

ENGL 2311-003 Fall 2026

Technical Writing

Classroom Hall 204 | Tuesday & Thursdays

3:30 – 4:45pm

Instructor: Dr. Aravis A. Thomas (she/her)

Office: CH 314

Email: athomas@tamusa.edu

Office Hours: T Th 1230 -130pm, or by appointment.

Course Description

ENGL 2311 examines the language practices of technical writers. The course addresses topics such as the history of technical writing and communication, the ethics of technical writing, and the visual dimensions of technical writing, including design and data visualization. Students gain practical experience writing in a variety of technical genres and develop a digital portfolio of their work.

Section Description

This section of ENGL 2311 examines technical writing in the context of workplace communication. Specifically, the section addresses both how technical writing operates within professional contexts and how knowledge of technical writing can prepare you to communicate effectively within the workplace.

Student Learning Outcomes

By the end of the semester, you will be able to:

- Understand key concepts and practices of technical writing
- Critically examine technical writing genres and conventions
- Write in a variety of technical genres

- Reflect on individual and collaborative writing processes
- Collaborate with peers
- Compose a digital writing portfolio

Texts and Materials

- *No textbook is required. All readings and materials will be provided through Black Board.*
- A reliable internet connection is required.
- A notebook, pen, and stamp.

Program Outcomes

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as “Core 10” courses, which focus on communication. According to the Texas Higher Education Coordinating Board, “Core 10” courses “involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.” These courses are expected to achieve the following Core Curriculum outcomes:

- **Communication** – The effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Critical Thinking** – Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Personal Responsibility** – The ability to connect choices, actions, and consequences to ethical decision-making
- **Teamwork** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Here are some of the ways your FYC course might help you to achieve these outcomes:

- **Communication** – Your instructor will likely teach you “rhetorical agency,” which is the ability to make intentional choices when composing texts for different audiences and contexts
- **Critical Thinking** – Your instructor will likely ask you to analyze a variety of texts, with particular attention both to the choices the authors/artists made and to the way language functions in society. This is called Critical Language Awareness
- **Personal Responsibility** – You’ll fulfill this outcome mostly through reflection on your writing practices and processes. This could take the form of “labor logs” and “labor journals.”

- **Teamwork** – You’ll do a lot of group-based work this semester. This could look like the formation of “Writing Communities,” but it could also look like small-group discussions and collaborative activities.

Not all FYC courses will help you to achieve the Core Curriculum outcomes the same way, but they are all designed to help you achieve the outcomes.

FYC Program Commitments, Goals, and Key Terms

Faculty in the FYC program help you to achieve the Core Curriculum outcomes through a specific set of commitments and goals. Our commitments guide what we teach, how we teach, and how we interact with you, and our goals support your growth and development as a writer. In short, our commitments and goals give us focus and direction and stand as a representation of what we value and believe in. If you’re ever unsure of what you’re doing for this course, you can always refer to this part of the syllabus for context.

Here are the things FYC faculty are committed to in our teaching:

1. collaborating with you with care and compassion,
2. emphasizing your learning and growth,
3. encouraging you to take risks and embrace failure,
4. honoring variations in your reading and languaging, and
5. centering and sustaining your cultural and linguistic identity.

And here are the goals we’re trying to achieve:

1. cultivating your sense of belonging as a writer,
2. increasing your rhetorical awareness,
3. strengthening your critical language awareness,
4. deepening your introspection and self-awareness as a writer,
5. increasing your skills and engagement as a reader,
6. inspiring creativity, risk-taking, and versatility in your writing,
7. increasing your self-determination and resilience as a writer,
8. helping you to see yourself as a writer,
9. increasing your confidence as a writer, and
10. increasing your appreciation of your languaging

FYC faculty promise to work toward each of those goals in everything we do with and for you this semester.

In addition to the commitments and goals, there's a set of key terms that inform all that FYC faculty do in the classroom. These terms guide the work FYC faculty do with you, and they help us all to deepen our understanding of writing specifically and of languaging generally. If you ever need a reminder of what FYC faculty are trying to teach you, please refer to the list of terms below.

- **Belonging:** the feeling of being valued, respected, and included as you are
- **Languaging:** the ongoing process of developing and communicating meaning and
- **Translanguaging:** the process of using one's full linguistic repertoire to interpret, understand, and communicate meaning and ideas
- **Audience:** the person or the group of people languaging is intended to affect
- **Purpose:** the intended effect or impact of languaging
- **Genre:** a specific form of languaging that is shaped by social convention and audience expectation
- **Context:** the situation in which languaging occurs
- **Rhetorical Agency:** the ability to assess context and to make intentional choices when languaging
- **Critical Language Awareness:** the ability to examine and critique how language functions in society
- **Standard Language Ideology:** the belief that a language has an ideal, consistent, and "correct" form that should be privileged

Course Requirements

Written Correspondence—10%

Creative Project —10%

Job Application Materials—10%

Career Paths Project—10%

Weekly Deliverables—20%

Writer's Portfolio — 20%

Research Project – 20%

(Please note that partial or incomplete assignments will not be accepted.)

Grading Policy

This scale reflects the overall grading schema for the course, not for individual assignments.

Grade

A (90%-100%)

B (80%-89%)

C (70%-79%)

D (60%-69%)

F (0%-59%)

Late Assignment Policy

Please note that there are **no late assignments** accepted in this course except in the case of an emergency or extenuating circumstances. In these instances, as soon as possible, it is the student's responsibility to make contact with the instructor. The following situations do not constitute an emergency or extenuating circumstances: any issues with your computer, wi-fi, BlackBoard, loss of power, assignments not saving or being lost for any reason. Back up your work continuously and do not wait until the last minute to submit! If your assignments are late for any of these reasons I will not accept them. If you are going out of town for the holidays, or have to miss class for some reason, make arrangements with me in advance to turn your assignment in early. In the case of a medical emergency (a routine doctor's appointment is not a medical emergency) I will require a doctor's note. Once received, I will work out a timeline for you to submit your assignment based on the severity of your condition. While a "family emergency" or "personal issues" can constitute extenuating circumstances (depending on what they are), please do not use these phrases lightly. I will ask you specific questions to determine whether or not your situation is truly an emergency or extenuating circumstances. If you are unwilling or unable to disclose details I will not be able to determine whether or not your situation is an actual emergency, and will therefore count your assignment as late, and will not accept it.

Circumstances that count as a family emergency are: death in the family, sudden illness of a family member that results in hospitalization, and similar situations. If you had to work, you

cannot get childcare, you have a flat tire, you forgot the assignment deadline, or you had were out of town; these reasons do not constitute an emergency and I do not consider them extenuating circumstances.

Incompletes

Incompletes are given sparingly on a case-by-case basis at the instructor's discretion. Per institutional policy, over half the course must already be completed for a grade of 'Incomplete' to be assigned.

Attendance

Come to class. Your success and development as a writer and critical thinker depend upon your active participation within a community of writers—this is your peers and your instructor. Your attendance and participation will be determined by engaging the reading and materials in class through discussion, collaboration, and scholarly argument. You will be marked absent if you arrive after attendance has been taken. If you are chronically tardy throughout the course, you will be at risk of failing. Remember, this is the time you chose to take this course. It is, therefore your responsibility to be here. Please do not ask me permission to leave early for other commitments during class time. Multiple occurrences of this sort of behavior may result in me dropping you from the course.

If you are struggling to meet any of these requirements, I urge you to communicate both with me and your Academic Success Coach, who will work with you to negotiate a plan for attending and completing the class.

Instructor Email Communication Policy

Please note that all communication with the instructor outside of the classroom must be conducted via email, using your student email, not through Blackboard messages, which I do not use or check, per university guidelines. Although I usually respond to emails

promptly, it could take up to 48 business hours for me to respond to your email. This does not include weekends or holidays, as I do not check email during either.

For the most timely and efficient response, be sure to include the following information in your message:

- A subject line that includes your course information (ie. ENGL 1302_900) and the reason for your message (i.e. Question Regarding Journal Assignment)
- An appropriate greeting (Dear Dr. Thomas, etc.)
- A professional and respectful tone throughout your message--do not expect a response otherwise.
- Remember that while a message may be urgent for you, this does not necessarily mean it is urgent to me. While I will always do my best to respond in a timely manner (48 business hours or less), I am human and may miss your messages.
- If for some reason, I have not responded to you within the timeframe specified, email me again and use (2nd Request, course number, and subject) in your message. This will alert me that I've missed a previous message and will make your email more urgent for me.
- You may email me for clarification, questions about the course, personal issues (if you feel comfortable doing so, research questions, and to set up an office visit.
 - o Do not email me to ask that I do labor that you, as the student, should do. This includes asking me to tell you what assignments you are missing (this information is available to you in Blackboard), asking what you missed when you didn't attend class (this is what office hours are for), or asking me to summarize your readings or assignment sheets for you. If you are having difficulty understanding anything, I am happy to meet with you one-on-one to discuss and clarify.
- With that being said, you may email me as frequently as you need to. I have always been of the mindset that the more questions one asks, the better they understand. I am here to support you! This is my primary mission as your instructor.

Overview of Assignments:

Written Correspondence

A short memorandum in which the primary purpose is to follow instructions.

Creative Project

This project endeavors to encourage you to tap in to your creative or skilled talent to design a project unique to you. Although there will be some parameters for you to adhere to, you will have a great deal of freedom to pursue this project in the manner most meaningful to you.

Career Paths Project

This project helps you to explore traditional and non-traditional career paths based on your goals, your major, and societal ebbs and flows.

Job Application Materials

You will design materials pertinent to the job application process in this project. These include a resume, cover letter, and follow-up letter. You may revise a resume if you already have one. All other materials must be newly created following the formats provided.

Weekly Deliverables

Each week you will complete assigned tasks, which will typically be due to Blackboard prior to class on Thursdays. The purpose of these weekly tasks are as follows: 1) To develop a consistent habit of meeting deadlines, 2) To practice follow directions, 3) To provide your instructor with information about you, specifically your working habits and what might impact them, and 4) To think through possible discussion topics for class.

Research Project

You will complete an extensive project over the course of the semester. Topics will be provided by your instructor by week three and work on the project will begin at that time. You will be allowed some class time to work with your group throughout the semester, however, it is your responsibility to allot time to work on your project. The purpose of this project is to learn to do the following: 1) To develop written communication skills, 2) To develop critical-thinking skills, 3) To develop your professional skill-set, including: research skills, document development, report creation, citation and bibliography skills, and presentation skills.

Writer's Portfolio

You will create a professional portfolio for the class which will emphasize either your professional, graduate school, or creative aspirations. Work will take place throughout the semester, with a mid-semester instructor check in week seven. Due at the end of the semester.

IMPORTANT UNIVERSITY POLICIES AND RESOURCES

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing

tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

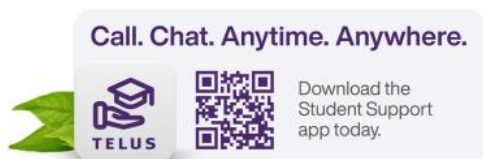
Day of the Week	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have

the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: Emergency Operations Plan and the Emergency Action Plan. Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE report for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; [click here](#) for hours and contact information.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course 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 for regular session classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in

accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be

provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

AI policy:**No Use of Generative AI Permitted.**

ENGL 2311 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Fall 2026 Dates

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online.

Final Note

As your instructor, I am committed to helping you achieve both the course goals and the FYC

program outcomes. As such, I encourage you to see me during office hours, to schedule appointments with me when needed, and to contact me via email with any questions or concerns you might have; I am approachable and easily reached. Remember that I am here to help you succeed.

Please note that the instructor reserves the right to change this syllabus at any time during the semester. The most current copy of the syllabus will always be available online.

Schedule: ENGL 2311 Technical Writing / Fall 2026

Unit 1: Professional / Ethical Correspondence

Week 1: Introductions / Syllabus

Read: Syllabus in its entirety

Write: Week 1 deliverables

Week 2: Defining Technical Writing & Ethical Communication

Read: Writer's Portfolio instructions.

Write: Week 2 deliverables

Week 3: Types of Professional Correspondence

Read:

Purdue OWL Memo Overview

Assignment Instructions for Memo

Write: Week 3 deliverables

Assigned: Memo

Week 4: Being Meticulous with Your Language

Read: Course Announcements

Write: Week 4 deliverables

*Due: Memo

Unit 2: How Do You Define Success? Exploring Your Major & What It Means to You

Week 5: How Does Society Define Success? What Does Success Look Like to You?

Read: Course Announcements

"The Definition of Success: What's Your Personal

Definition?" <<https://www.berkeleywellbeing.com/definition-of-success.html>>

Write: Week 5 deliverables

Week 6: Why We Do What We Do: Choosing Our Careers

Read: Course Announcements

Watch: TED Talk “The Psychology of Career Decisions,” by Sharon Castonguay

Write:

Assigned: Creative Project

Week 7: Thinking About Your Major

Read: Course Announcements

Write:

Week 8:

Read: Course Announcements

Watch: TED Talk: “Highlight Your Ability, Not Your Experience,” Jason Shen

Write:

*Due: Professional Profile

Week 9:

Unit 3: Creating Job Materials

Week 10: What Are Employers Looking For?

Read: Course Announcements

Write:

Assigned: Job Materials

Week 11: TBD (Potential flex week)

Read: Course Announcements

Write:

Unit 4: Traditional & Non-traditional Routes to Success: Choosing Your Own Path

Week 12: Boss or Employee?

Read: Course Announcements

“18 Pros and Cons of Being an Employee vs. Becoming an Entrepreneur”

“How To Decide Whether You Should Be Your Own Boss Or Work For Someone Else.”

Write:

Assigned: Small Business Plan

Week 13: What is Hustle Culture & Why is it Problematic?

Read: Course Announcements

Write:

*Due: Writer's Portfolio

Week 14: Thinking About Student Loan Debt

Read: Course Announcements

“Rising Debt Harming the US Economy?”

Write:

*Due: Small Business Plan

Week 15:

Read: Course Announcements

Write:

*There is no final in this course.

Week 16: Final Grades Due to Jagwire December 17, by noon.