University of Utah ~ Spring 2021 ~ Pamela Balluck, Ph.D.
Professional Writing, WRTG 3015–90 (including –290), –91, & –92
(merged as "–90" only in Canvas @ utah.instructure.com)
~ Asynchronous ~
~ Community Engaged Learning (C.E.L.) Designated ~

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

Office & Hours: **Mondays & Fridays 9:00–10:00 a.m.** and **Wednesday 10:00 a.m.–11:00 a.m.** via Canvas "Chat"; Zoom meetings by appointment (but not during Chat hours)

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

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

Canvas Help: tacchelpdesk@utah.edu; 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, U.I.T. [University Information Technology], and T.L.T. [Teaching & Learning Technologies] have expanded the number of laptops and hotspots available for checkout; see:
lib.utah.edu/coronavirus/checkout-equipment.php

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NOTE: Professional Writing is a rigorous course. See the Schedule beginning p. 14, my late-paper policy on p. 8, & 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 and business professions but not solely in business. Students will practice (**individually and on a team**) writing a variety of professional documents, such as resumes, letters, and memos, including proposals and reports. (This is a different course from Business Writing, WRTG 3016, which you can read about in the Catalog.)

Two key assumptions behind this course are:

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

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

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

•   analyze a writing task and its rhetorical **context**, including the purpose of the written communication, its intended audience (plus unintended—"shadow readers"), and constraints.

•   study the basic features of professional writing **genres** (emails, letters, resumes, memos, reports, proposals, etc.) and learn how to modify these features in response to audience and situation.

•   write useable, persuasive, clear, accurate, and readable documents.

•   develop a professional style of working in teams and managing team projects.

•   learn to read carefully and respond accurately to written texts and instructions.

REQUIRED TEXTS

All texts will be made available to you electronically via Canvas. I am *not* requiring you to buy a textbook. My scans *from* textbooks may not be pretty PDFs but are readable. I don't use Canvas "**Modules**" as most do but as a filing cabinet for texts I've introduced for each assignment; you should be able to find what you're looking for under the assignment or readings category in Modules. A lot of the readings are compliments of the **Purdue OWL** (Online Writing Lab): **owl.purdue.edu/owl/purdue_owl.html**.

You should be able to access assigned readings and other course materials **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 is available

in PDF or in Word, download it to a hard-drive folder you create for this course.

COURSE REQUIREMENTS

INDIVIDUAL ASSIGNMENTS	% OF FINAL GRADE
Job-Search documents (Cover Letter [10%]; Resume & References [10%])	20
Policy Recommendation Memo (Social Media in the Workplace)	15
Mid-Term Progress Report	10
Quizzes (*see below)	5
Individual Participation	5
Team (Group) Participation (**see under "Grading Scale," p. 9)	10
TEAM ASSIGNMENTS (Community Engaged Learning, C.E.L.)	
Researched C.E.L. Annotated Bibliography Memo	15
Final: C.E.L. Grant Writing	20
	___
	100

Please note that major assignments incorporate a number of smaller (Complete/Incomplete) assignments (including research, updates, reviews of drafts, and reviews of reviewers) that will count toward **"Individual Participation"** (worth 5%—see above, under Individual Assignments). Even if you "Complete" an assignment, how you do so will be reflected in Individual Participation. I will keep notes on your engagement throughout the semester. 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 my feedback. **For instance**, if I explicitly assign you not to do something with fonts or margins and you decide to ignore the assignment's instructions, your participation will be noted by me as negative.

QUIZZES, which are not always weekly, 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 are available at 12:00 a.m. the beginning of each week that 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 midnight *Friday* when it contains reminders about the assignment, leaving you time to do something about it. 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 once you begin a quiz, so make sure you have time to finish and submit it within 3 hours. Each question will be worth one point (there are no partial points; either all right or not), and the number of questions in each quiz will vary (quizzes might be long or short). 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 comment on the graded quiz or you may send me an "Inbox" email (with an informative Subject line).

COURSE POLICIES AND PROCEDURES

As labeled at the top of this Syllabus, this online section of WRTG 3015 is **asynchronous**, which means there is no portion during which students and I have to be online together at the same time (in real time), except of course when I'm available on "Chat" (which I reveal on the menu bar) in Canvas during Office Hours and during Zoom appointments. 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. 14).

I will point very short Welcome videos each week and occasionally to further explain some things already in writing, but please don't expect my videos to be lectures, per se. This course, pre-Covid, was designed for people desiring asynchronous learning, and I realize many of you, had you the choice, would be taking synchronous and in-person sections of this course. Class communications, unless I meet with you individually (or later, as a research-and-writing team) 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. As I write first above: 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 very beginning of each week, you should read what I have posted in Canvas for the "Week" at "Home." I will not be posting 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. All the published Weeks will be archived in "Pages"; the current "Week" will always be posted as "Home."

If you are not already familiar with Canvas, use the tutorials Canvas provides under Help. If you're well versed in Canvas, my Canvas classroom may look and function differently from others you've navigated. 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**. Customize your Canvas **"Notifications"** settings, which you can set to tell you when new things are happening in our classroom via email, text, or however you prefer to be notified. Before I post or change a Page, I check a box for Canvas to notify you when I do. And, when I post in "Announcements," you should receive notification. Go to: "Account" (upper left); then click on **Notifications** and choose.

As the course begins, once you have read, questioned me about if needed, and understand WRTG 3015–90 (–290), –91, & –92'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 now, 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 find a section of WRTG 3015 other than those I teach that will work for you.

FORMATTING, SAVING, AND SUBMITTING DOCUMENTS

Papers in this course should:

•   be on 8 1/2 x 11" pages;

•   have **1" margins** all around;

•   have **left-aligned** margins (*except perhaps for resumes*, *which could be "justified"*);

•   be **single-spaced**;

•   be in a 12-point **font**, preferably Times New Roman or similar (I will share an article with you that suggests 11-point for resumes, but *other than that one assignment*, **do not** go smaller than 12).

•   be black on white **(no color)**

The above and the below formatting is important to me and therefore should be for you in this course if you aim to please me as audience (reader-focused writing); 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 of sorts to help explain when returning feedback and grading.

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

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

Spacing, then check the box *not* to add space).

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

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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 "1" is not single** spaced).

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

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Submitting documents as attachments in "Assignments":

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

  When they are documents that **you** have written, I prefer to read and give feedback in Word. If you don't have Word, go to software.utah.edu/ and **check out what's free to you as a student**. I do not have the capability of giving you as precise feedback on PDFs as I can on Word docs with "Comment," "Track Changes," and multi-color highlighting (including being able to view and comment on your formatting), but I will accept .pdf documents. However, when you are assigned to share files with your classmates for feedback, I will not accept PDFs for the documents you have written (in the Policy Recommendation assignment, your Minto pyramid may be a PDF), because I want everyone to practice using Comment and Track Changes; the Final must be in Word.

• Your files should be saved/named with *your last name first* (e.g., JonesCoverLetter.rtf, SchwartzResumeDraft.doc, FlemingJobAd.docx, LiJobAd.pdf). **The file name of every attachment submitted to me should begin with the last name of the student submitting it, and . . .**

• In the second half of the semester, when submitting documents as a team of writers, the files should be named beginning with "Team" and then the number I've assigned (e.g., Team13ABMemoDraft.docx, Team1BetweenProjectsMemo.rtf, etc.).

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As stated above, I will give feedback on drafts and on graded papers using **"Comment"** and

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

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

TECHNICAL PROBLEMS

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

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

CANVAS "INBOX" ~ ELECTRONIC COMMUNICATION

Writing in this course should be in proper English and not in abbreviated, all-lower-case, casual writing, such as one might use for texting or instant messaging. This is a formal writing course, and your writing should be in good form. Students should proofread and spell-check before sending or posting communications. Students should address by name (spelled correctly) the person the message is to, and they should sign off by name, and should use whole words, (within reason) not abbreviations. You should write **user-focused Subject lines** (see readings on Email stored in Canvas "Modules"). Please Umail (utah.edu) me only if you cannot contact me via Canvas "Inbox" (as I said on p. 1, my Umail address automatically receives Notifications of Inbox messages). One example of what I mean by **a "user-focused" or reader-centered Subject line** would be the information that you are in WRTG 3015–90 –290, –91, or –92; another example is the inclusion of what the email is about (hence it being called a Subject line).

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 classroom are still off-topic in an online posting.

• Disrespectful language and photos are never appropriate.

• Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. I may remove online postings that are inappropriate.

• Do not use ALL CAPS, except for certain titles and abbreviations; and do not overuse punctuation marks such as exclamation points and question marks.

WEEKLY DEADLINES

At the beginning of each week, that Week's assignments (coinciding with the Schedule below beginning on p. 14) will be posted at "Home" a.k.a. "Front Page" (usually by midnight Sundays), 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 Drafts deadline for peer feedback (it 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 A.D.A. statement below.)

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 by— I hope not!—a death in the family or something equally as dire (if I change 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 A.D.A. statement below.)

GRADING SCALE (**see below)

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

**After (team) Final papers are turned in, each team member has an opportunity to confidentially assess (grade) others' participation. Team members receive the same grades on papers, but if they (and I) assess a certain member as having contributed little or having contributed poorly, that person's Team Participation grade (worth up to 10 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: 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 under these trying conditions, 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. The last day to Drop is before the end of Week 2, and the last day to Withdraw is in Week 8. To learn more about the University's Drop / Withdrawal Policy, go to: 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

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

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

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

U OF U'S CONTENT ACCOMMODATION POLICY

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

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

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

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

OTHER STATEMENTS & POLICIES

Americans with Disabilities Act (A.D.A.) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice

needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 801.581.5020 (V/TDD) to make arrangements for accommodations. Also see disability.utah.edu/.

Department of Writing & Rhetoric Studies Diversity Statement (2020-2021)

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

Student Names & Personal Pronouns

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

Undocumented-Student Support Statement

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

OTHER STUDENT RESOURCES

Addressing Sexual Misconduct

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

Campus Safety Statement

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

English Language Learners

If you are an English 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.

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 electronically in red, and the date of the update will appear in red in the left footer.

WEEK 1 ~ Beginning T 1/19

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

Intro to: Job Search assignment you'll begin next week

WEEK 2 ~ Beginning M 1/25 (*Last Day to Drop is Friday*)

~Quiz 1 **DUE by midnight *Friday*** (contains reminders about Job-ad assignment)

~Job-ad-target ideas **DUE** in "Assignments" **by midnight *Sunday*** for my approval; you may not submit Drafts next week if I have not approved your target audience first

WEEK 3 ~ Beginning M 2/1

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

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

WEEK 4 ~ Beginning M 2/8

~Return feedback to peers **by midnight** *Wednesday*

~Consider feedback and revise

 ~Quiz 3 **DUE by midnight** *Friday*

~Peer-Review-Reviews Memo **DUE by midnight** *Sunday*

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

Intro to: Policy Recommendation Memo you'll begin next week

WEEK 5 ~ Beginning T 2/16

~Quiz 4 **DUE by midnight** *Friday*

~Drafts of Policy Recommendation Memo assignment **DUE** to me and peers for feedback **by midnight** *Sunday* (see p. 8 of this Syllabus under "Weekly Deadlines")

WEEK 6 ~ Beginning M 2/22

~Return Policy Recommendation feedback to peers **by midnight** *Wednesday*

~Consider feedback and revise

~Quiz 5 **DUE by midnight** *Friday*

~Peer-Review-Reviews Memo **DUE by midnight** *Sunday*

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

 Intro to: Mid-Term Memo assignment due next week

WEEK 7 ~ Beginning M 3/1

Intro to: Collaborative Writing & Community Engaged Learning

Intro to: C.E.L. Team members you'll be working with and sharing grades with for remainder of the semester and team members make introductions to one another

~Midterm Memo "Assignments" dropbox opens on Wednesday (do not turn in before you have made team-member introductions above)

~Quiz 6 **DUE by midnight** *Saturday*

~Midterm Memo **DUE by midnight** *Sunday*

WEEK 8 ~ "Reading Week" ~ Beginning M 3/8 (*Last Day To Withdraw is Friday*)

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

~Review reading on Collaborative Writing to prepare for team discussions about how to organize

WEEK 9 ~ Beginning M 3/15

~Teams discuss assigned reading on collaborative writing and ways of organizing and running a research-and-writing team ~ make sure you've discussed everything you should before jumping headlong in ~ perhaps get set up together on GoogleDocs, Microsoft SharePoint, or another platform. Discuss the Annotated Bibliography Memo assignment and how to approach it as a team before you get going

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

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

WEEK 10 ~ Beginning M 3/22

~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 11 ~ Beginning M 3/29

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

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

~Discuss Between Projects Memo & begin drafting

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

WEEK 12 ~ Beginning T 4/6 (*Last Day to Elect CR/NC is Friday*)

Intro to: (team written) Final assignment handout

~Teams work on preparing **Draft** of Final's "Letter of Introduction" **DUE by midnight** *Friday*

WEEK 13 ~ Beginning M 4/12

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

~Teams discuss my feedback and how to go about editing and revising then writing Final Memo

WEEK 14 ~ M 4/19 (*Last Day To Reverse CR/NC Option is Friday*)

~Teams work on Drafts of Final for feedback

~(Team) **Drafts** of Final **Letter and Memo DUE by midnight** *Friday* for my feedback

WEEK 15 ~ M 4/26 & T 4/27

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

~Teams ask questions of me while I'm available through Tuesday to discuss papers

FINALS ~ T 5/4

~Team-Written Finals **DUE** by **12:00 p.m.** (noon)

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