Project 2: Instruction Set Group Project

# Instruction Sets, Surveys, and Group Work Documentation

ENGL 2311

For this project you will be tasked with crafting an instruction set that teaches the reader how to play a game. The choice of game is up to you, it can be something as simple as a game of tag to something more complicated like a video game as long as you and your group create all documentation. Like with Project 2, this should be accompanied by a set of meeting minutes and an agenda.

# Documents Due

1. Instruction Set
2. Reflective Memo
3. Meeting Agenda
4. Meeting Minutes

To Do

* + Select a game that you will use to be the basis of these instructions and work to understand said game such that you would consider yourselves experts in playing it.
  + Create a set of instructions that explain how to play the game, paying attention to design and formatting not just in what makes for good technical writing in general but what would match well with the subject matter of the document.
  + During the process of creating this document, you should also hold at least one meeting with accompanying documentation (an agenda to plan the meeting beforehand and a set of minutes to record what happens during it).
  + As always, you should craft a reflective memo detailing your experiences with the project; these memos should be 500 words and completed individually

Tips to Consider

* + Contextualizing information can help situate a reader and better understand what it is they are doing and why they are doing it.
  + Visuals such as pictures and graphics can help to convey information that may be hard to describe.
  + The way in which content is organized is just as important as the content itself. Consider how elements like section headers, table of contents, and other organizational strategies and tools help readers in finding information.
  + Using simple tweaks to your formatting can help to prioritize certain kinds of information (such as by **bolding** certain words, using different fonts for different purposes, or any other *method* that can make particular words stand out from the rest).

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| --- | --- | --- | --- | --- | --- |
| **Instruction Set** | | | | | **Total** |
|  | **3** | **2** | **1** | **0.5** |  |
| *Formatting* | Instruction set is well organized and coheres with genre conventions. Information is presented in an easily navigable and understandable way. | Instruction set complies with genre conventions but may have minor issues in its execution. | Instruction set is missing key elements of the genre or is otherwise difficult to navigate, but the overall step-by-step guide is still able to be followed. | Instruction set has no clear formatting or design methodology behind it. |  |
| *Execution* | Instruction set is free of grammatical errors and presents a clearly understandable guide for achieving the aims it establishes. | Instruction set has minor grammatical errors that don’t interfere with the legibility of the document. | Instruction set has minor grammatical errors that make the document more difficult to understand. | Instruction set is not understandable and/or unclear in what it is attempting to present. |  |
| *Content* | The content of the instruction set is clear in what it is presenting and leads the reader to a reproducible end point. | The content of the instruction set is somewhat unclear but generally still understandable. | The content of the instruction set may be generally unfocused. | The content of the instruction set is completely unclear and doesn’t direct the reader to the end goal. |  |
| *Aesthetic Presentation* | Instruction set is well designed and the aesthetics compliment the content in a way that makes the reader want to engage with the document. | Instruction set has a clear design and aesthetic ethos but may be distracting or under-implemented in some areas. | Instruction set has a design ethos but it lacks consistent implementation or is otherwise not fully realized. | Instruction set has no clear design ethos. |  |
| **Meeting Agenda** | | | | | |
|  | **1** | **0.75** | **0.5** | **0.25** |  |
| *Genre Compliance & Detail* | Meeting agenda is planned clearly and in a way that coheres with genre conventions. | Meeting agenda is planned clearly and attempts to cohere with genre conventions. | Meeting agenda makes an attempt to be well organized and cohere with genre conventions but misses some key elements or details. | Meeting agenda does not make an attempt to cohere with genre conventions. |  |
| **Meeting Minutes** | | | | | |
|  | **1** | **0.75** | **0.5** | **0.25** |  |
| *Genre Compliance & Detail* | Meeting minutes are recorded clearly and in away that coheres with genre conventions. | Meeting minutes are recorded clearly and attempt to cohere with genre conventions. | Meeting minutes make an attempt to be well organized and cohere with genre conventions but miss some key elements or details. | Meeting minutes do not make an attempt to cohere with genre conventions. |  |
| **Reflective Memo (x0.5)** | | | | | |
|  | **1** | **0.75** | **0.5** | **0.25** |  |
| *Design & Content* | The document coheres with genre conventions and information is organized in a comprehensive and clear way. The content is well written and presents a clear reflection on the process of and intention behind the creation of these documents. | The document makes moves towards genre conventions but may be missing some key elements. Content is well written but may be missing some elements of reflection. | The document is generally aligned with genre conventions but may be disorganized in a way that detracts from the content. Content is somewhat disorganized and difficult to follow, but still presents an attempt at reflection. | The document makes no attempt at cohering to genre conventions. Content is disorganized and missing key elements of reflection. |  |
|  | | | | | **/15** |