or help you polish your drafts for all the courses in which you are enrolled. To make an appointment, call 801-587-9122. The Writing Center is located on the second floor of the Marriott Library. Visit the website at writingcenter.utah.edu/**.**

Veterans Center

If you are a student veteran, you should know that the U of Utah has a Veterans Support Center on campus in Room 418 in the Olpin Union Building. Hours: M-F 7-6pm. Please visit the website for more information about support, a list of ongoing events, and links to outside resources: veteranscenter.utah.edu/.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at wellness.utah.edu; 801-581-7776.

SCHEDULE

This Schedule will be corrected and/or updated throughout the semester.

You should always **check the current "Week" at Canvas "Home."** Updates to this Syllabus past the first day of class will occur electronically in red, and the date of the update will appear in red in the left footer.

WEEK 1 ~ (See Canvas for details like *reading assignments*)

M 8/19

Intro to: Syllabus

Intro to: "I Understand and Agree" assignment (**DUE by midnight**, 11:59 p.m., ***Sunday*** in Canvas "Assignments")

Intro to: Email assignment (**DUE by midnight *Sunday*** via Canvas "Inbox")

Intro to: "Comment" & "Track Changes" assignment (**DUE by midnight *Sunday*** in "Assignments")

Intro to: Job Search assignment (DUE in stages, Weeks 1–4)

~Quiz 1 opens at 10:30 a.m. (DUE by half an hour before we meet, 9:10 a.m., next Monday)

W 8/21

~Hinckley Institute (of Politics) Internships presentation

~Discuss "Comment" & "Track Changes" and Job Search Target assignments

F 8/23

~Discuss Job-Search assignment

WEEK 2 ~ (See Canvas for details like *reading assignments*)

M 8/26

~**Quiz 1 DUE** by half an hour before we meet, 9:10 a.m.

~Bennion Community Service Center presentation

~Discuss your job-ad targets (audiences), your resumes, and your cover letters

~Discuss "parallel" structure(s) in writing

Quiz 2 opens at 10:30 a.m. (DUE by 9:10 a.m., half an hour before we first meet next week)

W 8/28

~Discuss Job-Search assignment & preparing drafts for feedback

F 8/30

~Discuss Job-Search assignment & submitting drafts for my feedback by the time we meet next week

WEEK 3 ~ (See Canvas for details like *reading assignments*)

M – Labor Day

W 9/4

~**Quiz 2 DUE by 9:10 a.m.** in "Assignments

~Drafts of Job-Search documents **DUE by 9:10 a.m.** in "Assignments"

~**BRING PRINTOUTS** of your electronic submissions to me for peer feedback

~Quiz 3 opens at 10:30 a.m.

F 9/6

~**BRING REVISED/EDITED PRINTOUTS** of your Job-Search documents for peer feedback

WEEK 4 ~ (See Canvas for details like *reading assignments*)

M 9/9

~**Quiz 3 DUE by 9:10 a.m.** in "Assignments

~Job-Search assignment **DUE by 9:10 a.m.** in "Assignments"

Intro to: Policy Recommendation Memo

~Quiz 4 opens at 10:30 a.m.

W 9/11

~Discuss Policy Recommendation Memo

F 9/13

~Discuss Policy Recommendation Memo & submitting drafts for my feedback by the time we meet next week

WEEK 5 ~ (See Canvas for details like *reading assignments*)

M 9/16

~**Quiz 4 DUE by 9:10 a.m.**

~Draft of Policy Recommendation Memo **DUE** to me for feedback **by 9:10 a.m.** in "Assignments"

~**BRING PRINTOUT** of your electronic submission to me for peer feedback

W 9/18

~**BRING REVISED/EDITED PRINTOUT** of your Memo for peer feedback

F 9/20

~Discuss your continued research into the Policy Recommendation Memo

WEEK 6 ~ (See Canvas for details like *reading assignments*)

M 9/23

~**BRING REVISED/EDITED PRINTOUT** of your Memo for peer feedback

~Quiz 5 opens at 10:30 a.m.

W 9/25

~Discuss Policy Recommendation assignment

F 9/27

~**BRING POLISHED DRAFT** of Policy Recommendation Memo for final peer feedback

WEEK 7 ~ (See Canvas for details like *reading assignments*)

M 9/30

~**Quiz 5 DUE by 9:10 a.m.**

~Policy Recommendation Memo assignment **DUE by 9:10 a.m.**

W 10/2

Intro to: Mid-Term Memo assignment (DUE Week)

F 10/4

Intro to: Collaborative Writing & Community Engaged Learning

WEEK 8 ~ FALL BREAK

WEEK 9 ~ (See Canvas for details like *reading assignments*)

***~ LAST DAY TO WITHDRAW* 10/18 ~**

M 10/14

Intro to: 1st team-written assignment, Annotated Bibliography Memo

~Quiz 6 opens at 10:30 a.m.

W 10/16

Intro to: CEL Team members you'll be working with and sharing grades with for remainder of the semester

~Teams discuss assigned reading on collaborative writing and ways of organizing and running a research-and-writing team ~ make sure you've discussed everything you should before jumping headlong in (perhaps get set up together on GoogleDocs).

~Mid-Term Memo "Assignments" dropbox opens

F 10/18

~Teams discuss the Annotated Bibliography Memo assignment and how to approach it as a team

WEEK 10 ~ (See Canvas for details like *reading assignments*)

M 10/21

~**Quiz 6 DUE by 9:10 a.m.** in Canvas

~Mid-Term Memo **DUE by 9:10 a.m.** in "Assignments"

~Teams work to prepare Draft for submission

W 10/23

~Teams work to prepare Draft for submission by midnight *Friday*

F 10/25

~(Team) **Draft** of (at least the major formatting of the) Annotated Bibliography Memo **DUE by midnight *Friday***

WEEK 11 ~ (See Canvas for details like *reading assignments*)

M 10/28

~Teams discuss my feedback & continue working on Annotated Bibliography Memo

~Quiz 7 opens at 10:30

W 10/30

~Teams continue working on Annotated Bibliography Memo

F 11/1

~Teams continue working on Annotated Bibliography Memo (DUE on Monday)

WEEK 12 ~ (See Canvas for details like *reading assignments*)

M 11/4

~**Quiz 7 DUE by 9:10 a.m.** in Canvas

~(Team) Annotated Bibliography Memo **DUE by 9:10 a.m.** in Canvas "Assignments"

Intro to: (team written) Final

Intro to: (team-written) Between-Projects Memo

~Discuss Between Projects Memo & begin drafting

W11/6

~Work on Between Projects Memo

F 11/8

~Work on Between Projects Memo ***DUE by midnight***

WEEK 13 ~(See Canvas for details like *reading assignments*)

M 11/11

~Teams receive more details about Final in an assignment handout

~Teams discuss and work on preparing **Draft** of Final

W 11/13

~Teams discuss and work on preparing **Draft** of Final

F 11/15

~Teams discuss and work on preparing **Draft** of Final

WEEK 14 ~ (See Canvas for details like *reading assignments*)

M 11/18

Intro to: Individually-written Confidential Team Members' Evaluation Memo assignment

~Teams work on Draft of Final for feedback

W 11/20

~Teams work on Draft of Final for feedback

F 11/22

~(Team) Work on **Draft** of Final, **DUE *by midnight***

WEEK 15 ~ (See Canvas for details like *reading assignments*)

M 11/25

~Teams discuss my feedback and how to go about editing and revising

W 11/27

~Teams work on Final

F Thanksgiving Holiday

WEEK 16 ~ (See Canvas for details like *reading assignments*)

M 12/2

~Teams take advantage of last days of class to ask me any questions before the Final is due

W 12/4 – Last Class meeting

FINALS ~ Thursday 12/12

~Team-Written Finals **DUE *by* 10:00 a.m.**

~Individual, Confidential Memos **DUE** by **midnight** (11:59 p.m.)