

**University of Utah ~ Summer 2023 ~ Pamela Balluck, Ph.D.**  
**Professional Writing, WRTG 3015–090 & –091 (Merged *only in Canvas* as –91)**  
**~ Asynchronous ~**  
~ Community Engaged Learning (CEL) Designated (see beginning p. 3) ~

**Instructor:** Pamela Balluck, PhD, Associate Instructor, Department of Writing and Rhetoric Studies (DWRS, in LNCO 3700)

**Office Hours:** I do not have an office on campus. I will be available via Zoom on (most) Wednesdays from 9:00–10:00 a.m. and by appointment (in Canvas go to “Pages”).

**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 only as a last resort because 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 but you may phone DWRS at 801-581-7090, and someone will get a message to me.

**Canvas Help:** [tacchelpdesk@utah.edu](mailto:tacchelpdesk@utah.edu); [learn-uu.uen.org](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:** [it.utah.edu/help/](http://it.utah.edu/help/); 801-581-4000 x 1

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To support students who may have **technology access challenges**, the Marriott Library, University Information Technology (UIT), and Teaching & Learning Technologies (TLT) have expanded the number of laptops and hotspots available for checkout:

**[lib.utah.edu/coronavirus/checkout-equipment.php](http://lib.utah.edu/coronavirus/checkout-equipment.php)**

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**NOTE: This is a rigorous course; it moves at a rigorous pace.** As you’re deciding whether my sections of WRTG 3015 is a good fit for you this semester, consider the Schedule beginning p. 15; consider my late-paper policy on p. 9; & read about the “I Understand & Agree” assignment on p. 5.

## COURSE DESCRIPTION

Writing 3015 aims to prepare students for **on-the-job writing** in technical, business, and nonprofit professions. (This is a different course than Business Writing, however, WRTG 3016.) Students will practice writing (**individually and on a team**) a variety of professional documents, such as resumes, letters, and memos (reports, recommendations, proposals, including grant-writing as a team).

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. (In *Technical Communication*, read more about *logos* beginning p. 171, about *pathos* beginning p. 183, and about *ethos* beginning p. 177.)
- (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

You should, through the U Bookstore, purchase Inclusive Access to the Cengage eBook of **Paul V. Anderson's *Technical Communication: A Reader-Centered Approach, 9th Edition***. If you prefer the physical textbook, you may purchase that on your own, as long as it's the 9th Edition so that content and page numbers will line up with those I assign and discuss.

There are other texts I'll make available to you at no charge via Canvas links.

## COURSE REQUIREMENTS

<i>INDIVIDUAL ASSIGNMENTS</i>	<b>% OF FINAL GRADE</b>
Job Search Documents (Cover Letter [10%]; Resume [10%]; References [5%])	25
Writing in the Professions: Policy Recommendation Memo	10
Mid-Term Progress Report Memo	10
Quizzes (*see below)	5
Individual Participation	5
Team (Group) Participation (**see under “Grading Scale,” p. 10)	10
<b>TEAM ASSIGNMENTS</b> (Community Engaged Learning, CEL)	
Research: Annotated Bibliography Memo	10
Between-Projects Memo	5
(Final) Grant Writing Memo	20
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	<b>100</b>

Please note that major assignments incorporate a number of smaller (Complete/Incomplete) assignments (including drafts, reviews of drafts, and reviews of reviewers) that will count toward **“Individual Participation”** (worth 5%—see above, under Individual Assignments). Even if you “Complete” a non-letter-graded assignment, *how well you do so* will be reflected in Individual Participation. I will keep notes on your engagement throughout the semester (do you respond to my feedback? do you investigate the Pages I point you to regarding pronoun agreement, proper nouns, etc.?). Individual Participation will be determined not only by the number of assignments you participate in but also by *how well you do at following formatting policies and at engaging with what the assignments ask for and with what my feedback asks for or points you towards*. **For instance**, if I explicitly assign you not to do something with fonts or margins and you choose to ignore the instructions and to do those very things I’ve assigned you not to, your participation in that assignment will be noted as negative.

According to the Bennion Center for Community Engagement, ([bennioncenter.org](http://bennioncenter.org)), at its most basic, **Community Engaged Learning (CEL)** “involves students, faculty and community partners working together to apply knowledge in authentic settings in order to address community needs while also meeting instructional objectives.” For the CEL component of this class, you will be assigned to a research-and-writing team to learn about our nonprofit Community Partner (to be announced) in order to draft grant writing on its behalf plus written assignments reflecting upon and assessing all aspects of your (**remote**) experiences collaborating in the nonprofit world. See both above and below under the Grading Scale re: **“Team Participation”** (worth 10%).

\***QUIZZES** are to confirm that you 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 to be able to contribute productively in class. Quizzes will not occur every week throughout the semester. Quizzes are available at 12:00 a.m. the beginning of each week in which they are scheduled, and they lock by midnight on the dates they're due, often by midnight *Sunday*; but, if a written assignment is due on Sunday, sometimes the quiz will close by, for instance, midnight *Friday* when it contains reminders about the assignment, leaving you time to do something about it. Or, when you're in the Collaborative half of the semester, I will want weekends to give feedback on your papers to get them back to the teams when the next Week begins, so a quiz may be due Thursday by midnight because your papers are due Friday. 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 usually shouldn't need more than 20 or 30 minutes, if that much time, but I leave 3 hours in case you need to do the reading then and there. *You'll have one try, so make sure that, once you begin a quiz, 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 on each quiz will vary (quizzes might be long or short). Questions are True/False or Multiple Choice. 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.). If, post-quiz, you have questions or comments about a quiz question or answer, you may write comments to me on the graded quiz or you may send me an "Inbox" email (with an informative Subject line [see p. 8 re: Subject lines]).

## **COURSE POLICIES AND PROCEDURES**

As labeled at the top of this Syllabus, my online sections of WRTG 3015 are **asynchronous**, which means students and I will not be online together at the same time (in "real time"), except if and when we engage on Zoom. **Our weeks will for the most part begin at 12:01 a.m. Mondays and close before midnight, 11:59 p.m., on Sundays**, with a few exceptions (see the Schedule beginning on p. 15).

This course was designed for people desiring **asynchronous** learning. I may periodically post videos, but class communications, unless I meet with you via Zoom, will be in writing. I will concentrate a great deal on whether students are *responding accurately and professionally to written instructions* (I will harp on this, because so much of your success and credibility in the professional world will depend on how well you follow and interpret written instructions, which translates to how well you consider the needs of your audience). If you're not sure what my written instructions mean, please Inbox me so that I may clarify. This helps me know where I might revise my instructions to better explain. *Whether or not you respond accurately to written instructions, and/or are showing an attempt to*, will be reflected in your **Individual Participation** grade.

**At the beginning of each week**, you should read what I have posted in Canvas for the current Week at “Home.” Each Week will be revealed as we arrive to it. Students may not leap ahead of others.

If you are not already familiar with Canvas, use the tutorials Canvas provides under Help. You should customize your Canvas “**Notifications**” settings to tell you when new things are happening in our classroom. Go to: “Account” (upper left); then click on **Notifications** and choose your preferences.

As the course begins, once you have read, have questioned me about if needed, and understand my sections of WRTG 3015’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 since the beginning of the semester, I will probably remind you of your memo that states that you did know.

## **FORMATTING, SAVING, AND SUBMITTING DOCUMENTS**

Papers in this course:

- should be on 8 1/2 x 11” pages;
- should have **1" margins** all around;
- should have **left-aligned** margins (*except perhaps for resumes, which could be “justified”*);
- should be **single-spaced** (documents whose spacing is set on “1” should still have a blank line—a “double space” [two hard returns; two Enters]—between paragraphs and sections);
- should 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 assignment, do not* go smaller than 12—if you go down to 11 in the resume you may do so in references).
- should be black on white (**no color**)

The above and the below formatting is important to me and therefore should be important to you in this course if you aim to achieve **reader-focused writing**, to give me what I need, as I am your intended audience; make note of these pages of the Syllabus when formatting and before submitting papers in this course. I may also use these pages as a rubric to help explain when I return feedback and grading.



For this course, 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 at top or bottom. This can be useful when composing multiple-page documents (as I do on my manuscripts); but when you're composing a one-page document, it is not helpful. **Turn Widow/Orphan off to maintain 1" bottom margins** (even with multiple-page documents in this class).

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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 into your document because the date will thereafter change to the current one every date on which the document is opened. Your professional documents should serve in part as *accurate records*. I usually **date drafts the date they are sent or due**. At the least, *you should update each draft* you submit (literally up the date).

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When you compose or edit documents on a **cloud** (e.g., GoogleDocs) and 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 set on the number "1" is not single spaced**). Your attachments in this course should *not* come directly from the cloud (e.g., 365, Google Docs).

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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" and/or via email:**

- Files should be saved in Word (.doc, .docx), Rich Text Format (.rtf), or PDF (.pdf).

Again, your attachments of Word docs in this course should *not* come directly from the cloud (e.g., 365, Google Docs), because the formatting may not conform to my standards (on the cloud, "single" spacing may actually be 1.15 instead of "1" or set on nothing at all instead of on "1"); it's best to download to a computer and adjust the formatting before attaching from there. Again, **if it's not set on the number "1," it's not single spaced**.

I prefer to read and give feedback on documents that **you** have written in Word rather than PDF. If you don't have Word, go to [software.utah.edu/](http://software.utah.edu/) and **check out what's FREE to you as a student** (do the same for Adobe).

- Your files—**any attachment you send me**, via “Inbox” or “Assignments” or Umail—**should be saved/named with your last name first** (e.g., JonesCoverLetterDraft.rtf, SchwartzResumeDraft.doc, FlemingJobAd.docx, LiJobAd.pdf). Again, **the file name of every attachment submitted to me should begin with the last name of the student submitting it, and . . .**
- In the second part 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., Team13ABMemoDraft.docx, Team1BetweenProjectsMemo.rtf, etc.); *don’t* write team numbers out anywhere, like TeamOne, after I have named them using numerals; and don’t add “#” before your team’s number.
- **Whenever writing your Team name**, e.g., Team 13, (as I write above) do not change the name from the one I have assigned your team; e.g., do not write Team 13 as team 13 or Team Thirteen or Group 13 or Team #13, etc.

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As stated above, I will give feedback on drafts and on graded papers using “**Comment**” and “**Track Changes**” in MS Word and also using Comment features on PDFs; I will be giving you an assignment to help you understand how to use these functions if you are not already familiar. In whichever format, *if I return a draft with a note saying I’ve made color highlights and/or 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 down 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). On PDFs, you can click on Tools then choose Comment, and a side pane will open up. You can also call Computer Help (801-581-4000) and say you need to know how to reveal your instructor’s comments in Word or PDF; 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 markup. Your Word doc could look clean to you while there is still Markup hidden underneath (see “Show Markup”), which will appear again the moment *I* try to use either Comment or Track Changes on your Word 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 in Word in order to delete Markup and how to delete Comments to make Word docs “clean.” **This is important:** If you turn in new drafts with traces of past Markup or with new Markup, **you will be graded down for it**. I will give you lessons in how to manage this. \*\*\*\*

## 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 Canvas or 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, name it, save it, and re-save it 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, as an attachment to email, and/or to a *free* “cloud” backup like Dropbox ([www.dropbox.com](http://www.dropbox.com)), Google Drive ([drive.google.com/drive/my-drive](http://drive.google.com/drive/my-drive)), or Ubox ([box.utah.edu/](http://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 an email is to, should use whole words, (within reason) not abbreviations, and they should sign off by name. You should write **user-focused Subject lines** (see readings on **Email** in Canvas “Modules” and “Pages”). In emails, as in memos (whose format email is based on), your Subject line should not repeat information that will already be after To: or From: or Date;; it should not be redundant. Please Umail (utah.edu) me only if you cannot contact me via Canvas “Inbox” (as I wrote on p. 1, my Umail address automatically receives Notifications of Inbox messages). One example of what I mean by a **“user-focused” or “reader-centered” Subject line** (centered on my needs as user) would be the information that you are enrolled in WRTG 3015–090, –290, or –091. Another example is the inclusion of what the email is about (its Subject) or is regarding (Re:). **(This goes for Subject lines on memoranda, too.)** I would also consider it **user- or reader-focused** if when referring to assignments you do so using *words I have used* in naming/ titling them.

## CLASSROOM EQUIVALENCY

- Online communication methods are considered to be equivalent to communication in a physical classroom, and student behavior within those environments shall 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 physical classroom are just as 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.

### WEEKLY DEADLINES

Deadlines will fall on various days in the week (see below Schedule). **When a deadline is “by midnight,” that means by 11:59 p.m. Mountain Time.** Quizzes cannot be made up if the deadline is missed. If you miss a Drafts deadline for peer feedback (the drop box locks for distribution) you cannot make it up for Participation credit but you might still be able to receive feedback from me using Inbox, time permitting. See below regarding my **late-paper policy**. (See also the ADA statement on p. 13.)

### 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 because of—I hope not!—a death in the family or something equally as dire (if I changed the policy for one student, I’d be ethically obligated to offer to give 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 work within the policies and Schedule to try help keep you on track in this class. (See also the ADA statement on p. 13.)

### GRADING SCALE (\*\*see below)

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

**According to the U of U’s Academic Catalog** (under Policies & Resources, then under Grading

Policies): **A & A-** = Excellent performance, superior achievement; **B+ to B-** = Good performance, substantial achievement; **C+ to C-** = Standard performance and achievement; **D+ to D-** = Substandard performance, marginal achievement; **E** = Unsatisfactory performance and achievement.

\*\*After (**CEL team**) Final papers are turned in, each team member will have an opportunity to confidentially reflect upon and 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 percentage points) will suffer accordingly. Also, if you don't contribute at all to a paper, you won't share in its grade at all.

### **CREDIT / NO CREDIT OPTIONS**

- You may discuss with your academic advisor the Credit / No Credit options for this class (read this so you know what it means): [regulations.utah.edu/academics/rules/R6-100A.php](https://regulations.utah.edu/academics/rules/R6-100A.php).
- While there is no one single right or wrong answer when it comes to deciding on the Credit or the No Credit option for the class, either decision does come with implications for your academic course of study at the U and beyond. You are strongly encouraged to consult with your academic advisor about these implications before deciding, as well as about options for appealing for the Credit / No Credit designation for this class.

### **DROP / WITHDRAW**

See the Academic Calendar for this semester's deadlines. To learn about the University's Drop / Withdrawal Policy, go to: [registrar.utah.edu/handbook/al.php](https://registrar.utah.edu/handbook/al.php).

### **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, 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) and is unacceptable. *The DWRS’s standard penalty for plagiarism is a failing grade (E) for the assignment, possibly for the course.* Some examples of plagiarism include:

- using someone else’s words or ideas without properly quoting/citing them
- relying too much on someone else’s words or ideas, even if you *do* cite them as such
- 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: [registrar.utah.edu/handbook/incomplete.php](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. 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 CEL 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 in my experience, 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/](http://disability.utah.edu/).

### **Department of Writing & Rhetoric Studies Diversity Statement**

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 students' CIS accounts). While CIS refers to this as merely a preference, I will honor students by referring to them with the name and pronoun that feels best for them in class and on assignments. **Canvas users can also have their pronouns stated with their names via "Account."** 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 our Canvas classroom. Assistance and support can be found at the LGBT Resource Center. [lgbt.utah.edu/campus/faculty\\_resources.php](http://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](http://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/](https://safeu.utah.edu/).

## **English Language Learners**

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

## **University Writing Center**

The University Writing Center (in the Marriott Library) is committed to helping students develop as writers. Tutors are active and engaged readers who can help writers at any stage of the writing process. Tutors specialize across the disciplines and offer one-on-one assistance. 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 learn more, call 801-587-9122 or make arrangements at [writingcenter.utah.edu/](https://writingcenter.utah.edu/). Click on “Undergraduate.” **Check out e-Tutoring** ([writingcenter.utah.edu/undergraduate-services/e-tutoring.php](https://writingcenter.utah.edu/undergraduate-services/e-tutoring.php)), which is available free to all enrolled U students; you can get help with 15 subjects—from math to stats to econ—as well as asynchronous tutoring in writing.

## **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 7:00 a.m.–6:00 p.m.. Please visit the website for more information about support, a list of ongoing events, and links to outside resources: [veteranscenter.utah.edu/](https://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](https://wellness.utah.edu); 801-581-7776. **Student Mental Health Resources:** [studentaffairs.utah.edu/mental-health-resources/index.php](https://studentaffairs.utah.edu/mental-health-resources/index.php)

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## ***SCHEDULE***

This Schedule will be corrected and 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 **in red**, and the date of the update will appear **in red** in the left footer.

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### **WEEK 1** ~ Beginning M 5/15

**Intro to:** Syllabus & Canvas classroom workings

**Intro to:** “I Understand and Agree” memo assignment (**DUE by midnight**—by 11:59 p.m.—**Sunday** in “Assignments”)

**Intro to:** Email assignment (**DUE by midnight Sunday** via “Inbox”)

**Intro to:** MS Word “Comment” & “Track Changes” and PDF markup assignments (**DUE by midnight Sunday** in “Assignments”)

**Intro to:** Job Search assignment

~Quiz 1 (mostly on Syllabus & Job Search assignment) **DUE by midnight Sunday**

~Job-ad-target ideas with memo **DUE** in “Assignments” **by midnight Sunday** for my approval to go ahead

### **WEEK 2** ~ Beginning M 5/22 (*Last Day to Drop or elect CR/NC is Friday*)

~Once your target is okayed, do the assigned reading and begin drafting your resume and cover letter

~Quiz 2 **DUE Sunday by midnight** (by 11:59 p.m.)

~Drafts of Job Search documents **DUE Sunday** in “Assignments” to me and to peers **by midnight** (see p. 8 of this Syllabus under “Weekly Deadlines” re: peer feedback)

### **WEEK 3** ~ Beginning T 5/30

**Intro to:** 1st Peer-Reviewers-Reviews Memo (in which you review your Drafts’ reviewers)

~Return feedback to peers in “Assignments” **by midnight Wednesday**

~Consider peers’ feedback and mine, then edit/revise

~Quiz 3 **DUE Friday by midnight**

~Job Search assignment **DUE Sunday by midnight**

~1st Peer-Reviewers-Reviews Memo **also DUE Sunday by midnight**

**WEEK 4** ~ Beginning M 6/5

**Intro to:** Writing in the Professions: Policy Recommendation Memo assignment

**Intro to:** “The Best Memo You’ll Ever Write”

**Intro to:** Parallelism (in memo headings)

~Research professional writing in your future field according to above assignment

~Write a Draft of your memo

~Quiz 4 **DUE by midnight Sunday**

~Submit your Draft (at the least your sources of research) for my, and peers’, feedback **by midnight Sunday**

~Post same Draft in Discussions for all **also by midnight Sunday**

**WEEK 5** ~ Beginning M 6/12

**Intro to:** 2nd Peer-Reviewers-Reviews Memo (in which you review your Draft’s reviewers)

~Return feedback to peers in “Assignments” **by midnight Wednesday**

~Consider peers’ feedback and mine, then edit/revise

~Policy Recommendation Memo **DUE by midnight Sunday**

~2nd Peer-Reviewers-Reviews Memo **DUE Sunday by midnight**

**WEEK 6** ~ Beginning T 6/19

**Intro to:** Midterm Progress-Report Memo assignment (due at the end of this week)

**Intro to: Collaborative Writing & Community Engaged Learning**

**Intro to:** CEL Team members you’ll be working with and sharing grades with for remainder of the semester; do the assigned reading then **send introductory emails to one another as early in the week as possible**

~ perhaps get set up together on GoogleDocs, Microsoft SharePoint, or other platforms for collaborative writing and for communications.

~Quiz 5 **DUE by midnight Friday**

~Midterm Memo **DUE by midnight Sunday**



**WEEK 7** ~ Beginning M 6/26

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

~Complete your team-introductions email assignment

~In Team discussions, refer to reading on Collaborative Writing about how to organize and run a research-and-writing team ~ make sure you've discussed everything you should before jumping headlong in. Discuss the Annotated Bibliography Memo assignment and how to approach it as a team before you get going on the document, or make a plan for when to discuss.

~Teams plan to prepare a Draft (at least major formatting of the) Annotated Bibliography Memo for submission

~**Quiz 6 DUE by midnight *Friday*** (I suggest taking it earlier)

~(Team) **Draft** of Annotated Bibliography Memo also **DUE by midnight *Friday*** for my feedback

**WEEK 8** ~ Beginning M 7/3, MINUS 7/4 ONLY

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

~**Quiz 7 DUE by midnight *Friday***

~(Team) Annotated Bibliography Memo **DUE by midnight *Sunday***

**WEEK 9** ~ Beginning M 7/10

**Intro to:** (team written) Final you'll begin working on next week (description only: no specifics/handout until Week 12 )

**Intro to:** (team-written) Between-Projects Memo (due this week)

~Teams discuss & begin drafting Between Projects Memo

~(Team) Between Projects Memo **DUE by midnight *Friday***

**WEEK 10** ~ Beginning M 7/17

**Intro to:** (team written) Final assignment handout

~**Quiz 8 DUE by midnight *Friday***

**Draft of Memo DUE by midnight *Friday***

**WEEK 11** ~ Beginning T 7/25

**Intro to:** Individually-written Confidential Team Members' Evaluation Memo assignment (due with/after Finals)

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

~**Quiz 9 DUE by midnight *Sunday***

**WEEK 12 ~ M 7/31 – W 8/2**

~Teams continue working together to complete Final Memo

~Submit questions to me by end Wednesday *at latest* (the later Wednesday gets, the less chance I'll have the time and concentration in order to get back to you by the end of the day)

**FINAL PAPERS DUE *Thursday 8/3***

~Team-written Finals **DUE by *noon***

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