

University of Utah ~ Summer 2025 ~ Pamela Balluck, PhD
Professional Writing, WRTG 3015–90 & –290
~ Asynchronously online in Canvas ~
~ Community Engaged Learning (CEL) Designated [see p. 3]~

- Instructor:** Pamela Balluck, PhD, Associate Instructor, Department of Writing and Rhetoric Studies (DWRS, in LNCO 3700); she/her/hers.
- Student Hours:** I do not have an office on campus (just a mail slot) and will not be on campus this summer. I will be available on Zoom by appointment (we may also settle on a regular hour I can be available on Zoom).
- 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; 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/; 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 at Knowledge Commons:

<https://lib.utah.edu/services/knowledge-commons/>

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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, WRTG 3016.) Students will practice writing (**individually and on a CEL team**) a variety of professional documents, such as resumes, letters, and memos (reports, recommendations, proposals, including collaborative grant writing). I will not be teaching how to prompt generative AI to do writing for you.

NOTE: This course moves at a rigorous pace (*especially in Summer*); please look in the Schedule, beginning p. 13, at when assignments are introduced and when they are due (often in the same week); at the same time, consider my late-paper policy on p. 9; and read about the “I Understand & Agree” assignment on p. 5 (due Week 1, at latest Week 2 for late adders).

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: A Reader-Centered Approach*, below under Required Texts, 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” or “phantom” readers [*Technical Communication* pp. 60–61]), and constraints.
- study the basic features of professional writing **genres** (emails, letters, resumes, memos [including reports and proposals]) 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 (Community Engaged Learning) teams and managing team projects.
- learn to read carefully and respond accurately to written texts and instructions.

REQUIRED TEXTS

Through the U Bookstore, purchase Canvas (Bookshelf) Instant 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 separately, as long as it's the 9th Edition so that content and page numbers will line up with those I assign and discuss. I'll make other texts available to you at no charge via Canvas links.

You should be able to access assigned readings and other course materials made available to you in PDF or Word **independent of an Internet connection**. Once you have initially accessed them, I recommend **downloading, saving, and printing** material once it's been assigned, such as this Syllabus. If an assignment handout is available in PDF or in Word, download it to an accessible folder (not Internet-dependent) you create for this course.

COURSE REQUIREMENTS

<i>INDIVIDUAL ASSIGNMENTS</i>	% OF FINAL GRADE
Job Search Documents (Cover Letter [10%]; Resume [10%]; References [5%])	25
Writing in the Professions: Policy Recommendation Memo	10
Midterm Progress Report Memo	10
Quizzes (*see below, p. 4)	10
Individual Participation	5
Team (Group) Participation (**see under “Grading Scale” below, p. 9)	10
TEAM ASSIGNMENTS (Community Engaged Learning, CEL)	
Annotated Bibliography Memo	10
Between-Projects Memo	10
(Final) Grant Writing Memo	10
	<hr/> 100

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, determined not only by the number of assignments you participate in but also *how well you do at following the below formatting policies, at engaging with what the assignments ask for and with what my feedback points you towards*. **For instance**, if I explicitly assign you not to do something with fonts or margins and you do those very things, your participation in that assignment will be noted as negative. You are welcome to check in with me about what kinds of participation issues I have noted. If issues recur, you’re not participating in the assigned formatting policies or assignment particulars mentioned in the feedback you received; if an issue resolves over the semester, it’s noted as a positive. (Please see **Team Participation** above as well as below under the Grading Scale [p. 9].)

As noted at top of p. 1, this course is **COMMUNITY ENGAGED LEARNING**—designated by the U through the Carnegie Foundation. (Please see about CEL both above in team assignments and below following the Grading Scale.) CEL is an educational approach that involves experiential learning and has several key components. It:

- Engages with community to address a social problem or unmet societal need;
- Produces mutual benefits for community and students;
- Integrates community-engaged work and academic learning objectives (p. 2);
- Prepares students for engagement, including critical analysis of the structures leading to the community need and best practices for ethical engagement;
- And provides reflection opportunities to critically examine the course’s community work, related public issues, and/or one’s civic role.

***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, CEL, half of the semester, I will want weekends to give feedback on your papers to get it back to the teams on Monday, 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 should need no more than 20 or 30 minutes, if that much time, but I allow 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 (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 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 or 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. 13).

This course was designed for people desiring **asynchronous** learning. I may periodically post videos (I usually don't), 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, as I explain above.

At the beginning of each week, you should go to Canvas "Modules" and read what I have published for the current "Week." I will not be publishing the course in its entirety but revealing each Week as we arrive at it, occasionally making two consecutive Weeks available at a time.

Students may not leap ahead of others.

If you are not already familiar with Canvas, use the tutorials Canvas provides under Help. I will explain and direct you on how to do the things I assign as clearly as I can, but I may also point you to **Help desks**. You should customize your Canvas “**Notifications**” settings, which you can set to tell you when new things are happening in our classroom (Page updates, returned papers, “Announcements,” etc.). Go to: “Account” (upper left); then click on **Notifications** and choose your preferences. If you don’t receive notifications of new Announcements, etc., you will be missing updates and additions/supplements to course materials posted in Modules.

Once you have read, have questioned me about if needed, and understand my WRTG 3015 policies, procedures, and Schedule at the beginning of the semester, 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. If, for whatever reasons, you cannot agree to the course policies and/or Schedule in this Syllabus, please as soon as possible see if you can get into the section I’m not teaching.

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 should still have one 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 (you may go down to 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-centered writing**, focused on your intended audience’s needs; **make note** of these pages of the Syllabus when formatting and before submitting papers. I may also use these pages as a rubric to help explain when I return feedback and grading.

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

You should:

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

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 submitted**. At the least, *you should update each draft* you submit (literally up the date).

You should—because, when you compose or edit documents on a **cloud** and then download and save in Word, your **line spacing** could change from 1 to 1.15 or to something else that's more than single-spaced:

**set line spacing on "1" or on "single"; if it not, it is not single spaced.**

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.

### **Submitting documents as attachments in "Assignments" and/or via email:**

- Whether in file names or in your communications, when referring to an assignment in this course, it is user-focused and reader-centered, focusing on, centering on, my needs as your reader, if you do so with *words I have used* in titling them.
- Files should be saved in Word (.doc, .docx), Rich Text Format (.rtf), or PDF (.pdf).

I prefer to read and give feedback on documents 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, PerezJobAd.docx, LiJobAd.pdf). Again, **the name of every attachment submitted to me or attached to an email 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, files should be named beginning with “Team”** and then the number I’ve assigned (e.g., Team10ABMemoDraft.docx, Team9BetweenProjectsMemo.rtf, etc.); *don’t* write team numbers out anywhere, like TeamOne, after I have named them using numerals, Team1; and don’t add “#” before your team’s number.
- **Whenever writing your Team name**, e.g., Team 10, (as I write above) do not change the name from the one I have assigned your team; e.g., do not write it as Team Ten or Group 10 or Team #10, etc.

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As stated above, I will give feedback on your papers using **“Comment”** and **“Track Changes”** in MS Word and also using Comment and markup features in Adobe (I will be giving you an assignment to help you understand how to use these functions if you don’t already). 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 disregarded from draft to draft)*. If you can’t see my Comment and Track Changes in a Word document, check the “Review” menu for “Show Markup,” etc. (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**; 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 (“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**. (Again, I will give you lessons in how to manage this.) ****

TECHNICAL PROBLEMS

The contact information for Computer Help and for Canvas Help are on p. 1.

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 Ubox (box.utah.edu/), Google Drive (drive.google.com/drive/my-drive), or Dropbox (www.dropbox.com). **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, “**reader-centered,**” “**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 or in –290 (UOnline merged into –090). 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.)**

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

At the beginning of each week, that Week's assignments (coinciding with the Schedule ending this Syllabus) will be posted in the Week's Module, reiterating and/or embellishing the details already listed in the below Schedule. **Deadlines will fall on various days in the week. 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 Draft deadline for peer feedback (the drop box locks for distribution to peers) 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. 12.)

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** (if I changed the policy for one student, I'd feel 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 help keep you on track in this class. (See also the ADA statement below.)

GRADING SCALE (**see below about CEL)

	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-	

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 submitted, each team member will have an opportunity to assess (grade) others' Team Participation in a Confidential Memo to me; I combine your team members' observations with my own records. Team members receive the same grades on papers, but if they (and I) assess a certain member as having contributed less or little, that person's Team Participation grade (worth up to 10 percentage points) will suffer accordingly. If you don't contribute at all to a paper, you won't share in its grade. Similarly to my note above about your Individual Participation grade, though your team members are assigned to send me a Confidential Memo reporting on your Team Participation, your assessment is not a "secret," and you are welcome to Inbox me asking that I give you an overview with specific examples that will not identify others, and I will explain how I tabulated your grade.

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.
- 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 more about the University's Drop / Withdrawal Policy, look in the Student Handbook at: registrar.utah.edu/.

ACADEMIC HONESTY & PLAGIARISM POLICY

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

Submitting AI-generated product as your own writing or 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.

Again: Plagiarism—copying/presenting language you didn't generate as if it were your own writing—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 part or in whole as your own, or having someone else write parts of or the whole of your paper
- claiming that "writing" generated by "artificial intelligence" is your own

If you have any doubts as to what constitutes plagiarism, please refer to the Student Code.

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

INCOMPLETES

The University's "Incomplete" Policy:

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. (Our Community Partner this Summer will be the American Red Cross of Utah.)

OTHER STATEMENTS, POLICIES, & STUDENT RESOURCES

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/.

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 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 (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/. Click on "Undergraduate." **Check out e-Tutoring** (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/.

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. **Student Mental Health Resources:** studentaffairs.utah.edu/mental-health-resources/index.php

SCHEDULE

This Schedule will be corrected and updated throughout the semester.
You should always **check the current “Week” at Canvas “Modules.”** 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.

WEEK 1 ~ Beginning M 5/12

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

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

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

WEEK 2 ~ Beginning M 5/19 (*Last Day to Drop or elect CR/NC is Friday*)

~Once your job-ad target is okayed, do the assigned reading and begin drafting your resume and cover letter from scratch

~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. 9 of this Syllabus under “Weekly Deadlines” re: peer feedback)

WEEK 3 ~ Beginning T 5/27

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 6/2

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 6/9

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 6/17

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

Review: Syllabus re: Team papers, file naming, and grading (p. 3, p. 7, p. 10)

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 6/23

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

~Complete your team-introductions email assignment

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

~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 ~ M 6/30 – Th 7/3

~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 7/7

Intro to: (team written) Final you'll begin working on next week (description only: no specifics/handout until Week 10)

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 7/14

Intro to: (team written) Final assignment handout

~Teams discuss and plan for Drafts due next week

WEEK 11 ~ Beginning M 7/21, MINUS Th 7/24 ONLY

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

Drafts of Final Memo DUE by midnight *Friday*

WEEK 12 ~ M 7/28 – W 7/30

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

~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)

~Quiz 9 **DUE by midnight *Wednesday***

FINAL PAPERS DUE *Friday 8/1*

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

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