

	<b>LJWL(es)</b>
	<b>WRI 3065 -1 Writing for Professional Careers</b>
	<b>3 units</b>
Spring 2022	

<b>Meeting days:</b> T/R	<b>Instructor title and name:</b> Breeann Kyte Kirby
<b>Meeting times:</b> 1:30-2:55pm	<b>Email:</b> bkirby@pointloma.com
<b>Meeting location:</b> BAC151	<b>Office:</b> BAC108 (by appointment)
<b>Final Exam:</b> T, 3 May, 1:30pm	<b>Instagram:</b> @naturenarratives
	<b>WhatsApp:</b> <a href="https://chat.whatsapp.com/CMMjR7vpgFJ7dOvdFMu1Hq">https://chat.whatsapp.com/CMMjR7vpgFJ7dOvdFMu1Hq</a>

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### COURSE DESCRIPTION

#### What am I going to learn in this class?

WRI 3065 is an undergraduate course designed to grow your ability to communicate well in a professional capacity. We will study and practice a craft that blends critical thinking, transactional writing, uses of appropriate rhetoric, and common sense. The learning process also includes unlearning many assumptions about professional writing. Further, you will spend time workshopping each other's drafts which is teach you to not only respond and give outside critique but also to look at your and others' works with an eye not only for grammar and effective communication but also for rigor in support, rhetoric, and aesthetic. Finally, good writers are good readers; though we have a set handbook that will cover the mechanics effective business writing, we will also read various essays about aspects of professional writing.

#### The Writing Program Learning Outcomes are as follows:

1. Apply artistry and advanced skills in various forms and genres of writing;
2. Demonstrate knowledge of the conventions and terminology of various forms and genres of writing;
3. Engage in writing and editorial processes in a professional environment;
4. Present written work to live audiences, demonstrating strategies for audience engagement and oral communication.

#### The Course Learning Outcomes (CLO) for this class are as follows:

1. Identify appropriate transactional writing styles for specific professional situations.
2. Analyze professional writing to determine efficacy for target audience.
3. Craft a variety of transactional texts appropriate for audience and purpose.
4. Format texts in a genre-appropriate and professional manner for submission to workshop and publication.

### **Why do I have to take this class?**

The short answer is that unless you are a writing major, you don't have to take this class. The better answer is that this class will make you a better critical thinker and writer—skills you can take from the classroom into many areas of your life. Being able to read, analyze, synthesize, and write effectively gives you agency<sup>1</sup> in whatever field you may enter.

## **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

### **What do I have to buy for this class?**

1. Roman, Kenneth and Joel Raphaelson. *Writing that Works*. Harper Collins, 2000.  
ISBN: 9780060956431
2. Printouts from Canvas as well as your essays— plan your money accordingly (~\$50).
  - a. You will make copies of various pieces in your portfolios for the class to workshop
  - b. Part of your grade will be printing out some essays on Canvas, annotating them, and turning them in to me.
3. Pocket folder (not a three-ring binder) to turn in your work.
4. Various office supplies (highlighters, pens, stapler, Scotch tape, paper for notes)

***\*\*In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. You must read this material before class AND either bring in printouts of the pages or a NON CELL PHONE device to read them on. If you do not, I will sweetly ask you to leave class to retrieve the materials (including books on the days we read the above books). Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. However, any use of those materials outside the course may violate the law.\*\****

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<sup>1</sup> The ability to act with power and authority.

## COURSE CREDIT HOUR INFORMATION

While, I have listed the assignments as percentages of your grade, I also have determined how long it should take for you to complete each one. To meet accreditation, you are expected to spend 112.5 - 120 hours on this course (~37.5 hours per unit). Below is the breakdown of hours to reach that goal:

Hours	Activity	
10	Reading	
35	Class Participation (including meeting, various activities, and listening to lectures)	
71	Assignments	
	Contract	2
	Personal Portfolio	
	Memo: Application Proposal	2
	LinkedIn Account	2
	Master Resume/CV	1.5
	Cover Letter	2
	**Statement of Purpose	3
	*/**Biography	1
	Presentation Personal Portfolio	4
	Professional Portfolio	
	Memo: Types Professional WRI	2
	Action Plan/Proposal	2.5
	Individual Pieces (Things 1- 4 + Thing W)	13
	*/**Revision	2
	Workshop and Critiques	30
	Presentation Professional Portfolio	4
<b>TOTAL HOURS</b>		
<b>116</b>		

Of course, some of you will take shorter or longer to do a particular activity. The goal here isn't to be perfectly accurate, just fair in assessment of how long an activity should take you. I will not be giving partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

**Speaking of hours, I just looked at the schedule outline and noticed that some weeks have an estimate of 15 hours of work!! Don't you know/care that I have other classes?**

Yes, I know and care that you have a full course load and that this course is only three units out of 15-18 units you may be taking. This is why I took the time to figure out the hours for assignments, reading, and participation so that I wouldn't be unfair in my expectations. The calculations for the weekly hours is a worst case scenario if you happen to push off working on a project until the week it is due. My actual expectation is that you'll note your larger projects and allocate time across the semester (especially on light weeks) to work a little bit on them at a time. This way, you won't have any 15-hour weeks because you'll have prepped ahead.

## ASSESSMENT AND GRADING

### How do I pass this course?

1. Participate in this course
2. Do all the assignments
3. Turn them in on time

### What specifically does that look like?

We're going to learn about what transactional writing looks like in the professional world and then create pieces of your own that you can then take with you when you graduate as a portfolio for things like a job, internship, or graduate program.

That's a lot to pack into a semester course that meets for about an hour a few days a week. But we're going to give it the clichéd good college try by writing often. Writing skill is like a human muscle, if you exercise it regularly, it gets strong and doing the work gets easier.

Some of the writing will be your creating a portfolio of work that presents your "brand" and professional presence in the world with the idea that you will be able to use this portfolio or pieces from it to apply (as stated above) for a job, an internship, or a graduate degree. Some of your writing will be a portfolio of transactional writing that is specific to your current career aspirations. With this portfolio, I aim for you to gain proficiency in types of writing that you might actually produce once you've moved into your post-bachelor career. Some things will be universal—everyone needs to know how to write a professional email. But some things will be specific to your career goals, and you will find out what those things are. Not everyone will write a fundraising letter—I never have; not everyone will write grants—I've written many.

However, with all the writing we will do, the main thing is that you get your ideas clearly down on paper. So even if you end up in 20 years writing a memo that you didn't write in this class, you'll know how to find examples of memos and how to express your ideas well. That last one is the hard part: expressing ideas on paper. I emphasize revision and process because most of us need to produce what Anne Lamott calls "shitty first drafts" before we can see where our ideas need work. You will write a lot of "shitty first drafts" in this class. And you will help each other find the good ideas, the clever sentences, and solid descriptions within those drafts, turning those first drafts into coherent and engaging final products. In those initial versions of a piece, you may not have perfect grammar, that's okay—no writer ever does. In the process of revision, the grammar gets cleaned up.

Writing is less like chipping away at a marble sculpture to reveal a finished piece and more like a caterpillar transforming into a butterfly: the end product may look nothing like your first draft. But the first draft carried all the source ideas (the DNA if you will) that lets you break your piece down to primordial goo and rebuild it as a butterfly.

There will be some sort of writing due every week. This isn't to scare you but to let you know the pacing of the writing. Some assignments may have more than one due date. The first date is for you to turn in something that you think is the best you could do while the second date is for a final submission after you've worked with your peers on it.

**So does this mean that my first drafts can be some stream of consciousness string of text I wrote during chapel right before class?**

Nope. That is not a first draft. That is what my writer friend calls “draft 0” and I call “spew.” That in-chapel, quick putting down of your ideas is a NECESSARY part of writing, but not the “shitty first draft” that others can work with. Going back to our caterpillar/butterfly analogy: a caterpillar may look nothing like a butterfly, but it’s still a viable organism—it can live and breathe on its own. Your first draft needs to look like a caterpillar.

**Okay that’s all fancy words and images but what does that practically look like in my busy life as a college student? What’s the bare minimum I can get away with in a draft?**

Unless done in class, your first draft needs to be

- a. Typed and double spaced in the appropriate format (formatting can vary depending on the piece you are writing (e.g. a grant vs a memo; however, if no formatting is specified, the default is MLA);
- b. Demonstrate you have been thinking about what you are writing about;
- c. Be free of typos.

**Ha! So I do have to have perfect grammar in my first draft!**

No. Typos are not grammar mistakes. Typos are ignoring the things that you already do proficiently in your writing on social media, email, and texting. Things like not putting a period at the end of a sentence Or not capitalizing my name, which is breeann Kirby (another typo is spelling my name wrong—or your name, for that matter). Or when you are writing.<sup>2</sup> You need to have complete thoughts. Typos are one of my HUGE pet peeves. They are not just mistakes but a sign of disrespect to me and your peers who will be working with your writing. Most typos can be easily caught if you read through your paper at least once before you turn it in (pro tip: read your paper out loud. You’ll catch a lot of stuff that way.) Because no one is a perfect proofreader, I will allow one typo every page (meaning if you have a five-page paper, you may have up to five typos total on any of the pages in that work).

**What are the specific assignments?<sup>3</sup>**

**Contract (7%)** You will write a contract for your grade in WRI 3065 and then reevaluate it twice in the semester.

**Personal Portfolio (20%)** You will save EVERY bit of writing and revision you’ve done in this class, organize it by date and submit it at the midterm as a portfolio of your work and progress as a writer. If you want to know what you need to put in the portfolio, look at the assignments listed below.

**Memo: Application Proposal (3%)** You will write an email formatted like a memo explaining what specific job/internship/graduate program you are shaping your pieces in your personal portfolio around.

**LinkedIn Account (7%)** You will set up a LinkedIn account.

**Master Resume/CV (4%)** You will construct a master resume or curriculum vitae, depending on the organization you wish to apply to.

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<sup>2</sup> Note the three typos here.

<sup>3</sup> \* denotes a B grade assignment/ \*\* denotes an A grade assignment.

**Cover Letter (2%)** You will write a cover letter that will accompany a resume/CV on a job application.

**\*\*Statement of Purpose (3%)** If you are contracted for an A, you will write a statement of purpose (SOP).

**\*/\*\*Biography (1%)** You will write your biography.

**Professional Portfolio (28%)** You will save EVERY bit of writing and revision you've done in this class, organize it by date and submit it at the final as a portfolio of your work and progress as a writer. If you want to know what you need to put in the portfolio, look at the assignments listed on this page.

**Memo: Types of Professional Writing for Your Chosen Career (3%)** You will send me an email memo that lists the types of writing that are done in your chosen career path. From that list you will put together your Action Plan/Proposal.

**Action Plan/Proposal (7%)** You will write an action plan for how you intend to choose material for and create your professional portfolio

**Three to Five Individualized Pieces (15%)** Your professional portfolio will be unique to you. For example if you are a scientist, your professional portfolio might include a **grant proposal, a research paper, and scientific protocol**. The number of pieces you will include in this proposal will depend on the types of projects you would do for your career, but you will at least create three. For the sake of clarity, I call these pieces Thing W (W = workshop), Thing 1, and Thing 2. These pieces will be accompanied by a 1-page description of kind of writing your piece is, how it connects to your profession, what are its goals, and a rubric as to how we are to critique it (the rubric will also be a handout).

**\*/\*\*Revision (3%)** If you are on an A or B contract, you will revise 2 (for A) or 1 (for B) of your Things for your final portfolio.

**Workshop and Critiques (15%)** You will be divided into groups to workshop each other's profession pieces. For each of you, we will workshop one piece as a class (THING W); everyone no matter your grade contract must attend the workshops and give verbal feedback. Everyone on an A or B contract will be required to write a 300-word memo-style critique of each THING W (so you will write 21 of these). If you are contracted for an A grade, you will also workshop the other two THINGS of your group via Canvas (an additional 4 – 6 critiques).

**Midterm Presentation Personal Portfolio (10%):** You will present your personal portfolio, taking us through your LinkedIn account and explaining where you are interested in applying and how your portfolio meets their requirements.

**Final Presentation Exam Professional Portfolio (10%):** You will present your professional portfolio of writing to the class, explaining your chosen vocation and the types of writing needed for that vocation.

**In-Class Work and Participation (10%):** Because writing is a process, you must engage in that process to get anything out of it; meaning, you must interact with the instructor and the other students in class and via email (when appropriate) as well as engage in the thinking/writing/drafting/revision process. Those who are contracted for an A or B will have some specific additional small assignments due to count towards this percentage. All of you must talk and offer considered feedback in workshops to participate. Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students regularly. If you wish to earn this grade, you must have a good attitude; you must read all of the readings; you must do the participation assignments on Canvas or in class; and you must speak out. Make it your goal to come up

with one good thought for every module and to share it. If we meet face-to-face, you must turn off your cell phones when you enter the classroom; use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. Other electronic reading devices are allowed for days we write or to access the reading in digital format; **however, if you use your device to disengage from course discussion, I will sweetly ask you to leave that day and try again next time.**

*\*For all of these assignments, further instructions will be given on Canvas and/or in class\**

### **How will I know my grade in the course?**

To eliminate grade anxiety, I've set this course up on a contract grading model. This model means that **you can choose which grade you would like** to earn right now at the beginning of the semester and then **allocate your time wisely** to earning that grade. A written contract is due the third week of course that states the grade you intend to earn in the course as well as the work you will do to meet contract; I will then ensure you meet your learning goals. At two other points in the semester, you will evaluate your contract and contribution to the course. You are free to change your mind during the semester about what grade you wish to earn, but we must then meet to negotiate your new contract.

I will not accept work that is unfocused and rife with grammatical and logical errors and typos. If you happen to submit an assignment that appears to be the product of lazy engagement with the material, you risk not meeting the conditions of our grade contract; I will allow you the opportunity to **redo two assignments** if they do not meet the standards of your contract. If I accept your work, it means you met contract and are earning the grade you chose. I assume that none of you want a grade of D or F; if you are interested in a grade lower than a C, please contact me to discuss your options.

Just like the rest of life, you won't earn partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

### **So what do I need to get for a contracted grade?**

#### **To earn a C (75%) grade in this class, you will**

1. engage in course content regularly, accruing no more than 3 "absences" this semester;
2. come to our meetings on time (being late 3 times counts as one absence);
3. write a contract at the beginning of the semester with your grade and evaluate it twice;
4. contribute to class discussion and participate in designated PARTICIPATION activities;
5. read every essay/book chapter assigned;
6. give thoughtful peer feedback during class workshops and work faithfully with your groups on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, in-class activities, answering peer questions—include a formal critique of the people in your group's resume/CVs and biographies);
7. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
8. meet due dates and writing criteria for all the writing assignments (except those designated A or B assignments);
9. submit your portfolios with writing assignments in it;
10. attend an individual conference with me;

11. present your personal portfolio at the midterm;
12. present your professional portfolio at the final.

*\*For a grade of C+, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of a C. If you do not do C quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the C level. Thus you can earn a C- or a C+.

**To earn a B (85%) grade in this class, you will do ALL the work for a C-contract at an excellent level as well as**

1. in addition to the regular participation work, you will complete the “Petal Exercises,” including writing seven short stories of your life;
2. write your biography;
3. revise one of your Things;
4. write formal critiques of every class member’s Thing W (21 total).

*\*For a grade of B+, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B-quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

**To earn an A (100%) grade, you will do ALL the C and B work to a high level of excellence as well as**

1. write a handwritten letter to one of your colleagues;
2. create a statement of purpose for your professional portfolio;
3. revise two of your Things.
4. write formal critiques of the Things 1 & 2 for your colleagues in your group (6-8 total).

*\*For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of an A. If you do not do A-quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s, but you are all A+ in my heart).

**It’s halfway through the course, and I haven’t had any emails from you about my grade. How will I know if I am awesome and still on contract? Should I be nervous?**

First, you are awesome! Never doubt that. Your grades do not make you an awesome person; how you engage in life does. But I know we all care about grades, so second, if you are doing the assignments according to one of the contracts listed above and you have not heard from me about them, it means that you are doing a great job and are on track for your contracted grade. **The only time I will initiate contact about your grade is if you are NOT meeting your contract.** However, you are always welcome to ask me about your grade or performance in course at any time in the semester.



**Grades will be based on the following:**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

**STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

**INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the times they are due as indicated on Canvas or the course schedule. All readings should be done by the day listed. Incompletes will only be assigned in extremely unusual circumstances.

**PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

**PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center

([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

### **PLNU COVID POLICY**

*Our updated masking policy effective August 4, 2021:*

Individuals on a Point Loma campus, **regardless of vaccination status, must be masked indoors.**

Individuals on a Point Loma campus who are **unvaccinated should remain masked outdoors** when 6 feet of distance cannot be maintained.

Individuals on a Point Loma campus who are **vaccinated may remain unmasked outdoors.**

Even if you aren't masking and distancing elsewhere, I'm asking you to respect these requirements while you are in my course. If you don't want to wear a mask, I respect that choice, but I will ask you to leave our gathering which will count as an absence for the day.

### **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

### **USE OF TECHNOLOGY**

In order to be successful, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## ASSIGNMENTS AT-A-GLANCE

### Schedule<sup>4</sup>

- \*Subject to Change as needed to facilitate course goals.\*
- \*\*Readings and assignments are due on the date listed.\*\*
- \*\*\**WW* denotes readings from *Writing that Works*.\*\*\*
- \*\*\*(*Canvas*) denotes readings found on Canvas.\*\*\*

### REMEMBER:

**\*Readings and ASSIGNMENTS are DUE by CLASS TIME on the day listed in the schedule.\***

#### WEEK 1 – Nuts and Bolts (REMOTE)

**13 January**

Syllabus/FAQ  
 Contract Writing (Canvas)  
*WW* Chapter 1 “Writing that Works”  
**DUE SATURDAY:** Quiz #1 – Syllabus Quiz

#### WEEK 2 – Choosing Career Paths pt. 1

**18 January**

*WW* Chapter 2 “Don’t Mumble—and Other Principles of Effective Writing”  
*WW* Chapter 3 “I Love My Computer”  
*WW* Chapter 4 “E-mail—the Great Mailbox in the Sky”

**20 January**

Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise” (pp. 47 – 62) (Canvas)  
 Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise” (pp. 85 – 99) (Canvas)  
**DUE: PARTICIPATION:** Petals 1 & 2 Exercises (A- & B-Contracts)  
**DUE: PARTICIPATION:** Petals 4 & 5 Exercises (A- & B-Contracts)

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<sup>4</sup> Note: I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

This is a literature class. You will read A LOT. Please plan to give yourself time to curl up with the texts and read them.

**WEEK 3 – Choosing Career Paths pt. 2**

**25 January** Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise” (pp. 63 – 83) (Canvas)  
**DUE:** PARTICIPATION: Seven Stories: Petal 3 exercise (A- and B-Contract)

**27 January** *WW* Chapter 5 “Memos and Letters That Get Things Done”

**WEEK 4 – Choosing Career Paths pt. 3**

**1 February** GUEST: Will Carreras (resumes)  
*WW* Chapter 11 “Writing a Resume”  
**DUE:** EMAIL (professional) questions for Will Carreras (by midnight Saturday)  
**DUE:** Resume/CV (3 paper copies to class)  
**DUE:** ASSIGNMENT Memo – Proposal for Personal Portfolio (email with attachment – what types of documents you need for applying)

**3 February** Bolles *What Color Is Your Parachute* Chapter 5 “Self-Inventory Part 2: The Flower Exercise” (pp. 100 – 119) (Canvas)  
Bolles *What Color Is Your Parachute* Chapter 7 “Google is Your New Resume” (pp. 141 – 163) (Canvas)  
**DUE:** PARTICIPATION: Petals 6 & 7 Exercises (A- & B-Contracts)  
**DUE:** Contract (Everyone)

**WEEK 5 – Your Public Face**

**8 February** *WW* Chapter 13 “Making It Easy to Read”  
*WW* Chapter 12 “Editing Yourself”  
*WW* Chapter 6 “Writing for an Audience”

**10 February** TBD  
**DUE:** DRAFT: Cover Letter (3 paper copies to class)  
**DUE:** ASSIGNMENT LinkedIn Profile

**WEEK 6 – Selling It**

**15 February** *WW* Chapter 7 “Plans and Reports That Make Things Happen”  
*WW* Chapter 8 “Recommendations and Proposals That Sell Ideas”  
**DUE:** PARTICIPATION: Professional Email that discusses the type of writing used in your chosen career path (Preparation for your THINGS)

**17 February** GUEST: Julie Harris (Technical Writing)  
*WW* Chapter 10 “Coping with Political Correctness”  
*WW* Chapter 9 “Asking for Money”  
**DUE:** EMAIL (professional) questions for Julie Harris (by midnight Saturday)  
**DUE:** Sign up for Individual Conferences

**WEEK 7 – Midterm Presentations**

- 22 February** **DUE:** ASSIGNMENT Personal Portfolio Presentations  
**DUE:** ASSIGNMENT Personal Portfolio (A- and B-Contracts also include Biography and/or Statement of Purpose)
- 24 February** **DUE:** ASSIGNMENT Personal Portfolio Presentations  
**DUE:** ASSIGNMENT Personal Portfolio (A- and B-Contracts also include Biography and/or Statement of Purpose)

**WEEK 8 – Conference Week**

- 1 March** TBD  
**DUE:** ASSIGNMENT: Contract Reflection #1
- 3 March** INDIVIDUAL CONFERENCES; NO FORMAL CLASS  
**DUE:** ASSIGNMENT: Draft Plan/Proposal for Professional Portfolio (paper copy at conference)

**WEEK 9 – SPRING BREAK  
(NO CLASS)**

**DO: Breathe**  
Revise your Professional Portfolio  
Start writing your Things

**WEEK 10 – Getting It Together**

- 15 March** INDIVIDUAL CONFERENCES; NO FORMAL CLASS  
**DUE:** ASSIGNMENT: Draft Plan/Proposal for Professional Portfolio (paper copy at conference)  
**DUE:** Handwritten Note to Classmate (take a picture and email attachment to me) (A-Contract)
- 17 March** TBD  
**DUE:** ASSIGNMENT: Thing W + Explanation (Group 1)  
**DUE:** ASSIGNMENT: Thing 1 + Explanation to Canvas Group (Everyone)  
**DUE:** Professional Email with Attachment Plan/Proposal for Professional Portfolio (revised)

**WEEK 11 – Workshop Group 1**

- 22 March** Workshop Group 1  
**DUE:** PARTICIPATION: Workshop Group 1 Thing W (A/B contracts bring Critique Letters)  
**DUE:** ASSIGNMENT: Thing W + Explanation (Group 2)
- 24 March** TBD  
**DUE:** Critiques Thing 1 (A Contract)  
**DUE:** ASSIGNMENT: Thing W + Explanation (Group 3)

**WEEK 12 – Workshop Groups 2 & 3**

**29 March** Workshop Group 2  
**DUE: PARTICIPATION:** Workshop Group 2 Thing W (A/B contracts bring Critique Letters)

**31 March** Workshop Group 3  
**DUE: PARTICIPATION:** Workshop Group 3 Thing W (A/B contracts bring Critique Letters)  
**DUE: ASSIGNMENT:** Thing W + Explanation (Group 4)

**WEEK 13 – Deep Breath**

**5 April** TBD  
**DUE: ASSIGNMENT:** Thing 2 + Explanation to Canvas Group (Everyone)

**7 April** TBD  
**DUE: ASSIGNMENT:** Thing W + Explanation (Group 5)  
**DUE: Critiques** Thing 2 (A Contract)

**WEEK 14 – Workshop Group 4**

**12 April** Workshop Group 4  
**DUE: PARTICIPATION:** Workshop Group 4 Thing W (A/B contracts bring Critique Letters)  
**DUE: ASSIGNMENT:** Thing W + Explanation (Group 5)

**14 April** **NO CLASS – EASTER BREAK**

**WEEK 15 – Workshop Groups 5 & 6**

**19 April** Workshop Group 5  
**DUE: PARTICIPATION:** Workshop Group 5 Thing W (A/B contracts bring Critique Letters)

**21 April** Workshop Group 6  
**DUE: PARTICIPATION:** Workshop Group 6 Thing W (A/B contracts bring Critique Letters)

**WEEK 16 – Presentations**

**26 April** TBD

**28 April** Final Presentations  
**DUE: ASSIGNMENT:** Contract Reflection #2

**WEEK 17 – FINALS WEEK**

**3 May** FINAL EXAM – 1:30pm – 4 pm (Everyone)  
**DUE: ASSIGNMENT:** Presentations of Professional Portfolio (Everyone)  
**DUE: ASSIGNMENT:** Professional Portfolio of Work (with necessary revisions of Things)