**Aaron Simpson**

**ENGL 516**

**Process Log**

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| **Name:** Aaron Simpson | **Project:** The Future of Work:  Productivity in a Remote-First World |

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| **Date:** | **Task:** | **Time:** | **Hours:** |
| 10/21/2020 | Reading assignment guidelines and requirements. Understanding what is required and picking initial start prompt. | 5:50AM-6:23AM | 33 minutes |
| 10/26/2020 | More in-depth reading of assignment requirements. Starting actual document for project. Lay out major  portions and bare bones outline of what I think paper should be about. | 4:50PM-5:10PM | 20 minutes |
| 10/26/2020 | Think about project while preparing dinner and on my walk. Personal milestones to ensure I'm on track and not falling behind. | 5:10PM-6:50PM | 1hr 40 minutes |
| 10/26/2020 | Reading pages from MacRae on progress reports and  formal reports (MacRate Chapters 17, 18, 19, & 20 | 6:55PM-9:00PM | 2hrs 5 minutes |
| 10/27/2020 | Reading Thaiss Chapters and Using Visuals for Quiz | 11:46AM-3:00PM | 4hrs 15 minutes |
| 10/30/2020 | Working on Progress Report and Gantt Chart | 3:00PM-9:30PM | 6hrs 30 minutes |
| 10/31/2020 | Working on Gantt Chart | 12:00PM-3:00PM | 3hrs |
| 10/31/2020 | Took break for walk. Resuming work on Gantt Chart | 5:00PM-10:00PM | 5hrs |
| 11/11/2020 | Writing front matter and back matter | 11:30AM-11:30PM | 12hrs |
| 11/12/2020 | Finishing back matter and writing body | 11:41AM-6:30PM | 6hrs 19 minutes |
| 11/12/2020 | Thinking about writing while walking and cooking | 6:30PM-7:15PM | 45 minutes |
| 11/12/2020 | Continued writing body sections | 7:30PM-10:30PM | 3hrs |
| 11/13/2020 | Writing body | 11:00AM-6:50PM | 7hrs 50 minutes |
| 11/13/2020 | Thinking while on walk about sections, wording, and  progress. | 6:50PM-7:15PM | 25 minutes |
| 11/14/2020 | Finishing body section and incorporating parts together. | 11:30AM-8:00PM | 8hrs 30 minutes |
| 11/14/2020 | Creating peer review presentation | 8:00PM-10:30PM | 2hrs 30 minutes |
| 11/15/2020 | Peer review first meeting | 1:00PM-2:00PM | 1hr |
| 11/15/2020 | Second peer review meeting | 5:20PM-5:45PM | 25 minutes |
| 11/22/2020 | Thought about paper on drive home | 12:25PM-2:20PM | 1hr 55 minutes |
| 11/24/2020 | Revising formal report sections. Ensuring paragraphs match topic sentences and overall are consistent. | 10:54AM-9:32PM | 11hrs 22 minutes |
| 11/25/2020 | Finalizing body section. Formatting changes. | 5:40PM-9:28PM | 3hrs 38 minutes |
| 11/26/2020 | Thought about paper and final requirements during  Thanksgiving. Thinking about visualizations. | 5:28PM-6:30PM | 1hr 2 minutes |
| 11/27/2020 | Working on visualizations and citations for data. Implementing in paper. References section | 11:45AM-8:15PM | 9hrs 30 minutes |
| 11/28/2020 | Project reflection and finalizing process log | 1:20PM-7:06PM | 5hrs 46 minutes |
|  | **Total Hours of This Project** | | 99.33 hours |

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**Project Reflection**

Near the end of the KSU Computer Science program, the courses become heavier in subject matter complexity and the type of work. Courses like CIS 505 (Programming Language Theory), CIS 501 (Software Architecture), and others require more effort to avoid falling behind. The work also becomes more lab and project-based, with multiple courses culminating in final semester projects. The project that consistently conflicted with this formal report was my CIS 598 Capstone project. The course is a graduation requirement and is almost entirely self-directed, requiring the student to pick a project, choose an advisor, and work on the project throughout the entire semester with minimal guidance, except weekly check-ins. It is important to clarify that these are not excuses, merely a part of my struggle with this assignment. The solution was simply triaging and having to devote time towards one project entirely, rather than attempt to multi-task and suffer from reduced quality across all tasks. Success will be determined by the results of the semester, but I feel the strategy has been for the most part successful.

A second struggle came from expansion on the research prompt. A concern I had was that the specific direction I chose would be difficult to find studies and data for. While there was some difficulty, and the area remains active – especially given the recent pandemic – I still believe I was successful. I will continue studying, as I am curious to see how the results will pan out, and whether a more definitive answer will arise about the effect of COVID-19 on productivity. Another way I dealt with the potential lack of data was focusing on other concerns in remote work, such as prolonged sitting and remote team management. These areas have a more mature body of research around them, making the process of gathering sources easier.

Peer-reviews helped in the sense that they required me to verbalize my thoughts. When writing a blog post, short story, or essay, I find it helpful to talk about the subject I am writing about. By explaining or discussing the concept with someone else, I can solidify my ideas and how I may want to structure them in the final product. The report follows a similar outline to the Assertion-Evidence presentation model, so assembling my research into that format influenced revisions to the final paper. While no friends or family helped with the actual writing, their support was a factor in staying motivated throughout the project. The annotated report was also a good reference point in thinking about the final report and what mine should (roughly) look like when completed.

There are a lot of records in the Process Log about thinking during cooking or walks. As a writer, I find most of my sentences and ideas come during tasks like driving, cooking, or walking. That was the case throughout this assignment, with much of the report structure and central ideas coming during these routine tasks.

One of the most helpful concepts in the book was Thaiss’ chapter on the structure of IMRD formal reports. Through covering the structure and purpose of the Abstract/Introduction, Methodology, Results, and Discussion, Thaiss made the process of research, compiling sources, and distilling them into the final paper take less time than it normally would have. One of the most valuable skills this course has given me is the ability to read various types of scientific literature and acquire the information I am looking for. Whether it be a publication like *National Geographic.* or a news article in *Nature*, or the traditional IRMD research paper, I feel better equipped as a student/knowledge worker.