ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: **06-08-2012**	2.) COMMUNITY COLLEGE: **Maricopa Co. Comm. College District**

3.) COURSE PROPOSED: Prefix: **ENG** Number: **111** Title: **Technical Writing** Credits: **3**

CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;

Prefix: Number: ; Prefix: Number: ; Prefix: Number:

4.) COMMUNITY COLLEGE INITIATOR: **RASHMI MENON / RENEE BARSTACK** PHONE: **623-845-3434** FAX:

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☒ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: **Literacy and Critical Inquiry (L)** Awareness Areas: **Select awareness area...**

6.) **On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.**

7.) DOCUMENTATION REQUIRED

☒ Course Description
☒ Course Syllabus
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and/or list or required readings/books
☒ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☒ DEC**ENG**prefix
☐ Elective

Current General Studies designation(s): **L**

Effective date: **2012 Spring** Course Equivalency Guide

Is this a multi-section course? ☒ yes ☐ no

Is it governed by a common syllabus? ☒ yes ☐ no District-wide course competencies/outline

Chair/Director: **DAVID FINLEY** Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR **[L]** DESIGNATION,THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--**AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report*	Please see the last page of this checklist and C1 labels for assignment descriptions on attachments.

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-1".**

C-1

☒	☐	**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence	Please see the last page of this checklist and C2 labels for assignment descriptions on attachments.

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-2".**

C-2

☒	☐	**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Please see the last page of this checklist and C3 labels for assignment descriptions on attachments.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

ASU - [L] CRITERIA

2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3".**

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed*	Please see the last page of this checklist and C4 labels for assignment descriptions on attachments.

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4".**

C-4

Course Prefix	Number	Title	Designation
ENG	111	Technical Writing	Literacy (L)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.	Writing represents 100 % of the entire course grade. ENG 111 is a writing course in which students learn to analyze, plan, organize, research, and write correspondence, reports, and presentations for specific work-related audiences. Students must complete eight major writing assignments during the semester. These assignments include different rhetoric modes and target specific work-related audiences.	**Course Description:** Covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences. Includes integrating data and graphics into work-related documents and presentations. **Syllabus:** Page 6 of the syllabus contains a table which shows the title of each assignment, the date it is due, the number of points it is worth, and the percentage of the course grade it is worth. The paragraph above the table states that 100% of the course grade is based on writing assignments. This evidence is labeled with a C-1 written in red. **Course Competencies:** 1. Analyze the relationship between audience and written communication. 2. Identify and describe the structure and components required in professional writing. 5. Demonstrate the principles of collaboration in writing and presenting team projects with peers. 7. Use appropriate voice, tone, diction, grammar, and mechanics to produce documents. 8. Identify and apply the principles of writing correspondence. 9. Demonstrate the ability to write descriptions of products or processes.

		10. Identify and apply the principles of writing various types of professional reports. **Course Outline:** Sections I-VIII
Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	Almost all of the writing assignments require at least some gathering, interpretation, and evaluation of evidence/data. Examples: college-websites evaluation assignment; short report/memo assignment; cover letter/resumé assignment; major research-report assignment.	**Syllabus:** See Weekly Course Schedule (pages 5-6): ***Week 2:*** College Websites Evaluation Assignment; College Websites Evaluation Rubric ***Weeks 3-4:*** Letter Writing Assignment; Short Report/Memo Assignment; Short Report/Memo Rubric ***Weeks 5-6:*** Resumé & Cover Letter Assignment; Resume & Cover Letter Rubric ***Week 7:*** User Manual Assignment; User Manual Rubric ***Weeks 8-14:*** Research Report Proposal Template; Research Report Format; Research Report Rubric; ***Weeks 15-16:*** Group Newsletter Assignment; Group Newsletter Rubric For each of these assignments, the guidelines and grading rubrics provide evidence that they require the gathering, interpretation and evaluation of evidence/data. Please see the attached documents (instructions and rubrics for assignments) labeled with a C-2 written in red. **Course Competencies:** 3. Interpret information presented in data and incorporate into work-related projects. 4. Incorporate graphics to support and develop documents 6. Find, integrate, and cite sources to support and develop documents. **Course Outline:** II. Structure and Components A. Organization B. Design C. Format D. Data E. Graphics

		IV. Research A. Gathering B. Organizing C. Citing D. Documenting E. Paraphrasing and Summarizing VIII. Professional Reports A. Types of Reports B. Purpose C. Organization D. Presentation
Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.	There are eight substantial writing assignments. Students must complete six of the assignments independently. Two of the assignments, the short report and the group newsletter, are group projects.	The instructions and rubrics for the long Research Report and the User Guide/Manual assignments provide evidence that the course meets Criterion 3; other assignments indicated also are substantial writing assignments. Please see the attached documents (instructions and rubrics) labeled with a C-3 written in red.
Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.	Assignments are scheduled so that feedback on one assignment is given before the next assignment is due. Instructors provide very detailed feedback on students' strengths and weaknesses so that they may improve their writing skills on subsequent assignments. Shorter and informal writing assignments precede longer and more writing assignments so that scaffolding of skills takes place.	Pages 5-6 of the syllabus contain a Weekly Schedule and a summary table which shows the title of each assignment and the date each assignment is due. There also is a sample marked-up version of a student's paper with the instructor's comments and suggestions for improvement. This evidence is labeled with a C-4 written in red.

Official Course Description: MCCCD Approval: 6-24-2008

ENG111 2008 Fall - 9999 LEC 3.0 Credit(s) 3.0 Period(s) 3.0 Load Occ

Technical and Professional Writing

C1 Covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences. Includes integrating data and graphics into work-related documents and presentations.
Prerequisites: ENG101 with a grade of C, or better, or permission of Instructor.

Course Attribute(s):
General Education Designation: Literacy and Critical Inquiry - [L]

Go to Competencies Go to Outline

MCCCD Official Course Competencies:

ENG111 2008 Fall - 9999 Technical and Professional Writing

C1 1. Analyze the relationship between audience and written communication. (I - VI)
C1 2. Identify and describe the structure and components required in professional writing. (II)
C2 3. Interpret information presented in data and incorporate into work-related projects. (II-VIII)
C2 4. Incorporate graphics to support and develop documents. (II- VIII)
C1 5. Demonstrate the principles of collaboration in writing and presenting team projects with peers. (III)
C2 6. Find, integrate, and cite sources to support and develop documents. (IV)
C1 7. Use appropriate voice, tone, diction, grammar, and mechanics to produce documents. (V)
C1 8. Identify and apply the principles of writing correspondence. (VI)
C1 9. Demonstrate the ability to write descriptions of products or processes. (VII)
C1 10. Identify and apply the principles of writing various types of professional reports. (VIII)

Go to Description Go to top of Competencies

MCCCD Official Course Outline:

C1 - Sections I-VIII

ENG111 2008 Fall - 9999 Technical and Professional Writing

I. Overview of Professional Workplace Writing
- A. Writing Process
- B. Style
- C. Purpose

D. Audience

C2 II. Structure and Components

A. Organization

B. Design

C. Format

D. Data

E. Graphics

III. Collaboration

A. Writing with Partner

B. Writing on a Team

C. Ethics

C2 IV. Research

A. Gathering

B. Organizing

C. Citing

D. Documenting

E. Paraphrasing and Summarizing

V. Style and Conventions

A. Citation style

B. Writing styles

C. Voice

D. Tone

E. Diction

F. Grammar

G. Mechanics

VI. Correspondence

A. Memos

B. Letters

C. E-mail

D. Application and Resume

E. Other

VII. Product Descriptions

A. Instruction

B. Procedure

C. Process

C2 VIII. Professional Reports

A. Types of Reports

B. Purpose

C. Organization

D. Presentation

Go to Description Go to top of Competencies Go to top of Outline

ENG 111 - Technical Writing
Spring 2012

Instructor: Rashmi Menon
Contact Details: HT2-110 623-845-3434 rashmi.menon@maricopa.edu
Office Hours: 11:00 to 11:50 a.m. (MWF)
9:00 to 9:50 p.m. (Tuesday/Thursday-- Online office hours. You can communicate with me via email or chat.)

Course Description:
Covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences. Includes integrating data and graphics into work-related documents and presentations.
Prerequisites: Students enrolled in this class must have a grade of "C" or better in ENG101.
Course Objectives:
1. Analyze the relationship between audience and written communication.
2. Identify and describe the structure and components required in professional writing.
3. Interpret information presented in data and incorporate into work-related projects.
4. Incorporate graphics to support and develop documents.
5. Demonstrate the principles of collaboration in writing and presenting team projects with peers.
6. Find, integrate, and cite sources to support and develop documents.
7. Use appropriate voice, tone, diction, grammar, and mechanics to produce documents.
8. Identify and apply the principles of writing correspondence.
9. Demonstrate the ability to write descriptions of products or processes.
10. Identify and apply the principles of writing various types of professional reports.

Note: Detailed assignment instructions, rubrics, and homework calendar will be provided during class. Usually, new materials (lecture notes and assignment information) are posted every Saturday night. Also, most assignments are due by 11:59 p.m. on Sunday nights.

Required Text:
TECHNICAL WRITING IN THE CORPORATE WORLD, Author: Estein, Publisher: Axzo Press, Edition: 2nd, Year Published: 1990, Price: 13.95 USD, Notes: Used Retail Price is $10.50;

General Policies

Attendance
Since this is an online class, I cannot take "roll." Your attendance and participation will be judged by the date of submission for assignments, the number of times you comment on the discussion board/blog posts, and the email messages/queries you send me. Attendance is compulsory. **Because your enrollment in the class depends on it, please make sure you submit your assignments on time.** When I post the assignment guidelines online, I will post specific turn-in dates for each of them. Failure to turn in two consecutive assignments will result in you being dropped from the class. If you turn in more than two late assignments you are in danger of being dropped, unless you have a valid excuse and you communicate with me clearly. You may drop the class voluntarily by filing the proper form with the Admissions office. Check

the GCC Handbook for refund policies.

Absences

In case you cannot submit an assignment or participate in our virtual discussion during a particular week, notify me of your "absence" via email or telephone. I will try to accommodate planned absences by giving you assignments ahead of schedule.

***Papers*: Papers are due on the date mentioned on the instruction sheet accompanying each assignment packet.** Final drafts must be neatly typed Word documents that use black ink and standard fonts like Arial, Courier and Times New Roman. Use a point size 12 for clarity. **Save your documents as Rich Text Format [RTF] files so I can open them easily. Please do not email me your files.**

I will not grade emailed versions of your assignments. You must place your files as attachments via the Assignments folder located in the Course Materials tab on Blackboard.

Late Papers: Be prompt and complete all assignments on time. Five points will be subtracted for late papers and this could result in lowering your final letter grade. Papers more than two weeks old will not be accepted. **Submission deadlines are subject to change**. Students must be honest and complete their work meticulously. Plagiarism (use of material written by someone else) will not be tolerated. Documentation procedures must be strictly adhered to. **Plagiarized papers will automatically receive a failing grade.**

Academic Integrity

Plagiarism

Working with the ideas of others is a key element of this course. You will have multiple opportunities to practice various ways of finding, incorporating and documenting source materials, but that entails effort. Students who avoid this effort by **plagiarizing** (submitting the work of others as their own) are committing academic fraud. Plagiarism is stealing someone else's work and is a serious offense at GCC. Any student who fails to provide appropriate documentation will receive a "0" for that assignment.

Any student found to have plagiarized by:

using substantial portions of someone's work,

- *copying substantial portions of someone's work without documentation,*
- *leaving major paraphrase or summary undocumented, or*
- *having someone else write a substantial portion of the assignment and knew or should have known* of the plagiarism can receive an "F" for the class.

Additional sanctions are in the Student Handbook . Also, please consult the Maricopa Community Colleges Policy on Plagiarism for more information.

GCC English Department Policy

The GCC English department accepts its responsibility to foster student habits, which result in academic and professional success-regular attendance, promptness, and personal integrity. Therefore, we encourage our instructors to communicate these expectations by syllabus and in one-to-one conversations with students as necessary. When these expectations are not met, we support our colleagues who adhere to the following:

- *Students who accumulate more than the equivalent of two weeks of unexcused absences*

are dropped. Dropped students are not reinstated.

- *Plagiarizing or cheating on minor assignments will result in a zero. Plagiarizing or cheating on major assignments results in class failure.*
- *Students who do not withdraw themselves by the student-initiated deadline are the grades they earn.*

Individual instructors may enact more severe penalties. On the other hand, realizing extraordinary circumstances do arise; exceptions may be made for students in communication with their instructors.

Questions? If you have a question about this class, chances are that someone else has the same question and is too timid to ask it. Send all questions to me via e-mail. I am available – by schedule, chance, and arrangement. The best way to contact me is by email. If you would like to talk on the telephone, let me know how to contact you. If these times and locations do not work for you, let me know and we can arrange something else.

Classroom Protocol: A majority of the coursework for this class will be delivered via announcement notes, Power-point presentations and discussion board posts online. Please read my posts thoroughly. Participate in an appropriate fashion by posting comments/queries on Blackboard, or by emailing me. You may email me copies of your rough drafts if you have difficulties completing an assignment. I will be happy to go over the rough drafts and offer suggestions for change. If you have any disability that requires special accommodations, please approach me in private. I am willing to help you.

Grading and Evaluation

Grades will be calculated on total points received during the semester. The final grade will be based on the following percentage scale:

A= 90 – 100% (Excellent)
B= 80 – 89% (Above average)
C = 70 – 79% (Average)
D = 60 – 69% (Below average)
F = Below 60% (Fails to meet standards)

Please note that I teach a total of six English courses. Therefore, your patience with reference to receiving graded work back is appreciated. Typically, I post grades for shorter assignments within a week. With longer assignments, please expect a typical turnaround time of ten days. Incompletes will only be given to students with passing grades who are unable to complete the course because of illness or other extenuating circumstances. Requests for incompletes must be approved by the instructor.

Makeup assignments must be approved by the instructor.

A grade of "C" or better is required to pass this class.

I reserve the right to change proposed evaluation.

Course expectations:

To be successful in ENG111, students must understand and consider these five major course expectations:

This is a writing-intensive course. Be prepared to spend a good amount of time outside class hours polishing and perfecting your writing skills. You are responsible for completing the

assignments and projects. You are responsible for learning time management skills. You have to exhibit college level reading and writing skills.
You must be willing to learn computer word processing and internet skills

Tentative Weekly Schedule

Week 1 (01/14 – 01/20)
Syllabus/Introductions/Ice-breaker

Week 2 (01/21 – 01/27)
Understanding the Technical Writing Process and Evaluating Effective Samples
**** College Website Evaluation Assignment - 30 points***

Week 3 (01/28 – 02/03)
Understanding written communication -- Drafting Letters and Memos/Short Reports
**** Letter Writing Assignment; Short Report/Memo Assignment - 50 points***

Week 4 (02/04 – 02/10)
Letters and Memos (Continued)

Week 5 (02/11 – 02/17)
Marketing Yourself
**** Application/Cover Letters and Resumes - 45 points***

Week 6 (02/18 – 02/24)
Peer Review of Cover Letters Resumes / Revision

Week 7 (02/25 – 03/02)
**** Writing User Manuals and Guides - 30 points***

Week 8 (03/03 – 03/09)
Proposal Writing

Week 9 (03/10 – 03/16)
Begin work on Short Proposal

Week 10 (03/17 – 03/23)
**** Submit Short Proposal - 50 points***
Begin work on long report -- Topic selection, Gathering Evidence, Taking a Stand

Week 11 (03/24 – 03/30)
Note-taking/Summaries, Paraphrases and Quotations

Week 12 (03/31 – 04/06)
MLA Documentation Procedures
Long Report: Instructor Review/Peer Review

Week 13 (04/07 – 04/13)
Instructor Review of Draft 1 of Report
Start Work on Final Draft of Report

Week 14 (04/14 – 04/20)
**** Submit Report - 75 points***
Begin work on Group Newsletter

Week 15 (04/21 – 04/27)
Continue work on Group Newsletter

Week 16 – 04/28 – 05/04:
**** Submit Group Newsletter - 75 points***

Week 17 – (Finals Week
Grades Returned)

Evidence for: C-1 and C-4

Assignment Title	Tentative Due Date	Possible Points and %
Syllabus Acknowledgement	01/22/12	N/A
Introductions	01/24/12	N/A
Evaluating College/University Websites	01/29/12	30 (8%)
Business Letters	02/05/12	30 (8%)
Short Reports/Memos	02/12/12	20 (6%)
Cover Letters and Resumes	02/26/12	45 (13%)
User Manuals/Guides	03/05/12	30 (9%)
Writing Proposals	03/18/12	50 (14%)
Long Report	04/22/12	75 (21%)
Group Newsletter	05/04/12	75 (21%)
		Total Points = 355

Note: *Here is a snapshot of the assignments, possible points, percentages, and tentative due dates for the assignments. 100 % of the grade in the course depends on completing and submitting these assignments via Blackboard successfully.*

Week 2: College Website Evaluation Assignment

Evidence for: C-2 and C-3

ENG111: Defining Technical Writing/Evaluating Websites

Today's visually experienced audiences expect more from technical and business writing than they have in the past. They are more sophisticated and judge format, use of white space, and the appropriateness of graphics, in addition to the text. New channels for communication have opened with the use of electronic mail and web sites.

In this project, test yourself as a potential audience member. You are asked to envision the intended audience for the following web sites and how the creators of these documents attempted to meet the needs of these audiences.

Access the links to the following college home pages:

Top of Form

Bottom of Form**The University of Notre Dame** **http://www.nd.edu/**

Miami University of Ohio **http://www.miami.muohio.edu/**

College for Creative Studies of Art and Design **http://www.collegeforcreativestudies.edu/**

The Citadel **http://www.citadel.edu/main/**

Glendale Community College **http://www.gc.maricopa.edu/**

As you evaluate each web page, respond to the following questions:

- What information is accessible to the audience?
- What is the format of the page and how might this influence the reader's response?
- What image of the college is created? What elements are included on the page that help shape the image?
- How are graphics used and how effective are they?

As you mull over your responses, you must also consider which website most appeals to you and why. Now, draft an analytical essay that showcases/highlights how each of the above home pages influences you as a reader and how each college might or might not meet your needs as a potential student. You essay must have a minimum of five

paragraphs – one introductory paragraph, at least three body paragraphs, and one conclusion paragraph. You may, of course, include more than three body paragraphs, especially if you choose to evaluate/describe each individual home page in a separate paragraph of its own.

Note: Remember; do not simply submit your responses to my evaluative questions in a question-answer format. I am looking for your opinion in the form of a cohesive analytical essay. Your essay must be typed using a standard 12 point font. Please double-space your paper. It must be at least 700 words in length. Be sure to include a standard MLA document format header. Also, be sure to include a relevant title for your paper. You may save your file as "Defining Technical Writing: Evaluating Websites."

Evidence for: C-2 and C-3

Grading Rubric College/University Website Evaluation

A. Heading (2 pts.)	Excellent	Good	Needs Work	Missing
1) emphasis				
2) Header -- All of the elements				

B. Introduction (5 pts.)	Excellent	Good	Needs Work	Missing
1) Reason for submitting report				
2. Overview/purpose				
3) Context for ideas				

C. Discussion (15 pts.)	Excellent	Good	Needs Work	Missing
1) Explanation of data collected				
2) Examples, illustrations, and quotes from the websites				
3) Nontechnical language				

D. Sentence Construction and Mechanics (5 pts.)	Excellent	Good	Needs Work	Missing
1) concise and simple				
2) Punctuation, spelling and capitalization				
3) Well formed sentences that vary in length and type				

E. Layout (3 pts.)	Excellent	Good	Needs Work	Missing
1) Advantageous white spaces--no crushing of ideas together.				
2) Headings and bullets for emphasis				

TOTAL POINTS _____

Evidence for: C-4

Victor A. Vazquez

Rashmi Menon

ENG 111 Section 15661

01/21/2012

College Website Evaluation

First impressions can often be lasting. This is true when one is interviewing a potential candidate for a job position or when trying to choose the right education institution to attend. Whether the situation be you are interviewing somebody for a managerial position at your business or choosing a college in both situations first impressions are key. The advantage with working with individuals is that you have your candidates right then and there. When researching colleges our first order of business is not necessarily to travel out to these schools, but to follow up on resources they have provided before even making the effort to go look at the campus. The most common resource we use in this 21st century is the Internet. By using the Internet, individuals can get a sampler of what they could expect from the college or the university by accessing the information on the school's website. The school's goals do not only include keeping their reputation but also receivinge students that will want to attend to their school that help make that reputation. With websites, at times this is the only way for schools to put out that first impression and the information they provide along with it's user friendliness really influences the thought of that college. sentence construction is a bit awkward for thesis.

transition needed. why are you suddenly speaking of the university of ND? Set the stage for your readers. The University of Norte Dame italicize names of institutions website was easy to navigate and answered just about any general question an incoming student would have. The navigation of the website was extremely helpful to the user, the Admissions section is broken down nicely, whether an individual was going in for undergrad studies, or grad school or even pre-college section. The pre-college section was use present tense since the website is still like that effective in the sense that it lists programs that a student could apply for giving the student a first glimpse of the school. Since the research portion had it's own section within the drop down menu, it seemed to be part of the school since it was left in it's own category. The format of the drop down menu provided extraordinary organization, which would save the user much time and frustration from not being able to find something. Worst case scenario if the user cannot find an item, there is a search bar, where one could type in the keyword to find that particular item in the website. By the school having the "news and events" section on the homepage it quickly allows one to infer the sense of school involvement and the sense of community throughout the student body. Keynotes such as the Memorial Mass to commemorate the swimmers that were lost twenty years ago, the march for life and a link to the schools magazine led me to have this idea place titles inside quote marks. Images such as those of the chapel's shows someone what type of places of worship there are on campus. The microscope under the research section is pretty powerful in my opinion since there could millions of reasons as to why that microscope is being used, and curiosity such as that led to research. Lastly, the aerial view picture in the about section of the website let's the audience see the big picture of what looks like.

Miami University of Ohio does not have as much posted on their homepage, which would

require some, more navigation of the site to find out some more information that was quickly and easily found on the homepage of other schools. The website includes dropdown menus with organized section and such. Also, the easy way to navigate the website is through the search bar or even using the directory search bar to easily locate a staff member or a department. There is a lot of space in the backgrounds and it does not engage the audience. Although With the images they attempt to engage the reader by using a picture with Poet Robert Frost's thoughts about the campus "The most beautiful campus that ever there was" punctuation Also, when it came to the academics section, immediately there was picture of students in a lab science although, the school plays more of an emphasis on education and professional development, the image could be misleading. The audience could easily be disengaged from the school if it does not give the information a chance.

The College for Creative Studies (CCS), immediately shows its strive for creativity e with its design. Something that drew my attention was a tab for specific audiences, which showed what type of information would be shown based on the audience, catering to your audience is key. Images of student''s designs are powerful in a sense that individuals who attend that school created those and that demonstrates the type of innovation that could potentially be created at CCS. Also, in the admission's section seeing that there were three sections of what life could be like before, during and after attending CCS, helps the audience paint a picture of how their lives could be impacted, could be powerful to an audience. Having the black and gold backgrounds of the page made the info spark. In certain sections, there were animations of daily student activities. It gives the audience the sense of actually being there on campus. With social networking being key in the technological world, it is an advantage for CCS to have the social networking sites available to their personal links within those networks good point! . The only item CCS should be careful about is

the use of acronyms. At times certain audiences may not be familiar with those acronyms, and having them fully written would be beneficial to the audience that is unfamiliar. One acronym that drew my attention was BLA in the info tabs what is this about? elaborate. CCS, presented their information in a manner as showing what they do and that is to create designs that are innovative and creative.

When navigating through Citadel's Website, one could use the dropdown menu's to access information throughout the website. Having the info sorted out, caters the audience's needs of having an organized site. Some aspects that might potentially influence an audience are the videos that are incorporated with the schools culture and tradition. These videos give the audience a glimpse as to whether or not they would want to find out more about the school. The fact that Citadel is a military school they the values of Honor, Duty and Respect are captioned on the images of the website. Along with their images, they show the cadets in formation in uniform or doing field exercises, which not only show the culture adapted but it's a first taste of what organized means at that school. Citadel, displays their military culture throughout the website.

Going through Glendale Community College's web page is not as exciting as browsing through the other sites. There is a large amount of empty space and the navigation bar is not as specific as others. Although, with the about section of the website the audience is greeted by the School President's Statement, which could make some readers feel some sort of importance since a statement is being towards them. The academics and programs section for future students broken down into three categories that could help a prospective student find what they are looking for, program wise. Images that included student testimonials could possibly influence a student and again the schools way of trying to make some sort of personal connection with the audience by

making them feel welcome at their school. The lack of information provided throughout the website along with the basic layout of a website could draw a student away.

Looking into these websites, at the end of the dayi realized that, choosing a school based on the sites would be difficult. Overall though, I would perhaps want to choose Norte Dame. The sense of community displayed immediately through the social aspects of the school is what will help a student survive while being away from home. Also, the admissions section had a large amount of resources one could use to their advantage if they are looking into applying to the school. Miami University did not have enough information about programs immediately available. Another factor that made me believe that Miami was not a good fit, was that there were not events or news about the student body displayed, which make the school seemed disconnected. The College for Creative Studies deeply fascinated me in the way they tried to reach out to the audience. Perhaps it was the graphics throughout the website, who knows?. I would say though that the reason I think I was impressed by the site was because they had actual student work displayed throughout the website. Citadel was much about the lifestyle and culture one could encounter upon arrival at the school. This display of such content will not give the audience any type of surprise upon arrival at the school if a campus visit were to incur. With Glendale's website, the information a potential student is looking for is available, but that does not necessarily mean that it is readily available. You click on various links to try to find where it is you want to go , but that is a nuisance. With today's technological world, we now seek out for first impressions on the web, especially since it is such a reliable resource. If a website cannot appeal to an audience then the school cannot draw student's into wanting to take the next step, which would be consider a school, campus visit worthy. Having a well rounded website is key to these schools when attempting to

put their resources for prospective students.

Word Count: 1,564

Weeks 3-4: Letter Writing Assignment

Evidence for: C-2 and C-3

LETTER WRITING ASSIGNMENT

Directions: Write three letters that include the following types of information. Create your own fictional companies and circumstances. Originality and humor will help! Work in groups to evolve drafts of the letters.

1. Write a letter of inquiry that includes:

a request for information about degree requirements, equipment costs, performance records, turnaround time, or employee credentials

an introduction that tells why you are writing and what about

a discussion that asks precise questions and lists specific topics of inquiry and quantifies where possible

a conclusion that explains the response you need, the date the answers are needed, and the importance of this date in your situation.

2. Write a letter of complaint that includes:

a complaint about merchandise received from a manufacturer that usually sends good products

a clear knowledge that you don't want to insult the supplier or have to look for another supplier

an introduction that politely states the problem (including all documentation such as check numbers and serial numbers and names) and suppresses any anger

a discussion that explains the problems experienced and may include dates, contact names, information about shipping breakage information, and/or an itemized list of defects

a conclusion that is positive and courteous and that includes your telephone number and the time you can be reached.

3. Write either a "good news" letter that commends an employee working in your company or a "bad news" letter that denies an employee a raise. The "good news" letter should include:

an introduction, with positive word usage, that explains immediately why you are writing and what you are writing about.

a discussion section that provides details about the commendation

a conclusion that includes what you plan next or what you expect from the reader, when this actions will occur, and why the date is important.

The "bad news" letter should include:

a tactful introduction that starts with a buffer--some information that the reader can accept, something that might sway him/her to accept what you will tell him/her, explains why you are writing and what you are writing about without berating the employee

a discussion that contains the inevitable bad news with whatever quantifiable proof that is available

a conclusion that gives the reader an opportunity for future success and other options.

Evidence for C2 AND C3

EVALUATION SHEET **3 TYPES OF LETTERS**

A. Standard letter (5 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Your address, company's				
2) Date, salutation, and closing				
3) Placement on page				
4) Line spacing and font size				
5) Signed name and typed name				

B. Inquiry (7 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Reason for writing				
2) Precise questions				
3) Indicates what response/by when				

C. Complaint (7 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Positive, courteous tone				
2) Explanation of problems with documentation				
3) Where can be reached				

D. Good/bad news (7 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Tone--positive or encouraging				
2) Good details or bad news				
3) Conclusion with expectation or opportunity to succeed				

E. Style and Mechanics (4 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Concise--just a page				
2) Clear, well constructed sentences				
3) Appeals directly to employer (you, your company)				
4) Grammatically perfect				

TOTAL POINTS _____

Weeks 3-4: Short Report/Memo Assignment

Evidence for: C-2 and C-3

Short Report/Memo Assignment
(Drawing Inferences)

1. This week you will do some leg-work outside of your home, school or workplace. You will then draft a short report detailing the process and results of your data collection.

2. The subject matter for the report will be cars in any parking lot of your choice [e.g. you may choose to visit the parking lot at your workplace or at a mall.] If you take on ground classes at GCC you may choose to write up your report about the parking lot on campus.

3. It is up to you to determine the direction of the short report, collect the data, and write up the results. You can be as creative or humorous as you want to be in evolving a purpose for the report, determining the kind of proposal you make, and predicting the outcomes.

3. The report must be based on some actual collection of data. You should offer a representative sample (perhaps first estimating the number of cars and then determining the percentage that needs to be surveyed).

4. Some possible contexts for the report may include the following:

- determining the numbers/percentages of the varying types of night/day students on campus at GCC.
- determining the economic level of drivers/owners based on the cars they drive. This could be done at a specific parking lot like your dentist's office or your regular nail salon. You can, for example, try and infer the typical clientele profile/demographics (age, gender, economic level, marital or parental status, etc.) for that location.
- determining the need for parking lot expansion or reorganization at a particular facility.
- determining the recent trends in automobiles as reflected by the popular models of parked cars. This would be a neat idea if you choose to conduct your observation at that parking lot of a mall.
- determining the favorite colors for cars and speculating on what that says about their drivers' personalities.

- Determining the personalities of drivers based on the stickers, personalized plates, or other paraphernalia found in their cars. This would be a good idea if you choose to observe the parking lot of your kids' school, for example. It could also be done at a typical apartment complex parking lot.

Please note that the above topic ideas are merely suggestions that will help you get started with your brainstorming activity. You can, of course, come up with your own unique topic ideas ☺ I have attached some sample submissions from previous semesters to see how students have tackled this assignment in previous years.

Evidence for: C-2 and C-3

EVALUATION SHEET SHORT REPORT/MEMO

A. Heading (2 pts.)	Excellent	Good	Needs Work	Missing
1) Flush left with emphasis				
2) All of the elements				

B. Introduction (5 pts.)	Excellent	Good	Needs Work	Missing
1) Reason for submitting report				
2. Overview/purpose				
3) Context for ideas				

C. Discussion (5 pts.)	Excellent	Good	Needs Work	Missing
1) Explanation of data collected				
2) Application of data to a problem, justification, or course of action				
3) Nontechnical language				

D. Sentence Construction and Mechanics (5 pts.)	Excellent	Good	Needs Work	Missing
1) concise and simple				
2) Punctuation, spelling and capitalization				
3) Well formed sentences that vary in length and type				

E. Layout (3 pts.)	Excellent	Good	Needs Work	Missing
1) Advantageous white spaces--no crushing of ideas together.				
2) Headings and bullets for emphasis				

TOTAL POINTS _____

Weeks 5-6: Cover Letters and Resumes Assignment

Evidence for: C-2 and C-3

Resume and Cover Letter Assignment

Your next assignment is to locate an actual job listing in your area of interest/expertise. Copy and paste this job posting (classified ad.) on to our Discussion Board by _____, for attendance credit.

Next, look at the Powerpoint presentation on Resume basics that I have attached to the Lecture Notes folder in the Course Materials tab in order to understand some basic guidelines about writing resumes. Then, using your classified advertisement as a starting point, tailor a resume to meet the requirements listed in the job posting. Submit this tailored resume for grading via Blackboard.

The following website will give you some tips on how to write effective resumes: http://owl.english.purdue.edu/owl/resource/719/01/

Along with your resume, you must also include a cover letter that highlights your key achievements and mentions why you are a suitable candidate for the job.

The following website will give you some tips on how to write effective cover letters:

http://owl.english.purdue.edu/owl/resource/723/01/

When drafting your resume and cover letter, be sure to look at the attached evaluation rubrics in order to understand what features I will look for when I grade your submissions.

Some of you may choose to apply for job postings online. Electronic resumes have different requirements than hard copy versions. Those of you who'll be applying for job postings online should tailor your resume according to the evaluation rubric for online/electronic resumes. If you need help with drafting a scan able/electronic resume, visit the following link:
http://owl.english.purdue.edu/owl/resource/547/01/

I am most willing to review your cover letters and resumes, if you email them to me before the due date, and make suggestions for improvement before you submit your final draft. You may also use the Discussion Board forum titled "Job Classifieds" in order to find peer buddies who are willing to peer-review your drafts for you before you submit them for grading.

Final drafts must saved as .rtf or Word files. They must be submitted for grading as one single file (cover letter followed by resume) no later than _____ .

Evidence for C-2 and C-3

EVALUATION SHEET--Resume **Points_____**

A. Identification (2 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Name--bolded, all caps, larger				
2) Street, City, ZIP				
3) Telephone number--area code				
4) E-mail address				

B. Education (7 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Reverse chronological order				
2) Institution name and address on same line				
3) Date of graduation-- degree (BS, BA, AA)				
4) Bulleted information on each place				
5) Other schools				

C. Employment/Experience (7 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Reverse chronological order				
2) Name of company and address				
3) Dates of employment				
4) Include your title if possible				
5) 2-3 line verb skills description				

D. Optional sections (6 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Objective				
2) Skills and Abilities				
2) Military experience				
3) Professional affiliations				
4) Personal data/Community service				
5) References				

E. Sentence Construction and Mechanics (5 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Verb choices and non-sentences				
2) Attempts to quantify				
3) Grammatically correct				

F. Layout (3 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Advantageous white spaces--generous margins and vertical spaces				

2) Headings, subheadings and bullets for lists				
3) Balanced page				
4) Use of Resume Wizard or professional layout				

Week 7: User Manuals and Guides Assignment

Evidence for C-2 and C-3

Instructions and User's Manuals

Create a Document

Assignment: Write an instructional or user's manual on the following topic: "Logging into Blackboard and Accessing Course Information Online."

Your manual should include the following elements:

- Cover page with Title and relevant graphics
- Table of contents listing major sub-sections of the manual with relevant page numbers
- Introduction section must provide background about the product and an overview of the features
- Part I of the Discussion section must provide one or more of the following:
    - Definitions of Terminology
    - Technical Descriptions
    - Tools, Equipment and/or Skills required

- Part II of the Discussion section must provide numbered steps that will help your users understand how to navigate their way through Blackboard and access course information online
- Conclusion must provide trouble shooting guidelines. Where can users go if they need help? What resources/training programs are available to them on campus?

*Note * Be sure to include Hazard Alerts/Warnings with graphics [if applicable]. If possible, try to include graphics to go along with your steps.*

P.S.: *Since this is an online class, it might make sense to use PowerPoint in order to create your "manual." Each new slide can act as a new "page" of your manual. Be sure to include page numbers on each new "page." Use the design option and ClipArt in order to make your manual functional, creative and beautiful.*

If you have never created a PowerPoint Presentation before, you may go online and Google the following phrase: Creating effective PowerPoint presentations. You will find enough information on how to create a neat presentation using PowerPoint. Alternatively, you can come see me during my office hours on campus and I can show you how to work with PowerPoint.

Evidence for: C-2 and C-3

EVALUATION SHEET/User Manual (900 words minimum length) **Score: ___**

A. Intro/options (5 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Explains/describes product				
2) Includes assumptions about the audience				
3) Title (names product/process and conditions for use)				
4) Defines terms				
5) Lists necessary tools or work materials				

B. Body (10 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Consistent level of explanation				
2) Numbered steps with one action per step				
3)Verb command precedes explanations				
4) Accurately covers the steps of the process				
5) Includes suggestions for avoiding and correcting mistakes				

C. Conclusion/Options (2 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Reviews uses of the product				
2) Evaluates the product				

D. Sentence Construction and Mechanics (8 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Imperative (command) verbs				
2) Retention of short words for meaning				
3)Punctuation				
4) Spelling and capitalization				

E. Layout (5 pts.)	**Excellent**	**Good**	**Needs Work**	**Missing**
1) Advantageous white spaces--no crushing of ideas together.				

2) Clear headings and subheadings				
3) 2-4 pages in length				

Weeks 8-10: Short Proposal Assignment

Evidence for: C-2 and C-3

Research Proposal Template

Listed below is a brief overview of the guidelines that will help you formulate your Research Proposal.

Date: [*You will insert the date of submission here*]

To: [*You will insert my name here*]

From: [insert your name/class/section number]

Subject of my paper: [*You will insert the proposed subject/broad topic of your long report here*]

Specific Topic of my paper: [*You will insert your proposed specific area of interest/topic here*]

Rationale behind choice of topic:

[*Here, I want you to tell me why this topic is of interest to you. Yes, you may use the first person, I, in this paragraph. Tell me how you will benefit from researching, writing, and presenting on this topic. Remember, choose a topic that you are interested in. If you do not choose a suitable topic, you will not be able to write a very effective 2500 word report.*]

My thesis:

[*You will insert your thesis statement here. Remember, depending upon your topic and your purpose, the thesis statement can be expository, analytical or argumentative. Please do not state your Research Question here. Your thesis statement is the answer to your Research Question.*]

Approach to the subject of my paper:

[*Here you must detail your game plan. Tell me which format you propose to use in order to present your long report. Please look at the sample long reports in your textbook in order to understand specifics about the different formats. Next, you will justify why that particular format is your best option.*]

Intended audience:

[*You must decide on your intended audience. This will help you decide on the appropriate voice and tone. It will also help you choose an appropriate technical vocabulary.*]

My Source List: For the 2500-word long report you will need to consult outside sources. Your sources must be varied in nature. Please do not use more than two internet sources. You may use books, periodicals, newspapers and library databases in order to collect information on your topic. If you plan to conduct personal interviews or circulate questionnaires, do give me copies of your question sheets. Also, make sure you ask your interviewees to sign off on a permission slip. You cannot ethically quote them unless they have granted you the permission to do so.

[*Insert a preliminary list of sources here.*]

Weeks 10-14: Long Report Assignment

Evidence for: C-2 and C-3

Research Portfolio

Lecture Notes: Rashmi Menon

Late submissions will not be accepted.

The contents of your portfolio must be neatly typed out [double-spaced, 12 point font] and arranged according to the checklist provided below:

- Title Page
- Abstract
- Table of Contents
- Introduction
- Discussion
- Conclusion
- Works Cited
- Glossary/Appendices *(Optional)*

Please do not email me your portfolios. The file sizes will be too big and it will clog up my inbox. Submit the portfolios via the assignment space on Blackboard.

Details about each component:

Title Page

The title page of the research report must include: a relevant title, my name, the name of my organization (Glendale Community College), your name, your class and section number, and the date the report was completed. You may add a creative border or a relevant photograph/graphic to jazz up the cover page.
Please view the sample title page below:

Sample

Hate Crimes in College Campuses across USA: A Post 9/11 Scenario

Submitted to
Ms. Rashmi Menon
Glendale Community College
04/06/2008
by
Ernie English
Eng. 111 (5809)

Abstract

The abstract summarizes your research report. Think of this section as the back cover of a novel. Much like the back cover of a novel entices the reader to pick up and read the book, your abstract must entice your audience to read through your entire 10 page essay. In a brief paragraph of about 150 words you must highlight the key aspects of your research. Devote a sentence towards each key point from your essay. Also devote a couple of sentences to key points from your conclusion. A summary is not an introduction to your paper. It is a brief representation of the contents of your report. Write the abstract after you have completed your essay. Then you will have a better understanding of what you need to include. Do not use first person (I) in your abstract unless it is an I-search paper.

Table of Contents

You will list the contents of your report in this section. It will highlight your organizational skills and will act as a map to your readers. Let your outline guide you in creating your Table of Contents page. Just like your outline has sections, your Table of Contents page will provide your readers with a clue about the main topics and sub-topics covered in your essay. Look at the samples below:

Poor Sample:

Contents

Abstract
Introduction 1
Demographics 3
Discussion 5
Conclusion. 9
Works Cited10
Appendix13

Good Sample:

Contents

Abstract i

I. Introduction 1
II. Discussion
   A. Demographics
   B. Problems
   C. Government Policies
III. How can we Help? 10

Works Cited 11

Appendix ii

Essay

You actual essay will be approximately 2000 to 2500 words long. It must be typed and double spaced. All pages must have headers on the top right corner stating your last name and the relevant page number.
The essay will be divided into 3 parts; the introduction, the discussion and the conclusion. The introduction and conclusion sections must be approximately 1/10th the length of the actual essay (250 words long).
Use sub-headings, bullets, charts and figures wherever appropriate. Please follow proper MLA in-text citation procedures. You must pay attention to line and page alignment, indentation, and white space. Take care to proof read your paper. Points will be deducted for poor spelling and grammatical errors.

Works Cited
Follow proper MLA documentation techniques. Document all your sources. You will need a minimum of 8 -- 10 sources.

Glossary/Appendix
You may choose to include a *Glossary* or an *Appendix* page if you want to provide a list of technical terms or some other specific information. If you have a number of charts, pictures or diagrams it is a good idea to include a ***List of Illustrations*** page to cite the sources for these figures or illustrations and to explain their relevance.

I recommend that you submit your rough drafts (only your research essay and the Works Cited page) for reviewing sometime within the next ten days. I can look through the contents to make sure that you are on the right track, especially with reference to MLA documentation. I do not want to be in the uncomfortable position of having to fail you for plagiarism. A rough draft review will ensure that this does not happen.
Please submit rough drafts via email.

As always, feel free to email me if you have questions or concerns. I'm here to help!
Good luck ☺

Evidence for: C-2 and C-3

EVALUATION SHEET—Long Research Report (2500 words minimum length)
Points_____ Name of Student: _____

A. Title page (5 pts.)	Excellent	Good	Needs Work	Missing
1) Content--submitted to, by , date				
2) Layout--white space, appeal				

B. Table of Contents (5 pts.)	Excellent	Good	Needs Work	Missing
1) Headings/subheadings, spacing, paging, wording				

C. Abstract (5 pts.)	Excellent	Good	Needs Work	Missing
1) One paragraph (usually)				
2) Content--purpose/overview of research, non-technical language				
3) Mechanics--punctuation, sentences, spelling, grammar				

D. Introduction (5 pts.)	Excellent	Good	Needs Work	Missing
1) Content--project/problem, objectives, order of points (250 words minimum)				
2) Mechanics--punctuation, sentences, spelling, grammar				

E. Discussion (75 pts.)	Excellent	Good	Needs Work	Missing
1) Content--development of ideas in own words, clear support for purpose of paper, clear explanation of data collected (5 pages minimum – 2000 words)				
1) Sources-- quotations, citations, hard data, illustrations				
2) Style--subheadings, bulleted lists rather than long paragraphs				
3) Mechanics--punctuation, sentences, spelling, grammar				

F. Recomm./Conclusions (15 pts.)	Excellent	Good	Needs Work	Missing
1) Restatement of problem/project				
2) Solutions, benefits, actions (250 words minimum)				
3) Mechanics--punctuation, sentences, spelling, grammar				

G. Works Cited (10 pts.)	Excellent	Good	Needs Work	Missing
1) MLA Style, on-line information				
2) Quality of sources				

30 points for completing all aspects/components prior to the final draft.

Weeks 14-16: Group Newsletter Assignment

Evidence for C-2 and C-3

Group Newsletter Assignment

Purpose: Your task is to create a newsletter for a professional organization or group of your choice. You will need to compose your own text and create or find your own graphic elements.

Ideas for Audience (but not limited to these)

- Business
- Non-profit organization
- Fund-raising/development/foundation
- School/university

Fraternities, sororities, school organizations, etc. do not count as potential projects (sorry!). Email me if you have an idea but are not sure if it is appropriate.

Audience: You must be able to clearly describe your projected audience.

Purpose: Your newsletter should be informational, designed to convey information to your target audience. It can be topical, about a series of events, or instructional (in that it explains or teaches.)

Personal Constraints: This is a group project. The interaction between you and your peers must, therefore, go beyond simple peer conversations. You may use computer software like Word, PageMaker, Publisher, or Photoshop (if you know how to use these programs) in order to design your group newsletter. You cannot seek help from expert graphic designers outside of your peer group in the design and implementation process. If you do, it will amount to plagiarism, which is a serious offence. I'm relying on you to abide by the school's Honor Code and do all work on your own. Of course, you may always ask your instructor for help.

Due Dates:

Your final copy is due on _____.

Evaluation: The redesigned newsletter will be graded using the attached **Newsletter Grading Rubric**.

Submission Format: Please submit your newsletter via the assignment space on Blackboard.

Required Elements:
Elements required for all newsletters are as follows:

1. Title(s) using display typefaces
2. Headlines
3. Sub-headlines
4. Columns - at least 2

5. Images (pictures, graphics, clip art) - at least 3
6. Typefaces limited to 3
7. Varying font sizes and styles
8. At least 2 pages - can be front and back
9. A folding section - bifold, half-page fold, etc
10. Mailing information - your return address, designated place for postage
11. Clear evidence of principles of design

Source: Adapted from an assignment found online at http://faculty.mercer.edu/codone_s/tco285/newsletter_assignment.htm

Evidence for C-2 and C-3

Group Newsletter Grading Rubric

Student Names: _____

Points (75)	Elements of Review	
(5)	Consistency	• Organized placement of elements • Consistent typestyles • Same basic layout from page to page • Images match newsletter context
(10)	Appropriate for Audience	• Message is targeted for correct audience • Design supports audience characteristics
(5)	Conservation	• Good use of white space • No more than 3 typefaces • Sparing use of frames and boxes • 1-2 images or other accents per page
(10)	Focus	• Elements are placed according to a grid, intersection of grid lines, or in some other method to achieve clear visual focus
(5)	Contrast	• Contrast achieved between headlines and text, size, alignment, color
(10)	Overall Visual Appeal	• Aesthetically appealing; makes good visual sense • Appropriate font choices, pleasing design • Legible; easy to read and understand
(5)	Reproduction Quality	• Design makes it easy to duplicate using standard photocopier • Black & White
(15)	Creativity & Professionalism	• Original design; thoughtful layout • Clear, crisp, professional design & layout
(10)	Grammar, Spelling, and Punctuation	• Follows conventional standards • No spelling errors • No grammatical errors • Word processing mechanics are perfect

Comments