PSTL 3324  
Writing in the Workplace for Education and Human Development Majors  
4 credits

Course Instructor:  
Office and Office Hours:  
Email:  
Office Phone:  

**Course Prerequisites:** 60+ undergraduate credits, declared major

**CLE Designation:** This course is designated as an upper-division writing intensive course.

**Course texts**  
- Articles and readings on Moodle as listed in course schedule.

**Course Description**  
Undergraduates leave the university with considerable practice in academic writing. Some of this writing is similar to work that learners will do in careers in their fields, but communicating for audiences and purposes in the workplace also requires new skills and approaches that will meet the unique needs of a particular organization. Each upper-division CEHD learner in this class will establish or expand on a relationship with an organization related to their major; this could be a school, social service or community organization, a business, or other environment related to CEHD majors. Learners will investigate the type of professional communication required in their fields generally and then request permission to research and analyze how writing is used in the day to day work of people at the site they have chosen. Classroom activities will include hands-on practice—both individual and collaborative—with various forms of writing, including memos, reports, proposals, human resource-related documentation, letters or announcements for internal and external audiences, presentations and multimodal communication. The culminating project offers learners several options for using what they have seen and heard at their site: they might identify a compelling issue there and craft a case study based on that site; they might write a case report analyzing how writing at the site has responded or could respond to the issue or problem; or they might write a case project report which describes their own collaboration on a project at the site.

**Course goals:**  
1. You will better understand the norms and conventions for communicating within the workplace and between members of the workplace and outside constituents or stakeholders.  
2. You will develop a range of strategies for responding to various writing situations, making intentional decisions about audience, form, design, organization.  
3. You will develop a deeper understanding of real world application of the rules of ethical collaboration, communication and use of others’ ideas. This will include a review of APA style and form, and an investigation into when and how people credit other people's ideas in writing outside of academia.  
4. You will gain experience composing written products relevant to workplaces in their fields.
5. While the course’s primary focus is on writing, you will consider the interface between writing and other types of professional communication, such as presentations, participation in collaborative projects, and interviewing.

**University Student Learning Outcomes**

*Can Communicate Effectively:* The central goal of this course is to help students assess what kind of communication is demanded in particular contexts and then make effective choices in designing communication that meets those needs. All assignments build towards this core learning outcome. As this course is writing intensive and engages with the entire writing process, drafts of each assignment will receive instructor and class feedback to support effective revision.

*Can identify, define, and solve problems:* Throughout the course, students will be examining texts that are produced in the workplace in order to identify potential problems or weaknesses in these texts and to consider how to produce texts that work more effectively. This work is a key component of the 3 major unit projects in the course.

*Can locate and critically evaluate information:* In order to complete the work of this course, students will need to locate and collect various forms of communication from their workplace sites, as well as find other sources of information that help contextualize those forms of communication and the issues that arise out of their analysis. This work is a central part of the final case study work of the course.

*Have mastered a body of knowledge and a mode of inquiry:* This course provides students with multiple opportunities to become experts on the kind of communication used in a particular workplace. Through collection, analysis, revision and production of workplace communication, students become conversant in both the content of and form of site specific workplace communications.

**Overall course design**

Early in the semester, you will establish contact with a worksite relevant to your chosen field of study and ask permission to spend time there studying the types of writing done in that environment. You may be already interning, volunteering, or working at a site that will serve the purposes of this class. The key criterion for determining the appropriateness of a worksite is whether the site is an organization or institution dedicated to professional service related to your major field of study. In choosing a site, you may draw on previous connections from service learning, volunteer programs or employment where you already have personal or professional contacts, or you may choose somewhere new to you. Be sure, though, to choose a site where you will be able to spend some time; learners find they need at least ten hours there. Your work in this class, all through the semester, will capitalize on what you observe and learn at that site. If you have difficulty finding an appropriate site for this work, please let your instructor know right away. Your writing instructor will work with Directors of Undergraduate Studies in each CEHD major to identify sites that meet this criterion.

To clarify your reasons for choosing a particular site and the work you will be engaged in at that site, a “letter of understanding” to be signed by your contact person at the site, your instructor, and yourself will guide your site-specific involvement. Signatures on this letter will serve as confirmation that your presence at the site is acceptable for all involved.
Unit 1: Data collection and analysis of site-specific writing
At this stage in the course, you will learn everything you can about the most common forms of writing in your field and, more specifically, writing at the site you have chosen. You will gather samples of written documents from the site and interview at least one person about the kind of writing done and any compelling issues addressed by writing in that location. Course readings will give you the tools to analyze the ways that writers in different environments use different forms and writing processes to satisfy different audiences. Unit 1 writing assignments will ask you to use concepts from course readings and information from interviews to evaluate what is working and/or not working in the writing at your site. Note: the work you do in this unit will directly contribute to your work in Units 2 and 3.

Unit 2: Modes and forms
The documents you gathered for Unit 1 will provide rich material for your Unit 2 work on making intentional decisions about audience, form, design and organization. This unit asks you to adapt an existing document at your site and rewrite that document to create multiple new versions for new audiences and purposes. Unit 2 readings will focus on the relationship between form and effective communication: the ways that images and text work together in a brochure or powerpoint; strategies for converting longer text to shorter forms like letters or reports; and using audience awareness to make decisions in your writing. Unit 2 writing assignments will ask you to draft several documents communicating the same message in different formats for different audiences and to explain the decisions you make. You will begin with an existing document, and revise and rewrite in new forms for a different audience and purpose. Some possible approaches:

- Start with a policy document distributed to employees and imagine how the same message might be communicated to people outside the organization (for example, a school policy might need to be communicated to parents, children, and to businesses near the school).
- Start with a memo to employees and imagine how the same message might be communicated in documents designed for clients, community partners, training programs, etc.
- Start with the mission statement for the institution or organization you are studying and then imagine how that mission might shape a writer’s decisions in composing a brochure, a job description, a fundraising letter, an event announcement, etc.

Whichever approach you take, you will need to explain your decisions about audience, form, design and organization. You will receive feedback on these revisions from instructor and peers so that you may further hone your revisions.

Unit 3: Case writing
A case is a scenario (often taken from things happening in the real world) that contains a thought-provoking issue, conflict or problem to be solved. Your writing for Unit 3 will revolve around a case that you develop based on what you have seen and heard at your site. This writing may take one of three different forms:

1. You may write a case study which presents readers with a situation that raises a thought-provoking issue or problem; create a packet which guides readers to analyze the situation, discuss possible responses and make a recommendation. In this format, the person writing the case plays the role of facilitator, creating a packet that could be used in a classroom or workplace to stimulate thinking, discussion and possibly action. (For this option, the article “Writing a Good Case Study” will serve as a resource.)

Key components of a case study:
- Introduction to the conflict, problem or dilemma and a question for readers to consider
• Background and context, using information from primary and secondary research. This should be divided into sections to explore various aspects of the problem (relevant laws, institutional policies, stakeholders’ values and beliefs, conflicting interests--whatever readers need to analyze the situation from multiple angles).
• Conclusion with questions for discussion and/or writing.
• Note to instructors or facilitators (or users of the case study). In this section, provide tentative answers to some of the issues and questions raised by the case study and give users or facilitators an idea of what to expect.

2. A case report also focuses on a situation that raises a thought-provoking issue or problem, but rather than asking readers to figure it out, the writer plays the role of analyst and creates a report explaining how people at the site have responded or could respond to the issue or problem. (The case studies in Making Social Change: Case Studies of Non-profit Service Providers follow this format.)

Key components of a case report:
• Introduction to the conflict, problem or dilemma that is the focus of the report.
• Background and context, using information from primary and secondary research. This should be divided into sections to explore various aspects of the problem.
• An explanation of responses or solutions that have been proposed or attempted.
• Discussion of the pros and cons of solutions that have been proposed or attempted.
• Conclusion with your final evaluation of problem-solving or recommendation for action.

3. In a case project report, the writer explains an issue or problem at a site and reports on his or her collaboration with people there to take action (write new documents, create new posters, host meetings--some action that hasn’t been taken in the past).

Key components of a case project report:
• Introduction to the conflict, problem or dilemma that was the focus of the work.
• Background and context, using information from primary and secondary research. This should be divided into sections to explore various aspects of the project.
• An explanation of responses or solutions that were attempted.
• Discussion of the outcomes or results following your action.
• Conclusion with your final evaluation of the project.

If it seems hard to visualize this project at first reading, be patient. Through class discussions and activities, we will track the issues emerging at your sites and work together to identify contexts for understanding what you see and connections to larger conversations or debates about the role of writing in the workplace.

Writing Intensive

This course is designated as writing intensive. This means that we will spend class time working through, discussing and honing the writing process in order to produce effective writing. The combination of low-stakes and formal writing assignments that comprise the coursework are designed to give you opportunities to practice writing in different contexts and to experiment with different approaches to idea development through writing activities. We will use a variety of tools to do revision of the formal writing assignments in the course. Learning how to do effective
revision – re-seeing your writing and making changes to it to build its effectiveness – is an essential part of becoming a skilled writer. You will receive feedback on drafts from me, but also from your peers, and you will learn strategies that will help you assess your own writing. Making good use of these revision tools will be an important and required component of your work and your grade.

Course assignments and grades

The following assignments will make up your total grade. Unless there are legitimate external circumstances, which are documented and discussed with the instructor ahead of time, you will not be able to receive a satisfactory grade (C) in this course unless all course requirements are completed.

25% Reflective writings and responses to readings, 10@ 10 pts each
19% Unit 1 Essay: Analysis of site specific writing, 75 points
19% Unit 2 Essay: Writing in new forms, 75 points
37% Unit 3 Final project: Case writing, 150 points

400 points available

Grading
93% - 100% (372-400 points) A
90% - 92.9% (360-371 points) A-
87% - 89.9% (348-359 points) B+
83% - 86.9% (332-347 points) B
80% - 82.9% (320-331 points) B-
77% 79.9% (308-319 points) C+
73% - 76.9% (292-307 points) C
70% - 72.9% (280-291 points) C-
67% - 69.9% (268-279 points) D+
63% -66.9% (252-267 points) D
Below 63% (less than 252 points) F

Reflective writings and responses to readings (1 – 2 pages each; 10 @ 10 pts)
The informal writing assignments for this class are designed to promote active engagement with assigned readings and within the class. Reflection assignments for this class are designed to build community among members of the class and to encourage insight into your own writing history and writing process; you may be asked to reflect on your experiences with writing before this class, your progress through projects in this class, or other issues that arise during the semester. In your responses to readings, you will be expected to show thoughtful engagement with the readings and to track what you do or do not understand about the approaches to workplace writing outlined in them. These informal assignments will be evaluated on the following:

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<th>Completeness</th>
<th>Critical thinking</th>
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<tr>
<td>Excellent (9-10 points)</td>
<td>Your work addresses all parts of the prompt thoroughly.</td>
<td>Your work attends thoughtfully to various perspectives and/or relevant information, concepts &amp; implications.</td>
</tr>
<tr>
<td>Good (8 points)</td>
<td>Your work addresses most of the prompt well.</td>
<td>Your work shows an awareness of various perspectives and/or relevant information, concepts &amp; implications.</td>
</tr>
<tr>
<td>Acceptable (7 points)</td>
<td>Your work addresses some parts of the prompt better than others.</td>
<td>Your work shows critical thinking in some areas but not in others.</td>
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<tr>
<td>Worthy of some credit (6 points)</td>
<td>Your work addresses some parts of the prompt but may have missed others entirely.</td>
<td>Your work shows that you engaged with the prompt but did not fully understand the concepts, information, implications or perspective needed to respond fully.</td>
</tr>
<tr>
<td>No credit</td>
<td>You didn’t complete this work.</td>
<td>You didn’t complete this work.</td>
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**Unit 1 Essay: Analysis of site specific writing (4-5 pages, revised, 75 points)**

This project asks you to analyze the documents you gathered at your site and the interview(s) you did there, to apply ideas from course readings in your analysis, and to evaluate how well written documents at the site address their intended audience(s) and achieve their intended purpose(s). This assignment will be 4-5 pages in length. *You will bring an early draft of this assignment to class and receive instructor and class feedback to assist your revision. We will collectively elaborate an evaluation rubric in class to identify high-quality features for this essay and inform criteria for grading.*

**Unit 2 Essay: Writing in new forms (4-5 pages, revised, 75 points)**

This assignment, the culminating project for Unit 2, asks you to apply what you have learned about tailoring the form of a document to its intended audience and purpose by creating several versions of an existing document, each designed for a different audience. In addition to the new forms you create, your work will include a reflective essay that explains the writing choices you have made with each revision and how they address the needs of a particular setting and audience. *A draft of this will be due in class and will be revised based on instructor and class feedback.* We will collectively elaborate an evaluation rubric in class to identify high-quality features for this essay and inform criteria for grading.

**Unit 3 Final project: Case writing (15-20 pages, revised, 150 points)**

By this point in the semester, you should be able to identify an aspect of the writing done at your site that you believe provides a rich focus for further inquiry. The forms and purposes for your projects may vary considerably, depending on which of the three case approaches (described earlier) you choose. *As noted on the course schedule, a draft of each component of this project will be due in class, or on the course moodle site. You will receive instructor and class feedback to help you revise.*

**Extra credit:**

No extra credit will be offered in this class. The grade will be determined by the assignments and percentages outlined in this syllabus.

**Incompletes**
You may arrange for an incomplete only in case of emergency, only if you have completed most of the course in good standing, and only if you contact me on or before the last day of class to formally arrange for an extension on your final work for the class.

**Classroom policies**

**Attendance and Participation**

Class discussion, in-class work and group work are essential parts of this course, and therefore your attendance and participation are very important. If you miss a class or come in late, it will be your responsibility to find out what work you have missed, and to make it up as soon as possible (preferably by the next class). Even if you are absent for a legitimate reason you are responsible for all work missed and for making it up in a timely manner. In addition, much of the work that we will do in this class will be in a workshop format, and simply cannot be made up.

**Late Work**

All assignments are due at the beginning of the class on the day they are due, unless otherwise explicitly noted. Except in the case of a documented medical or family emergency, late work is penalized as follows: papers handed in within the 24 hour period after the class period in which they are due will be penalized a third of a letter grade. Papers handed in after 24 hours will be reduced by one full letter grade for every additional 24-hour period. Once a paper reaches the “F” level using these standards, you can always turn the paper in for an “F” before the final class day of instruction (December 14). After December 14, all papers not received will be given a zero.

**University Grading Standards**

A - achievement that is outstanding relative to the level necessary to meet course requirements.
B - achievement that is significantly above the level necessary to meet course requirements.
C - achievement that meets the course requirements in every respect.
D - achievement that is worthy of credit even though it fails to meet fully the course requirements.
S - achievement that is satisfactory, which is equivalent to a C- or better.
F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see below).
I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

**Help Outside of Class**

If you need help outside of class, please make an appointment with the writing consultant or me; make use of my office hours and of the writing center, where walk-in help is also available.

**Student Conduct:**

The University of Minnesota Student Conduct Code governs all activities at the University, including this course. Students who engage in behavior that disrupts the learning environment for others are subject to disciplinary action. This includes any behavior that 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. As a student at the University you are expected adhere to the Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

**Use of Personal Electronic Devices in the Classroom:**
Using personal electronic devices in the classroom can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

**Scholastic Dishonesty:**
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; 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. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course. The Office for Student Conduct and Academic Integrity has a list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course.

**Academic Freedom and Responsibility, for courses that involve students in research:**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

**Disability Accommodations:**
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course’s content, methods, and essential
components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, difficulty concentrating and/or lack of motivation. Mental health concerns or stressful events may lead to diminished academic performance. University of Minnesota services are available to assist you. Information about the confidential mental health services available on campus is available at the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide 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: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

Harassment:
The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help. Contact the Department Chair, 206 Burton Hall, 626-8705, or the Office of Equal Opportunity and Affirmative Action, 274 McNamara Alumni Center, 624-9547.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms
Complaints Regarding Teaching/Grading:
Students with complaints about teaching or grading should first try to resolve the problem with the instructor involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Department Chair, 206 Burton Hall, 626-8705, who will attempt to mediate. Failing an informal resolution, the staff in the PsTL departmental office will facilitate the filing of a formal complaint.

Complaints Regarding Advising:
Students with complaints about advising should first try to resolve the problem with the advisor involved. If no satisfactory resolution can be reached, students take the matter to CEHD Student Professional Services, 360 Education Sciences Building, 625-3339, who will attempt to mediate. Failing an informal resolution, the CEHD Student Services staff will facilitate the filing of a formal complaint.

Class Schedule

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<tr>
<th>Unit 1: Data collection and analysis of site-specific writing</th>
<th>Topics/Activities</th>
<th>Readings Completed</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Intro to Course, syllabus, major projects</td>
<td>Henry, Chapter 2: Initiating Your Field Analysis (on Moodle), Johns, chapter 1: Introduction to the Writing Process; Excerpt from Deborah Tannen, Talking from 9-5 (on Moodle)</td>
<td>Reflection on Writing History</td>
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<tr>
<td>Week 2</td>
<td>Follow up from writing history, taking notes and visiting your site</td>
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<td>Fieldnotes; Proposal for worksite</td>
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<tr>
<td>Week 3</td>
<td>Data collection - Present examples of site writing; Identifying your</td>
<td>Johns, Chapter 2</td>
<td>Do activities on pages 11-12, 17-18, 20 to prepare for work with audience.</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Notes</td>
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<td>4</td>
<td>Audience Analysis</td>
<td>Henry, Chapter 4: Inspecting Written Products and Writing Practices (on Moodle)</td>
<td>Complete Inventory of Writing (form on line)</td>
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<td>5</td>
<td>First draft workshop on Analysis of Site Specific Writing paper</td>
<td>Polk, Workplace Writing Skills, pp. 3-6 (on Moodle); “Multimodal Composition and the Rhetoric of Teaching: A Conversation with Cheryl Ball” (on Moodle).</td>
<td>Final Draft Due: Analysis of Site Specific Writing Paper</td>
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<td>6</td>
<td>Introduction to Modes, Forms, and Document Design of Communication in the Workplace: What form? What purpose? What tone? What audience?</td>
<td>Johns, Chapter 3, Organizing; Williams, pp. 1-50.</td>
<td>Bring one example incorporating at least two design principles discussed in Williams and one that “violates” at least one or more design principles</td>
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<td>7</td>
<td>Writing Memoranda, Proposals, Procedures; Document Design overview</td>
<td>Williams, pp. 51-80; Johns, Chapter 4, Writing.</td>
<td>Proposal Assignment due. Do activities on p. 66, Johns: “Responding to an Angry Former Customer” and on p. 71, Johns: “Focusing E-mail.”</td>
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<td>8</td>
<td>Writing Letters and Electronic Communication; Document Design continued</td>
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<td>Week 9</td>
<td>Collaborative writing; responsible/ethical use of source material. Discuss Ethics of Collaboration hypothetical.</td>
<td>“ESPN writer gets into trouble” (on Moodle); Barthel, “Cut, Paste, Plagiarize” (on Moodle); Blum, “My Word! Plagiarism and College Culture” (on Moodle).</td>
<td>Draft of New Forms Essay Due</td>
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<td>Week 10</td>
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<td>Final Draft Due: Writing in New Forms Paper; Presentation of paper in class.</td>
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<td><strong>Unit 3: Case writing</strong></td>
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<td><strong>Week 11</strong></td>
<td>Outlining the Case Project Process</td>
<td>Case proposals: form, issue, audience</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Primary and Secondary Research as context for Case Project</td>
<td>Draft of background information for your Case writing due this week</td>
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<td><strong>Week 13</strong></td>
<td>Analyzing workplace documents</td>
<td>Draft of original workplace documents</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Work on document design; Case Draft Workshop</td>
<td>Draft due this week on moodle.</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Revision of Case Projects</td>
<td>Use chapters 5, 6 and 7 in Johns’ <em>The writing coach</em> as a resource for addressing revision issues</td>
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</tbody>
</table>
Bibliography

http://www.salon.com/2012/08/14/cut_paste_plagiarize/


Henry, J. (n.d.) Writing in organizational settings: A field guide to analysis. Available online at


Cheryl Ball. Issues in Writing 18(2).


“Multimodal Composition and the Rhetoric of Teaching: A Conversation with Cheryl Ball” (on
Moodle).
