



WRT 307-241 Advanced Professional/Technical Writing

Spring 2024 Syllabus

January 16 – April 28, 2024

3 credits

Instructor:	Dr. Cynthia Pope
Class Meeting Time:	12:30-1:50 pm Tu/Th in Sims Hall, Room 437
Email:	cmpope@syr.edu
Office Location:	229 HB Crouse Hall
Contact Information:	507-382-6121 cell/text by 10 pm (even on weekends)
Office Hours:	Mondays 11 am - noon EST via Zoom + or by appointment https://syracuseuniversity.zoom.us/j/95614481207/ Meeting ID: 956 1448 1207

COUNSELING & STRESS RELIEF INFO

- COUNSELING SERVICES
Private & free counseling services available 24/7 at [Barnes Ctr The Arch](#) **315-443-8000**.
Receive ongoing assistance M-F at **315-443-4357** or email studentsupport@syr.edu.
Make an [online referral](#) for yourself or a classmate you care about.
- SPIRITUALITY
Hendricks Chapel offers a food & toiletry pantry as well as spirituality services.
Contact 315-443-2901 or visit the [Hendricks Chapel website](#).
- BIAS & HATE ON CAMPUS
Learn what constitutes a [biased & hate fueled crime](#).
[Report a bias-motivated incident](#) to Public Safety Dept.
- PERSONAL SAFETY
Call **315.443.2224** to report suspicious activity.
Report anonymous tips to authority using [Silent Witness Tool](#) or [Orange Safe app](#).
- STRESS RELIEF OPTIONS
Stress relief podcasts <https://podcasts.apple.com/us/podcast/decompress/id1506861758>
Free virtual museum exhibits <https://apple.news/AoXUX57qoTzuLREnMdxoSvQ>
Mr. Potato video <https://www.youtube.com/watch?v=kgxz0YKu9DA>
Meditative music to decompress <https://www.youtube.com/watch?v=AYtA3V5s92E>



Welcome & Course Description

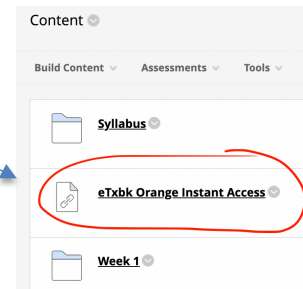
Professional & technical writing communicates complex information to solve problems or complete tasks. It requires not only knowledge of workplace genres, but also a skill of composing artifacts for said genres. This course allows students to analyze and practice rhetorical professional writing situations that include memos, proposals, instructions, research reports, & presentations. Specifically, five units in focus: Onboarding Project, Instructions Project, Proposal Project, Formal Report Project & Oral Presentation.

Required Text

Anderson, Paul V. *Technical Communication: A Reader-Centered Approach*. 9th edition. Wadsworth, 2018. ISBN: 978-130-566-7884.



- Syracuse University has partnered with eCampus.com to deliver required course materials directly within Blackboard. Cost of the ebook is included in your tuition at so you do not pay a separate bill for this eTxbk.
- Follow these steps to access the eTxbk
 - Log into [Blackboard](#).
 - Click on [Content](#) tab.
 - Click on [eTxbk Orange Instant Access](#).
 - If you would like to opt-out of participation in this program, you may do so through the "Orange Inclusive Access" link in Blackboard. Last day to opt out is **Jan 30**.
 - eTxbk cost is approximately \$40.
- For troubleshooting resources, contact
 - Tier 1 Support: syracuse@ecampus.com
 - Tier 2 Support: inclusiveaccess@ecampus.com
 - Curtis Schwister of eCampus at cschwister@ecampus.com
 - Vital Source Support [here](#)
 - SU Help Desk [here](#)
- For Unit 2, purchase a set of Legos® available in the SU Bookstore, Amazon, or mass merchandiser (i.e. Target, Walmart, etc.). Don't purchase a complete kit, such as Lego Castle, Lego X-Wing Fighter, Lego Speed Boat, etc.); instead, substitute any other basic Lego box set that contains loose, multi-purpose pieces. Split the cost w/ partners since this is a group project.



Learning Outcomes

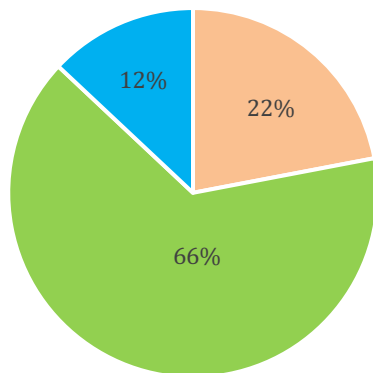
Passing this course means you will be proficient in the three learning outcomes common to most undergraduate professional and technical writing courses:

- 1. Locate and critically evaluate information,**
- 2. Communication effectively interculturally, and**
- 3. Identify, define, and solve problems**



1. Students will use rhetorical analysis and effective persuasion practices to produce user-centered documents in situated workplace genres for organizational ecologies. SU's Shared Competencies this course are [here](#).
2. Students will produce work that successfully incorporates accessible media objects into print and digital texts.
3. Students will produce a sustained, multiple-product group project that incorporates varied workplace genres & technologies.
4. Students will produce instructional documents that incorporate audience assessment, a basic usability assessment and report, and multi-level document principles.
5. Students will learn to recognize and reflect upon the ethical dimensions of professional writing, including consideration of such issues as professional codes and inclusive language.
6. Students will compose with an awareness of diverse global and transnational cultures.

Summary of Assignments



■ Daily Work ■ Projects ■ Final

Scale for Final Grade	
A	681-740 pts
B	605-680
C	529-604
D	453-528
F	0-452

Daily Work: In-class individual & group exercises designed to prepare students for projects

- Disco Forums 50 points
- Activities 120 points

170 points

Projects: Various large projects performed both Individually & collaboratively w/ international students

- Onboarding 90 points
- Instructions 100 points
- Proposal 90 point
- Formal Report 170 points
- Oral Presentation 50 points

480 points

Final: Various projects completed to wrap up the course process & determine competency

- ePortfolio 10 points
- Reflection 10 points
- Final Exit Eval 10 points
- post-Correspondence 10 points
- Partpn/Attdnce 50 points

90 points

Ma

the course,

ust be completed; failure to complete any one project will result in an F for

A	92-100%	B+	89%	C+	79%	D+	69%
A-	90-91%	B	82-88%	C	72-78%	D	62-68%
		B-	80-81%	C-	70-71%	D-	60-61%



The letter grade I assign to each project is signified in the chart below.

A	An employer would be delighted to send this document because the writer has exceeded expectations by producing a particularly well-written, complete, creative, and audience-specific solution to a problem.
B	An employer would be comfortable sending this document. It meets the needs of the audience and does not contain any serious problems.
C	An employer would be reluctant to send this document because of one major problem and/or several minor ones.
D	An employer would not send this document.
F	An employer would realize the writer missed the point of the assignment & the company's standards of excellence.

Unit 1: The Onboarding/Resume Project

This project introduces fundamental principles central to the course. Because many companies use the "onboarding process" to orient new employees, this project builds skill sets as a writer, editor, & collaborator. Students will produce an individual portfolio & do numerous collaborative projects, all of which showcase understanding of technical communication, rhetoric, workplace conventions, and genres.

120
points

Unit 2: The Instructions Project

This is a collaborative project, which addresses two skill sets:

- To teach, to instruct, to demonstrate, or to document procedures is a prevalent form of writing. We'll engage in this skill set during the semester.
- Much of professional writing will never see publication, will not be linear in design, and will require very different skills of both readers and writers than traditional paper texts. As a result, this project will address non-linear doc design & non-linear texts.

110
points

Units 3-4: The Proposal / Formal Report Project

This feasibility study requires group collaboration, starting with a problem or need, researching plausible improvements, designing, & producing an approach resulting in a solution. Topics must be local (not state or intl. affiliated) and real to our community. This project involves multiple genres, most notably a substantial proposal and report, & demands workflow management skill sets. The proposal leads to the formal report, which ends with the oral presentation.

170
points

Unit 5: Oral Presentation

This oral presentation is a creative outlet summarizing the Formal Report project using IMRaD structure. Students create slides using Canva, Power Point, etc. and orally record vocal comments using progressive professional software.

50
points



Final Project

The final involves several components:

- ePortfolio (final digital collection of all course projects for future employment use)
- post-Correspondence Case (measures growth from pre-Correspondence Case from Wk 1)
- Exit Survey (points for completing survey re: CPope & the course itself)
- Final Reflection (points for measuring skill set growth from Wk 1)

40
points

Late Assignments

I allow one late assignment per semester from each student (excluding Unit 3 Proposal, Unit 4 Formal Report & all proposals/ drafts/ peer reviews) & treat it as though it were not late. **If you know you cannot meet a deadline, talk to me immediately & I'll be happy to accommodate you fairly.**

Feedback and Grading

You will receive different kinds of feedback during this course: From fellow students at SU and me. All are important because they tell you in various ways how readers are responding to your writing. This feedback will also help you learn how to assess your own work. Department policy is to have assignments graded and personalized comments attached within a week.

Accommodations

There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. If you would like to discuss disability-accommodations or register with CDR, please visit their website [here](#), call (315) 443-4498, or email disabilityservices@syr.edu for more detailed information as soon as possible to begin this process since academic accommodations are generally not provided retroactively.

Contacting Me

- Call or text me at 507-382-6121 (by 10 pm, even on weekends)
- Email me at cmpope@syr.edu
- Visit me (optional) during Zoom office hours each Monday 11 am-noon EST via Zoom
- <https://syracuseuniversity.zoom.us/j/95614481207> / Meeting ID: 956 1448 1207
- Request a special Zoom meeting
- Changes to assignment deadlines due to inclement weather, personal emergencies, etc. will be posted to Blackboard home page. I will also notify students via SU email

Additional Assistance

When assistance is needed, students have many resources. Below are a few students in this class will likely use.



IT Help Desk	315-443-2677	Science & Tech Bldg., Room 1-227
Center for Learning & Success	For tutoring & academic coaching	Bird Library, Room 014
Health & Wellness Center	315-443-8000	Barnes Center
Writing Center & Tutoring	Make an appointment here	101 HB Crouse Hall
Syracuse Hillel	315.422.5082	102 Walnut Place, <i>Winnick Hillel Center for Jewish Life</i>
Muslim Student Life	856-266-8625 / MSL@syr.edu	Hendricks Chapel
Intercultural Collective	Office of Multicultural Affairs / Disability Cultural Center / LGBTQ Resource Center	Schine Student Center

Religious Observance

SU's religious observances policy, found [here](#) recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes through MySlice/Student Services/Enrollment/ My Religious Observances. Also, a **Prayer & Reflection Room is available in SU Bird Library, Floor 3, Room 314.**

The Writing Center

Experienced writing consultants at the Writing Center (101 HB Crouse Hall, on the Quad) can teach you how to succeed on individual assignments and ultimately become a better writer. Online appointments are available [here](#) throughout the semester and can be reserved up to seven days in advance via their online scheduling program. This is a **free** resource to all students and highly recommended for every assignment you work on in this class.

Academic Integrity

SU's Academic Integrity Policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, attendance, participation, and class activities. **The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors.** SU students are required to read an online summary of the University's academic integrity expectations and provide a signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

Faculty and instructors decide grade penalty determination and have discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. **Any established violation in this course may result in course failure regardless of violation level.**

Figure 1: Violation and Sanction Classification Rubric from SU Academic Integrity Policy

Orange SUccess

Orange SUccess promotes student success through communication to students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I will contact you and your advisor to create success strategies for your success. Likewise, I send “kudos” through this system to acknowledge your efforts. Please check your syr.edu account daily and respond quickly if you receive an email from Orange SUccess.

Participation & Attendance

It's essential that you participate fully in class as much as possible. Lack of preparation will affect your classmates work as well as your own. I'll do my utmost to offer digital options and keep the classroom environment safe. Also, note **I allot substantial points for participation and attendance, so attend class & be prepared.**

Code of Conduct

SU seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, SU seeks a community free from violence, threats, and intimidation. As a student at the University, you are expected adhere to Board of Regents Policy: *Student Conduct Code* (click [here](#)).

Note that the conduct code specifically addresses disruptive classroom conduct, which means *engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.*

Mental Health & Stress Management

As a student you may experience a range of issues that can cause barriers to student learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. SU services are available to assist you. Learn more about the broad range of confidential mental health services [here](#).



Academic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means

- Plagiarizing, cheating on assignments or examinations
- Engaging in unauthorized collaboration on academic work
- Acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.
- Students are allowed to use Artificial Intelligence, such as CHAT GPT, for brainstorming, not for inserting text into their final artifacts.
- Students are not allowed to use previous course assignments for this or any other course projects.

Top 20 AI tools for productivity

1. **ChatGPT for Google Sheets**: Plugin to supercharge your spreadsheets.
2. **ChatGPT For Gmail**: Leverage the power of ChatGPT within Gmail.
3. **Cohesive AI**: Create world class content by generating the perfect prompts.
4. **Pod**: The AI sales copilot to win more deals.
5. **Bard**: Google's AI based chat service.
6. **RizzGPT**: Wearable glasses that have AR and AI built-in.
7. **OpenAssistant**: The AI equivalent of Siri or Alexa.
8. **TravelAI**: Your personal travel assistant powered by AI.
9. **Stable Diffusion**: Text-to-image tool that creates realistic images.
10. **Adobe Firefly**: Generatively fills missing pieces of an image.
11. **ChatGPT**: The OG AI language model.
12. **Hugging Chat**: The first open source alternative to ChatGPT.
13. **AdsAgency AI MVP**: Optimize your ads performances 10X better with AI.
14. **Audiocraft**: Text-to-music AI Tool.
15. **AgentGPT**: An AI Agent that completes task with human help.
16. **Rask AI**: Translate videos into 60+ different languages.
17. **Trinka**: Grammar checker and language correction tool.
18. **AutoGPT**: An AI Agent that completes task for you autonomously.
19. **Guidde AI**: Create how-to videos in seconds.
20. **TensorFlow**: Create machine learning models.

If determined that a student has cheated, s/he may be given an "F" for the course and may face additional sanctions from the University. For additional information, please visit [here](#). The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty [here](#).

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program—all unacceptable behaviors in the University setting. Click [here](#) for Board of Regents Policy.

Disability Accommodations

SU is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS [here](#).

Equity, Diversity, Equal Opportunity & Affirmative Action

SU believes that everyone should be treated with dignity and respect. Resources for ensuring that you are aware of your rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community can be found [here](#). SU provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status,



disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy [here](#).

Food Pantry

SU has a free food pantry (including toiletries) located in Hendricks Chapel. If in need, click [here](#) for more information.

Video Game/VR Room

SU Bird Library Room 458 is a place for SU students to play video games on large TV screens & to experience virtual reality. Click [here](#) for hours.

Schedule

Subject to change based on class progress. **Assignments, including weekly quizzes, are due in the drop box on 11:59 pm by each due date, usually Sundays. Days other than Sunday are highlighted in the chart to alert a change in normal routine.**

Week	Date	Readings/Activities	Assignments due by 11:59 pm on each due date
Wk 1	Jan 16	<ul style="list-style-type: none"> Intro to Course & CPope on Bb Home Page Review Syllabus & access eTxbk Complete FlipGrid assignment Read Ethics in the Workplace Review What is Tech Communication? PP Review Understanding Audience Review Ch. 10 Developing Effective, Professional Style 	<ul style="list-style-type: none"> Complete FlipGrid assignment by Jan 21 Complete Week 1 Prompt assignment by Jan 21
	Jan 18	UNIT 1 ONBOARDING <ul style="list-style-type: none"> Review Ch. 21 Letters, Memos & Emails Review Writing style <ul style="list-style-type: none"> Technical Style Diplomacy & Tone Style, Editing & Justification Review pre-Correspondence Memo 	<ul style="list-style-type: none"> Pt 1 Diplomacy & Tone Memo by Jan 21 Pt 2 Tech Style & Justification Memo by Jan 21 Pre-Correspondence Case Memo by Jan 21
Wk 2	Jan 23	<ul style="list-style-type: none"> Review Ch. 2 Writing Effective Resume Create resume shell & eSignature Review Cover letter (pp. 42-43 + pp. 372-373) in eTxbk Do Resume Group Discussion 	<ul style="list-style-type: none"> Resume Group Discussion by Jan 28 Resume Conventions Discussion by Jan 28
	Jan 25	<ul style="list-style-type: none"> Finish Resume Final & Cover Letter (letterhead) Do Resume Conventions Discussion Do Email Signature Line Assignment 	<ul style="list-style-type: none"> Resume Final & Cover Letter by Jan 28 Email Signature Line Assignment by Jan 28



Wk 3	Jan 30	<ul style="list-style-type: none"> Review Ch. 20 Designing Websites & ePortfolios ePortfolio shell In-class Thank You Card activity Sign up for 1:1 conference w/ CPope or Writing Center tutors 	<ul style="list-style-type: none"> Thank You Card assignment in-class Jan 30 (Tues) ePortfolio shell Draft by Jan 31 (Weds) ePortfolio shell Peer Review by Feb 4 (Sun)
	Feb 1	<ul style="list-style-type: none"> NO CLASS TODAY Conferences w/ CPope or Writing Center tutor today 	<ul style="list-style-type: none"> ePortfolio Final shell by Feb 4
Wk 4	Feb 6	UNIT 2 INSTRUCTIONS <ul style="list-style-type: none"> Review Unit 2 Instructions Directions Review Ch. 14 Visual Document Design Formats Read "The Checklist" by Atul Gawande [New Yorker] Listen to "Using Checklists to Prevent Failure" podcast [Harvard] Group up <ul style="list-style-type: none"> Coordinate meeting days/times & delegate duties Sign up for SU Library Study Room here & email CPope location 	<ul style="list-style-type: none"> Understanding Complex Instructional Procedures Discussion by Feb 11 Collaboration Discussion by Feb 11
	Feb 8	<ul style="list-style-type: none"> Review Ch. 17 Creating Communication w/ a Team Review Unit 2 Project Instructions Watch this Document Design video Meet in SU Bird Library Study Rooms, not regular classroom 	<ul style="list-style-type: none"> Team Roles Inventory by Feb 11 Team Charter by Feb 8 (Thurs)
Wk 5	Feb 13	<ul style="list-style-type: none"> Review Ch. 27 Creating Reader-Centered Instructions Do Wireframe/Layout Grid Assignment Sign up for SU Library Study Room here & email CPope location 	<ul style="list-style-type: none"> Wireframe Assignment by Feb 18
	Feb 15	<ul style="list-style-type: none"> Continue to work w/ partners on Instructions Meet in SU Library Study Room today, not regular classroom 	<ul style="list-style-type: none"> Instructions Progress Report Memo by Feb 18
Wk 6	Feb 20	<ul style="list-style-type: none"> Review Ch. 16 UX Testing Instructions for Usefulness Review UX website by Dennis Jerz Review Usability Test Guide Learn in-class graphic creation & movement tips Sign up for 1:1 conference w/ CPope or Writing Center tutors 	<ul style="list-style-type: none"> Entire Instructions team must meet via Zoom for conferences w/ CPope on Feb 22 (Thurs)
	Feb 22	<ul style="list-style-type: none"> NO CLASS TODAY: Conferences w/ CPope or Writing Center tutor today. Entire group must be present via Zoom Instructions Team Member Assessment 	<ul style="list-style-type: none"> Instructions Final & UX Memo by Feb 25 Team Performance Assessment by Feb 25



Wk 7	Feb 27	UNIT 3 PROPOSAL <ul style="list-style-type: none"> Review Unit 3 Proposal Directions Review Ch. 23 Writing Reader-Centered Proposals Explore Unit 3 Proposal topics 	<ul style="list-style-type: none"> Proposal Topic sign up by Feb 29 (Thurs) & get it approved by CPope
	Feb 29 <i>Leap Year</i>	<ul style="list-style-type: none"> Do Finding & Evaluating Research Sources (Ann Bibs) Empirical Sources: Interview & eSurvey directions Read Ch. 4 Conducting Reader-Centered Research 	<ul style="list-style-type: none"> Finding & Evaluating Research Sources by Mar 3
MIDTERM MARCH 5			
Wk 8	Mar 5	<ul style="list-style-type: none"> Review Ch. 7 Drafting User-Centered Communications Do Intercultural Communication Discussion Continue working on Proposal 	<ul style="list-style-type: none"> Intercultural Communication Discussion by Mar 10
	Mar 7	<ul style="list-style-type: none"> Review Ch. 9 Persuading Readers Rhetorically Works Cited Activity Schedule interview & send eSurveys out this week 	<ul style="list-style-type: none"> Submit Proposal Draft by Mar 10
SPRING BREAK MAR 10-17			
Wk 9	Mar 19	<ul style="list-style-type: none"> Peer Review another student's draft APA/MLA works cited documentation Sign up for 1:1 conference w/ CPope or Writing Center tutors 	<ul style="list-style-type: none"> Proposal Peer Review due Mar 20 (Weds)
	Mar 21	<ul style="list-style-type: none"> NO CLASS TODAY Conferences w/ CPope or Writing Center tutor today 	<ul style="list-style-type: none"> Proposal Final due Mar 24
Wk 10	Mar 26	UNIT 4 FORMAL REPORT <ul style="list-style-type: none"> Read "How to Lie w/ Statistics" by Darrell Huff 	<ul style="list-style-type: none"> Conveying Statistics Ethically Discussion by Mar 31
	Mar 28	<ul style="list-style-type: none"> Review Ch. 13 Creating Graphics for Formal Report <ul style="list-style-type: none"> Incorporate interview & eSurvey data Create charts/graphs Watch "Sample Report & Evaluate Data Displays" by McCandless 	<ul style="list-style-type: none"> Sample Report & Data Displays Assignment by Mar 31
Wk 11	Apr 2	<ul style="list-style-type: none"> Review Formal Report IMRaD structure Review Ch. 11 Creating Front & Back Matter Works Cited in-class activity Sign up for 1:1 conference w/ CPope or Writing Center tutors 	<ul style="list-style-type: none"> Work on Formal Report DRAFT this week
	Apr 4	<ul style="list-style-type: none"> NO CLASS TODAY: Conferences w/ CPope or Writing Center tutor today Prepare to peer review drafts next week 	<ul style="list-style-type: none"> Submit Formal Report Draft by Apr 7



Wk 12	Apr 9	<ul style="list-style-type: none"> Review peer review comments Review Unit 5 Oral Presentation assignment Revise & finalize Formal Report 	<ul style="list-style-type: none"> Peer Review Formal Report by Apr 10 (Weds)
	Apr 11	<ul style="list-style-type: none"> Continue working on Formal Report Final Review Works Cited & other structural elements 	<ul style="list-style-type: none"> Formal Report Final by Apr 14
APRIL 16 WITHDRAW DEADLINE			
Wk 13	Apr 16	UNIT 5 ORAL PRESENTATION <ul style="list-style-type: none"> Review Oral Presentation project instructions Review Oral Presentation tips here Sign up for 1:1 conference w/ CPope or Writing Center tutors 	<ul style="list-style-type: none"> Forum 5.1 Discussion by Apr 21
	Apr 18	<ul style="list-style-type: none"> Review Ch. 18 Creating & Delivering Oral Presentations Finish Oral Presentation NO CLASS TODAY: Conferences w/ CPope or Writing Center tutor today 	<ul style="list-style-type: none"> Oral Presentation by Apr 21
Wk 14	Apr 23	FINAL PROJECTS <ul style="list-style-type: none"> Do post-Correspondence Case Assignment Populate ePortfolio shell w/ coursework & finalize 	<ul style="list-style-type: none"> Post-Correspondence Case Assignment by Apr 28 Final ePortfolio by Apr 28
	Apr 25	<ul style="list-style-type: none"> Complete Final Course Reflection Assignment Complete Exit Evaluation for credit 	<ul style="list-style-type: none"> Final Course Reflection by Apr 28 Exit Evaluation by Apr 28 or earlier per SU Administration
LATE WORK ASSIGNMENT OPTION Remember that I allow students to submit ONE assignment not submitted by its due date (excluding Unit 3 Proposal, Unit 4 Formal Report & all proposals/ drafts/ peer reviews). Submit by 11:59 pm, Apr 28 if applicable to you.			