ENGLISH 341.01W

COURSE SYLLABUS: SPRING 2015

Instructor: Dr. Robin Anne Reid
Office: Hall of Languages 125
Office Hours: Face/Face: Monday 2:00-4:00 p.m.,
Thursday: 1:00-3:00 p.m.

Online: Monday-Friday: 10:00 a.m.-11:00 p.m.
By appointment

Time Zone: Central United States

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Email: Robin.Reid@tamuc.edu (Preferred)

I have face/face office hours for meetings on campus. I have online office
hours for checking the Virtual Office in my classes and/or communicating
with learners via email. Questions posted in the Virtual Office will be
answered within 24 hours (M-F).

If you are not free at these times, please email me to set up an
appointment. I check my email several times a day during the week, and at
least once a day on weekends.

COURSE INFORMATION

Required Textbooks and Readings

1. Textbook
2. Handouts

1. Textbook(s) Required: The required reading for this class is the (free)
publishation published by our Career Development Office: Make the
Connection. You may download it electronically from Doc.Sharing in our
course shell or from the university web page, or get a hard copy at the Career Development Office. The Career Development Staff can be an incredible resource for you, so I encourage you to drop by and get to know them!

TAMUC Career Development Office Location: Student Access & Success Center 903.468.3223 Open: Monday-Friday, 8:00 a.m.-5:00 p.m.

http://www.tamuc.edu/CampusLife/CampusServices/careerDevelopment/Make20the20Connection20Handbook202013.pdf

2. Handouts. Besides the textbook, I have prepared a number of handouts with links to online resources that are required reading for specific assignments. The handouts are uploaded to the Course Home Unit and appropriate Weekly Units in the Navigation Tree. The grading criteria for writing assignments are often based on the information and models in those resources.

**Course Description**

**Catalog:** English 341 covers techniques of objective reporting on scientific and technical material; principles of technical exposition; study of language uses; writing samples and principles of various technical reports, including abstracts, proposals, and manuals. Prerequisite: English 102.

**Fall 341 Focus:** The class focus this fall is learning how to prepare a professional portfolio for use in a future job search or graduate school applications. As part of this process, you will be finding and evaluating professional online resources in your field.

The writing assignments will focus on how to format and prepare a letter of introduction (business letter), a résumé (or CV for prospective graduate students), an memo report on potential artifacts, and three memo reports on professional resources. The peer response assignments will teach you how to give and receive feedback on your work.

Finally, you will be preparing an electronic presentation (a PowerPoint video) about your major and profession, an artifact that could be included in your future portfolio.
Learning Outcomes

The outcomes listed below are the learning outcomes for the class. I will be assessing all of the outcomes for the Department of Literature and Languages' program review.

Learners will demonstrate they have:

1. Engaged in a writing process that incorporates revision in response to instructor and peer response feedback. Assessed by: Changes in selected writing assignments from first to final draft.

2. Learned to identify, evaluate, and use a variety of online professional resources such as professional standards regarding ethics and plagiarism, professional organizations, and professional periodicals. Assessed by: The final drafts of the three Memo Reports.

3. Demonstrated they can apply principles from the class textbook and relevant online sites in order to evaluate their own and selected classmates' drafts. Assessed by: Elected peer responses and self-evaluations.

4. Demonstrated they can produce correctly laid out professional documents such as business letters, memo reports, resumes, and annotated lists. Assessed by: Selected final drafts of the Professional Portfolio and Memo Report assignments.

5. Demonstrated they can create a PowerPoint video presentation on their major and future profession for an audience of high school students. Assessed by: PowerPoint video presentation.

Course Requirements

Learners will:

✓ Access and follow all course instructions found in the content area (navigation bar) of the online course platform.
✓ Read all online materials (assignments, resource lists, and feedback comments and rubrics in the gradebook)

✓ Complete and submit assignments electronically using the online course platform's tools/tabs for the Dropbox.

✓ Use the Group Peer Response discussions to give feedback to classmates.

✓ Access their grades in the Pearson Learning Studio (eCollege) gradebook, including comments uploaded in Pearson Learning Studio (eCollege) as well as marked on drafts that have been uploaded to the assignment Dropboxes and gradebook.

✓ Use the Virtual Office to post questions about class assignments.

**COURSE STRUCTURE**

This course is composed of a series of assignments and assessments to assist learners in achieving the course learning objectives.

The assignment handouts uploaded in the course shell in the Home Page and Weekly Units contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary. Any questions about the assignments should be posted in the Virtual Office.

Each assignment will be assessed according to the criteria on the assignment handouts. I will enter grades and upload rubrics as well as feedback on drafts on how to revise. Any questions about grades should be sent to me at my university email.

Some assignments are graded primarily on effort: turn a draft in and receive full credit. In some cases, revisions are required. Other assignments are graded more heavily on the quality of the work produced.

Learners should prioritize work based on the percentage of the grade each assignment is worth and the number of criteria used in evaluation. The higher the percentage and greater the number of criteria, the more time needs to be spent on the assignment. Remember time for revision is built into the course.
There are late penalties if work is turned in past the No Penalty Zone (NPZ) without a documented excuse.

**COURSE GRADING**

The class grade is based on a point system. You will able to access your grade, based on the points earned, and feedback on the assignments you've turned in—as soon as I grade the work and enter the points.

Grading of writing assignments involves customized rubrics. It will take between three and five days to review written assignments, complete the rubrics, and return drafts with comments.

**NOTE:** To access the rubric and feedback, click on the blue hyperlink grade to access the Dropbox where I've uploaded drafts with comments. These comments give you suggestions for revision and editing the drafts. Be sure to review them before turning in a revision.

If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email). Please do not post about grades in the Virtual Office which is a public space.

Grade Equivalencies (based on points earned):

900-1000 = A  
800-899 = B  
700-799 = C  
600-699 = D  
0-599 = F

**Methods of Evaluation**

1. Professional Portfolio (3 assignments) 101 points  
2. Memo Reports (3 assignments) 210 points  
3. Peer Responses & Self Evaluations Rough Drafts (6) 335 points  
4. PowerPoint Video Presentation (3 assignments) 600 points  
5. Weekly Logs (15 logs) 75 points  
   Total 1321 points  
   Extra Credit 3
Assignments

1. Professional Portfolio (101 points)

There are three writing assignments for the Professional Portfolio: a Letter of Introduction, Resume or CV, and Memo Report on possible Artifacts for your future Portfolio.

The rough draft of each assignment is worth 3 points and is evaluated solely on effort (turn in a rough draft on time, and you earn the three points). The feedback on the rough draft uses the grading rubric for the final draft which is evaluated on the quality of the product assessed against the criteria given on assignment rubrics. The Letter is worth 32 points; the Resume or CV, 28; the Memo Report on Artifacts, 32.

The assignment handouts are uploaded in the Week One Unit ("Professional Portfolio") and in Doc.Sharing for download.

The grading rubrics are attached to the Dropboxes in the weekly units when the assignments are due.

2. Memo Reports on Professional Resources (210 points)

There are three memo reports assigned. The first report will cover two professional writing guides that include the definition of and professional standards and ethics concerning plagiarism and misuse of academic resources in your field. The second will report on two professional organizations, and the third will cover two professional periodicals.

The rough draft of each assignment is worth 6 points and is evaluated solely on effort (turn in a rough draft on time, and you earn the three points). The feedback on the rough draft uses the grading rubric for the final draft which is evaluated on the quality of the product assessed against the criteria given on assignment rubrics. The final draft is worth 64 points. The total of the two drafts is 70 points.

The assignment handouts are uploaded in the Week One Unit ("Memo Reports Assignment Handouts") and in Doc.Sharing for download.

The grading rubrics are attached to the Dropboxes in the weekly units when the assignments are due.
3. **Peer Responses and Self Evaluations on First Drafts (335 points)**

Learners who are in similar majors and share some professional goals will be assigned to peer response groups during the first week of class. Learners are responsible for completing peer response rubrics for each group members' drafts, including self evaluations of their own drafts. The rubrics will be shared with group members by class email and uploaded to the Peer Response Dropbox for me to grade. Self evaluations will be uploaded to the Peer Response Dropbox as well. The rubrics are the ones used for grading the final drafts of each assignment.

Peer responses and self-evaluations cannot be revised, but I give full credit for the first one turned in, based on effort, plus feedback that will help in preparing the later ones. The later peer responses will be graded on how well they meet the criteria as given on the assignment rubric. Peer responses will be done for the Professional Portfolio Materials, the Memo Reports, and the PowerPoint Video Presentation.

The assignment handout is uploaded in the Week One Unit ("Peer Response and Self Evaluation Assignment Handouts) and in Doc.Sharing for download.

The grading rubric for each Peer Response and Self Evaluation is attached to a dedicated Dropbox in the Week the work is due.

4. **PowerPoint Video Presentation (600 points)**

The final project will make use of the resources chosen for the earlier writing assignments as well as program information from learners' major departments.

The final draft of the project is a three-minute PowerPoint movie presentation for high school seniors who will be coming to your department's presentation at the Mane Event. The presentation will cover information on the training and skills needed for your future profession that you have learned by doing the three memo reports, and will include information about your department as well as specific resources you have worked with during the semester for your reports. The sources of all the department and professional information will be clearly cited throughout the video and in a Works Cited list at the end.
The graded assignments relating to the video presentation are:

Research materials (bibliographic notecards for all the department and professional resources and a storyboard) (50 points). Graded on effort and completeness.

First Draft (50 points). Graded on effort.

Final draft (500 points). Graded on the criteria on rubric.

The assignment handouts are uploaded in the Week One Unit ("PowerPoint Video Presentation") and in Doc.Sharing for download.

The grading rubrics are attached to the Dropboxes in the weekly units when the assignments are due.

5. **Weekly Logs (75 points)**

This assignment is the online version of an attendance grade. Each week you will turn in a short list of the work you have completed for the class during that week and a list of what you plan to work on for the next week. Weekly logs are graded on timeliness and list format. Each log is worth 5 points. The assignment information and grading rubric are attached to the Weekly Log Dropbox in each week's unit.

6. **Extra Credit (3 points)**

You may earn up to three points added to your final grade during the course. The first point is earned by participating in the Group Introduction Discussion during Week One. The final two points can be earned by reporting an error/mistake on one of the class handouts/assignments at any time during the semester.

Errors/mistakes can be typographical, spelling, punctuation, usage or grammatical errors as well as dead links. To earn your extra credit point, copy the text with the error, identify the error, and upload it to the Extra Credit Dropbox which is in the Course Home.
TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
  - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page.
- Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2007, 2010, 2013 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, learners, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course.

To launch a browser test, login to Pearson Learning Studio (eCollege), click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson Learning Studio (eCollege) Student Technical Support

Texas A&M University Commerce provides learners technical support in the use of Pearson Learning Studio (eCollege).

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with a Pearson Learning Studio (eCollege) Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio (eCollege) Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio (eCollege) Technical Support Representative.

**Help:** Click on the ‘Help’ button on the toolbar for information regarding working with Pearson Learning Studio (eCollege)

(i.e. how to submit to Dropbox, and how to post to discussions, etc.)
myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Policy for Reporting Problems with Pearson Learning Studio (eCollege)
Should learners encounter Pearson Learning Studio (eCollege)-based problems while submitting assignments/discussions/comments/exams, the following procedure MUST be followed.

Learners must report the problem to the help desk. You may reach the help desk at:

1. helpdesk@online.tamuc.org or 1-866-656-5511
2. Learners MUST file their problem with the helpdesk and obtain a help desk ticket number
3. Once a help desk ticket number is in your possession, learners should send me an mail me to advise me of the problem and to provide me with the help desk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser BEFORE the course begins and to take the Pearson Learning Studio (eCollege) tutorial offered for learners who may require some extra assistance in navigating the Pearson Learning Studio (eCollege) platform. ONLY Pearson Learning Studio (eCollege)-based problems are legitimate.

Internet Access: An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

For assistance with the TAMUC library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your
Pearson Learning Studio (eCollege) session and open another browser window going to the Library's web site directly, at the following link: http://www.tamuc.edu/library not from within Pearson Learning Studio (eCollege).

**Learner Support**
Go to the following link One Stop Shop - created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link Academic Success Center - focused on providing academic resources to help you achieve academic success.

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**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

Take some time to read the following information. University faculty have a good deal of latitude in setting some of their procedures. However, in some other cases, university or department procedures apply.

The first set of statements are specific to this course.

The second set of statements are mandated by the University and Department of Literature and Languages.

By staying in the class after reading this syllabus, you are obligated contractually to meet class requirements and follow *all* class, department, and university procedures.

**COURSE POLICIES**

**No Penalty Zone (NPZ):** The No Penalty Zone is a concept I created for my online courses. The NPZ is an automatic extension of the weekly deadline. The deadline for this class is Fridays, 11:00 p.m., U.S. Central Time. This deadline is when all work for the week is due. The NPZ is an automatic extension (you do not need to ask) of 48 hours, for an "on time due date" of Sundays at 11:00 p.m.

As long as the work is turned in by Sundays at 11:00 p.m. (it may be turned in earlier of course!), it's "on time."

**Late Work:** Late work is penalized 25. In this class, "late" means any time after the No Penalty Zone (NPZ) without a documented medical or technological excuse. Since many assignments are weighted toward
rewarding effort and allow revision, your best strategy for success in the class is to turn all your work in on time, understanding that rough drafts are graded on effort not quality.

The only way to fail in this class is to fail to turn in work or to fail to do any revision.

**NOTE:** If you have a medical condition or emergency or some other situation (professional or personal) which affects your ability to do the work for this class, please email me as soon as possible, and I will discuss extensions for you. If this situation is short-term (1-2 weeks), no documentation is needed. If it will affect your work for three or more weeks, then please submit documentation.

**WARNING:** Always aim to complete your work by the official deadline. Then, if life intervenes, you have a safety net.

**UNIVERSITY & DEPARTMENT POLICIES**

**Academic Dishonesty/Plagiarism:** Conduct violating generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

**Literature and Languages Policy on Plagiarism:** Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and learners are expected to do likewise. Penalties for learners guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not
sufficiently meet the academic standards for acknowledging sources. You must acknowledge and document all sources (quoted and paraphrased) in the Memo Reports and PowerPoint Video.

This acknowledgement must be in textual attribution, that is, in the sentences not just in parentheses at the end of paragraphs and in Works Cited pages. Textual documentation requires clear identification of the source (including author’s name and title) within your text (embedded in your sentences for summaries and paraphrases, in parentheses for direct quotes). In addition, page or paragraph numbers (for online sources) must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Unintentional plagiarism is still plagiarism. If you are summarizing/paraphrasing information from the source and fail to incorporate textual attribution, it still can be a case of plagiarism. Using quoted material without parenthetical attribution and Works Cited entries is academic dishonesty that verges on plagiarism.

The first instance of intentional or unintentional plagiarism will result in a failing grade on the assignment, without a chance to revise.

The second instance of intentional or unintentional plagiarism will result in an immediate F in the class, and a report to your Department Head, as well as to your college Dean and the Office of the Dean of Students. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

Online resources on plagiarism:

http://writingcenter.unc.edu

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

**Courtesy:** All learners enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, conduct).

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. Since almost all contact will be take place via electronic means, it is important to be courteous and respectful in responding to ideas that may differ from yours. This is an educational environment, and therefore each
student should exhibit a decorum lending itself to the intellectual exchange of views and ideas.

Online courtesy requires meeting some different standards than face-to-face situations: a good guide to Netiquette can be found at:

http://www.albion.com/netiquette/

**Drop Policy:** The university drop procedure changed as of Summer 2012.

**Students who are eligible may now drop their classes with a “Q” drop grade without Instructor approval through their MyLeo.**

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, University College students etc.). If you have an advising hold, you will have to complete a Drop/Add form and get approvals manually and turn the form in to the Registrar’s Office for processing.

**NOTE:** the process of dropping is manually done at the Registrar's office and is not automatically posted when you submit the form through MyLeo.

The Drop/Add form is located online at: [https://www.tamuc.edu/admissions/registrar/documents/2012DropForm.pdf](https://www.tamuc.edu/admissions/registrar/documents/2012DropForm.pdf)

**The deadline to drop with a “Q” drop grade can be found on the Academic Calendar at:**

[http://www.tamuc.edu/admissions/registrar/academicCalendar.aspx](http://www.tamuc.edu/admissions/registrar/academicCalendar.aspx)

The drop process steps are listed below.

- Go to MyLeo
- Go to Registration, Records & Grades
- Registration
- Register/Add or Drop Classes
- Select a Term
- Under “Action”, click on Course Drop
- Click on “Submit Changes” at bottom form

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. The Withdrawal Form is available at:
These forms must be turned in to the Registrar’s Office for processing.

**Incomplete Grades:** The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

As this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the Pearson Learning Studio (eCollege) platform. The class platform is available for student access for only two weeks after the close of each semester.

**ADA STATEMENT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all learners with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu
CLASS CALENDAR SPRING 2015

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course.

Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur and will be sent out by the class email.

WEEKLY DUE DATES

All assigned work for the week is due Friday of each week, at 11:00 p.m. Central Time USA.

The No Penalty Zone (NPZ) deadline is the following Sunday, at 11:00 p.m. Central Time. As long as work is uploaded to Pearson Learning Studio (eCollege) by the NPZ, it is considered on time.

Late work will receive a grade penalty of 25% unless you provide documentation concerning a medical or technological emergency that prevented you from turning work in on time.

WEEK ONE January 19-23
Read and review *Make the Connection* & Class Handouts
Post in Group Assignment Discussion (Extra credit point)
Upload: Weekly Log

WEEK TWO January 26-30
Upload: First Draft Letter of Introduction
Weekly Log

WEEK THREE February 2-6
Upload: Peer Response Rubrics, Self-Evaluation for Letter
Weekly Log

WEEK FOUR February 9-13
Upload: First Draft Resume or CV
Weekly Log

WEEK FIVE February 16-20
Upload: Peer Response Rubrics, Self-Evaluation for resume or CV
Weekly Log
WEEK SIX February 23-27
Upload: First Draft Memo Report Artifacts
       Weekly Log

WEEK SEVEN March 2-6
Upload: Peer Response Rubrics, Self-Evaluation for Annotated List
       Weekly Log

WEEK EIGHT March 9-13
Upload: First Draft Memo Report #1
       Weekly Log

WEEK NINE March 16-20  SPRING BREAK NO WORK DUE

WEEK TEN March 23-27
Upload: Peer Response Rubrics, Self-Evaluation for Report #1
       Bibliographic notecards & Storyboard for PowerPoint Movie
       Weekly Log

WEEK ELEVEN March 30-April 3
Upload: First Draft Memo Report #2
       Peer Response Rubrics and Self-Evaluation for PowerPoint.
       Movie
       Weekly Log

WEEK TWELVE April 6-10
Upload: Peer Response Rubrics, Self-Evaluation for Report #2
       Weekly Log

WEEK THIRTEEN April 13-17
Upload: First Draft Memo Report #3
       Weekly Log

WEEK FOURTEEN April 20-24
Upload: Peer Response Rubrics, Self-Evaluation for Report #3
       First Draft Power Point Movie
       Weekly Log

WEEK FIFTEEN April 27-May 1
Upload: Final Drafts Letter and Resume or CV
       Weekly Log
WEEK SIXTEEN May 4-8
Upload: Final Drafts, Memo Reports #1-3
        Weekly Log

WEEK SEVENTEEN May 11-15 FINALS WEEK
Upload: Final Draft PowerPoint Movie
        Final Draft Memo Report Artifacts