ENG 5312.001: Editing the Professional Publication
(An Internship course)
Time Arranged, Fall 2003
Round Rock Higher Education Center
#256494

Dr. Libby Allison
Office Hour: 5-6 p.m. Tuesday
Or by appointment
RRHEC Building 11B
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OR Flowers 363 (Tech Com office)
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Description: Welcome to ENG 5312! This course is an internship in which students will practice the writing, editing, designing, layout, and proofreading of a professional publication or publications. The service-learning portion of this course requires students to find an appropriate community service-learning project that includes a technology component and requires writing, editing, and developing a large print and/or online document. The student becomes a "writing and editing consultant" in his/her internship and its subsequent project. This course meets the requirement for an internship in the Technical Communication program.

Goals: The goals are for students to have an applied learning experience that is a service to others and from which they practice technology, while also practicing excellent writing and editing. At the completion of the course, students will have provided a useful service to others while having an experience from which they can draw on for future jobs as well as having a print and/or online document for their portfolios. They will have at least one large document (like hardcopies of the webpage or software documentation) to turn in and to include in their personal portfolios. Although I am available to help students, students in the course must be self-starters and can work independently. We will communicate mostly through email and the Blackboard web-based course program, but I will also be available to meet with you during the office hour at Round Rock or by appointment.

Objectives
At the completion of this course, students will have done the following:
Understand the meaning of service-learning;
Learned new technology;
Refined writing skills;
Enhanced their designing, editing, and proofreading skills;
Developed portfolio materials.

<u>Required Books and Materials</u>
Service-Learning in Technical and Professional Communication by Melody Bowdon and J. Blake Scott. Boston: Allyn & Bacon, 2003.

Chicago Manual of Style, The. 15th ed. Chicago: U of Chicago, 2003. (This is a brand new edition of this style manual. It was last published 10 years ago and is considered the Bible of style, so it will remain an important reference text for you.)

Download the *Microsoft Manual of Style for Technical Publications*, ed. 3.0 at http://www.microsoft.com/downloads/details.aspx?displaylang=en&FamilyID=B494D46 B-073F-46B0-B12F-39C8E870517A or find it on the Microsoft website. You will need a WinZip to unpack it. You can download WinZip for free too.

Download a text-to-speech program, such as Readplease at http://readplease.com, which has a free download, if you do not already have a text-to-speech program available.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. 2003 or an official recent MLA documentation text. (Required if you do not own a recent edition of the *MLA Handbook*.)

Recently published Standard English dictionary. Some possibilities are *Webster's New World, Merriam-Webster's Collegiate Dictionary, and Random House Unabridged Dictionary*. Also, you should know that the campus library has on online version of the *Oxford English Dictionary*.

Several Re-Writable CD-Rom Compact Disks
3-Ring Binder to Neatly Keep Homework and Class Information

<u>Course Format and Outline</u>
This course is one in which students work largely independently but will also be in consultation with Dr. Allison throughout the semester. We will be working on computers during the semester, using software applications, and Internet resources, often through the use of the web-based Blackboard program. You must have access to a computer, an email account, and Internet browsing capabilities. <u>You</u> will be responsible for learning some new technology and/or software. In the "real world" you won't have a teacher there, so you have to develop an attitude of continuous learning on your own. You should develop an attitude of play and exploration with software and online. In addition to the required textbook, there will be supplemental readings.

<u>Evaluation</u>
Self-direction and willingness to be a member of a virtual community=15 percent
Mid-term exam=15 percent
Progress and Usability Reports=15 percent
Evaluative Report=15 percent
Final project=30 percent
Final Presentation=10 percent

Please be aware that grading writing, unlike other kinds of college work involves a degree of subjectivity. Grades can be affected by the following factors:

- Not participating in online activities;
- Turning in assignments late;
- Not having a draft ready when it is due for peer-coaching (a letter grade on the final assignment);
- Missing some in-class work that cannot be made up;
- Academic Dishonesty.

*Please see also the attached page, "Grading Criteria," for additional information. When there are times that information is given to the group in the class, either in person or online, neither office hours nor email can be used to re-teach what students missed. Accordingly, students should get the email and/or phone numbers of classmates.

Assignment Rationale
The internship assignments and projects are applications of the research and theory in the field of technical communication. Therefore, every assignment is to give you fundamental principles to learn and practice. I try to create assignments that provide students with parameters on how to proceed but at the same time not handcuff them. Students come to this class with various abilities and interests, and my approach is to give flexibility in how you go about the task. In addition, because this class is predicated on current composition theory, you have opportunities to revise your work and to get feedback from your peers and me. However, assignments should be ready for peer-coaching as if they were to be handed in for a grade. We will meet the first evening of the semester and then students will meet individually with me or we'll work online thereafter, except for Tuesdays, Dec. 2 and 9, when students do presentations. The course offers students a lot of flexibility on their time commitments but also demands that, in order to be successful, students need a strong work ethic and ability to think and work independently. The final project is due Dec. 12 for a grade. It should be on paper and CD-ROM.

Academic Honesty Policy
Although I will encourage you to bounce ideas off each other and seek other opinions about your work, when you use the citable work of someone else, you will need to document your sources. Please familiarize yourself with the campus' "Academic Integrity Policy" found in your student handbook.

Policy for Students with Special Needs
Students with special needs (as documented by the Office of Disability Services) should identify themselves at the beginning of the term to me. Texas State University is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance.

Policy for Students with Religious Needs
Texas State will allow a student who is absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student must notify me no later than the 15th class day of the semester (September 11, 2003). Notification forms, approved by the Dean of Students, must be completed no later than the 15th class day. The completed forms must be delivered by the student personally to the instructor.

Policy for Civility
Students are full partners in fostering a classroom environment that is conducive to learning. This is a graduate-level professional class, and, as such, students should conduct themselves in the same manner as they would in their jobs.

Seven Principles of Good Practice in Undergraduate Education
Although this is a graduate course, in the following ways, it also meets the "Seven Principles of Good Practice in Undergraduate Education," as compiled by the American Association of Higher Education, the Education Commission of the States, and the Johnson Foundation:

1. Good Practice Encourages Student-Faculty Contact
I have provided you an email address and my home phone so you can get in touch with me. In addition, I often contact students about their work in class. I encourage you to make an appointment with me if you have concerns about anything in class. I want you to feel that I am accessible to you.

2. Good Practice Encourages Cooperation Among Students
I do not provide the knowledge for you in this course; we create it together. A classroom is like a community, and, as you know, a community's well being lies with its members; therefore, the responsibility for your educational success and that of your classmates lies with you as well as me. Similar to the "real" work world that requires team participation, there will be opportunities to cooperate with other students and with me, from peer coaching of each other's writing to larger cooperative projects.

3. Good Practice Encourages Active Learning
This class is an active learning environment because you won't be sitting there just passively taking notes, but you will be out in your community in a service learning environment as well as using the computers, interacting with each other online, etc.

4. Good Practice Gives Prompt Feedback

Unless there are unforeseen circumstances, I will have your work back to you within two weeks. Moreover, I will at times email you regarding your work.

5. Good Practice Emphasizes Time on Task
I am a stickler for deadlines because you are expected to meet them in the work environment, so missing a deadline for an assignment will impact your grade. Plus in a teamwork environment, others are counting on you to do your share, and they need for you to meet the deadlines.

6. Good Practice Communicates High Expectations
This is a graduate level professional writing class, and we will operate in the same way we are expected to in a professional job. I expect you to work in the course like a professional would in a job.

7. Good Practice Respects Diverse Talents and Ways of Learning
Diverse backgrounds, talents, and abilities enrich the learning experience for all of us. I will actively seek those out from each of you.

Grading Criteria

Students often wonder about the criteria for grades on assignments and projects. Grades for writing, editing, and designing assignments and projects are not as simply assessed as those for other courses where answers are yes or no. In grading these assignments, there is always some subjectivity. However, the following list of criteria may help guide you in understanding how grades are assessed for any given assignment.

The "A" Paper/Project/Report
- Meets and exceeds all standards.
- Is free from grammatical errors.
- Conveys a superior understanding of audience, purpose, and context.
- Has a special quality—for example, uses particularly engaging or persuasive style.
- Contains thorough, complete, and accurate information.
- Has outstanding visual display.
- Is well developed and organized.
- Contains appropriate examples and citations.

Your company or organization would be pleased to distribute this document. In fact, it might gain you a promotion, or you could be asked to do this kind of project again.

The "B" Paper/Project/Report
- Is a very good project that meets the standards for the assignment and engages the reader/viewer.
- May contain some minor flaws, small departures from the standards that can be fixed or overcome without much trouble.
- Well-written and well-produced with a solid understanding of audience, purpose, and context.
- Contains proper citations and examples and is sufficiently well developed and organized.

Although the document would certainly represent the company well, your supervisor sees some areas in which you need to improve it, and he/she is eager to help such an able and hardworking employee.

The "C" Paper/Project/Report
- Is adequate in meeting standards but may contain several flaws.
- Does the job but does not engage the reader/viewer or stick in his/her mind.
- May fail to answer one or two major questions about the topic.
- May contain errors in logic or miss important sources.
- Sources may be handled awkwardly.
- May contain serious grammatical errors.
- May not be sufficiently developed.

The document could not be sent out to your organization's audiences, clients, or users without revision.

The "D" Paper/Project/Report
- Forces the reader to do too much work to understand or read it because of serious grammatical problems or incomplete information.
- Fails to meet an important requirement of the assignment.

Your organization or company would not send out the document, and your supervisor is not a happy camper.

The "F" Paper/Project/Report
- Work not completed or does not address the assignment.

It's about time for you to be looking for another job.

<u>Email Policy</u>
I want you to feel that I am accessible to you, but here are some rules for good email exchange:

1. You must email me on your txstate account. When I am telecommuting, which I frequently do, I cannot return your email unless it is through your txstate address because the campus server will not process anything from a remote location but txstate addresses. Plus there are concerns about privacy on email accounts, if students use emails other than txstate accounts.

2. **Friday** is the day I read email from students in my classes, except when I am going to be out-of-town. Then I will read whatever messages I have before I leave. The subject line on your email must say exactly this and only this: **Question ENG 5312 fall 2003**. Using this subject line will ensure your email gets filed into the class folder on my computer; otherwise, it may get lost in the other emails I receive. (The only exception to this wording on the subject line of your email is for the Student Information forms and for assignments when on deadlines.) Meanwhile, of course, you are able to talk with me during my office hour or make an appointment with me.

3. Be sure to virus scan your computer and any files before you send them to your classmates and me.

4. Just like office hours, email can't be used to re-teach or catch you up on what you missed when I meet or exchange online with the group as a whole. You should have your classmates' email addresses and/or phone numbers for that.

5. Use the campus webpages or links from your Blackboard program to answer questions for matters other than those pertaining to class, such as the responsibilities of other departments on campus.

6. Although I am glad to review your class work, please do not expect me to read your email and review it the night before it is due. For Tuesday night classes, you will need to get it to me the Friday before it is due.

7. Login to check your email messages every day.

E-Reserve Policy
To get to electronic reserve, go the Texas State University library website, click on electronic reserve, then follow the links to my name, and click on this course name.

Alkek Library maintains the electronic reserve website for us as a courtesy. In using e-reserve, please do not give out the password to anyone else other than your classmates. Please do not download articles in the computer labs unless it's on your own copy card costs. The University cannot provide paper for e-reserve. The password for this course (Editing the Professional Publication) is.

Blackboard Matters
You should explore around the Blackboard program and login every day to get your email and check for any new materials.

L. Allison   **Assignment Information**
Eng 5312.001: Editing the Professional Publication
Fall 2003
Rationale and Description

Student Information Forms

Student Information forms 1&2 are in the Blackboard program. Please fill out the forms and submit them according to the instructions on them. If you have completed the forms before, update them and submit them. This information is how I know to contact you, and it allows me a chance to get to know something about you, so when opportunities come along, such as job possibilities, I can send them your way. These forms need to be returned by the second week of class.

Webpage

In the communications feature of Blackboard is a way for you to create a simple webpage. Please create a page for yourself. Include a photo of yourself, if you want, or, if not, include a photo of something like your pet. This is a professional writing course, and, your webpage should be tasteful.

Homework

There will be a *Proposal, Discourse Analysis Memo, Progress, Usability, and an Evaluative report due during the semester on your service-learning project. Your textbook provides information and models for all of these. Please follow the models as closely and practically as possible, keeping in mind that they will have <u>to be adjusted to serve your particular project(s)</u>.

Description of the Internship

This assignment I created is for the purpose of informing me early on about what you plan to do to make sure you are properly beginning the internship and project. It should be about 1-page single-spaced letter or memo to me, written in proper letter or memo format. It should describe and outline the project including the contact person and his/her phone and email, and what kind of new technology and/or software you will be learning. This could include web design, desktop publishing software, Excel, Visio, screen capture, graphics, and others.

Supplemental Readings

Attached is a list of supplemental readings for the semester. At our first meeting, we will discuss them and decide which ones will be required and when. The Mid-Term will include questions from the readings that we choose and from your textbook. In addition, I will post questions on the Blackboard discussion feature for you to address. Everyone needs to participate online.

Mid-Term
The Mid-term exam will cover information from the textbook and/or any required supplemental readings. It will be an online essay exam that I will email to you and give you a specified amount of time to complete it. On the Blackboard is a handout, "How to Write an Essay Answer," for your information. In addition, the Writing Center in Flowers Hall has information on essay exams. The URL for it is listed in the External Links feature of Blackboard.

Service Internship/Major Project
Although your textbook goes into detail about approaching a nonprofit, organization, agency or company via letter and resume, I encourage you to pick up the telephone and make a call, presenting yourself to whomever answers and asking for an appropriate person rather than waiting until the letter passes through the mail and through what might be a big bureaucracy.

Although "service learning" and "internship" can be defined in various ways, because our program is about writing and technology, you need to find a community service project that involves writing, editing, and/or designing a paper or online document and includes a technology component. You become a "writing and editing consultant" in your internship and its subsequent project. For instance, you might choose to create a website for a nonprofit organization, or develop software documentation for a business to train employees (if it is beyond your typical workplace activities), or write a grant or grant proposal, as long as the writing entails using some sophisticated technology or software beyond word processing such as desktop publishing and/or spreadsheets or graphics software. Some of you may write, edit, and design several documents within your internship to create one large project.

You will need to learn some new technology and/or software other than what you already know. You may need to brainstorm with your contact person about what technology you will need to learn. You are <u>not</u> expected to master a large software program like PageMaker or Dreamweaver during a semester but rather gain a basic understanding of how to use it to do the project you've chosen. In addition, you will need to write **Progress Reports** to me and/or your contact person, and you need to do a **Usability Study** for what you've done. You should include this information when you turn in your project.

You are required to do a **Discourse Analysis Memo** in which you have analyzed the discourse conventions of the organization/agency, business you have chosen. The questions that are presented in your text (151-54) may be more useful to you as you put together your Proposal. You can incorporate the information you get from those questions into your proposal or turn in the memo the following week. If the information is incorporated into the Proposal, it needs to be clear that the information is there.

At the end of the semester, you will make a **Presentation** to your classmates and me about what you learned and produced. This will be an opportunity us to learn from you and for you to get some feedback before you turn your project in for a grade. We will meet together as a class again on Dec. 2 and Dec. 9 for these presentations. Then your final project will be turned in on paper and CD-ROM on Dec. 12.

Your textbook focuses on collaborative work, and you can choose to collaborate, if you have a clear idea of what responsibilities each person has and can explain them in writing to me. Ultimately, you should find a community service internship that you will find interesting, enjoyable, offers you the opportunity to practice writing, editing, and designing paper and/or online documents and to learn some new technology, while providing you a nice document to include in your portfolio.

Students also want to know what amount of time they are expected to spend on this internship and project. Each student's internship will be different. Some may involve actually going to a location and working; others may mean working independently on several assignments. The internship and project should equal the amount of time you would spend on a three-hour graduate course. This would be approximately 3 hours of classroom time per week times 4 hours per each hour of class=@ 12 hours per week total. Of course this would be spread out over the semester, and you might find that you are spending more time working on your project than other activities on any given week. You should also factor in the time you will need to study for your Mid-term and complete the homework assignments in your weekly schedules.

*Each of these assignments need to be tailor-made to your own particular internship/project(s). Some of you are pioneering new territory and will have to "create" the writing and style sheet conventions for your project rather than expecting the conventions to be in place. Just make sure you explain to me these matters as you have worked on them, and ask me if you have questions.

L. Allison* Tentative Schedule for Editing the Professional Publication, Fall 2003

Date	Topic	Readings and Assignments
Sept. 2	Introduction to Course, Syllabus, **Blackboard, and Computer labs at RRHEC	Student Information Forms
Sept. 9	What is service learning? Service learning in Technical and Professional Communication. Theoretical and rhetorical underpinnings	Read Preface and Chapters 1-3 of textbook *Log into Blackboard and create simple webpage Due Student Information Forms
Sept. 16	Choosing your project Refining your project **Description of Internship Due**	**Due Description** of service-learning internship/project, see syllabus
Sept. 23	Managing your collaboration Executing your project	Read Chapters 6-7 of textbook.
Sept. 30	Assessing your project Evaluating your project **Proposal Description Due**	Read Chapters 8-9 of textbook **Due Proposal Description**, see chapter 5 for model.
Oct. 7	Presenting your project **Discourse Analysis Memo Due**	Read Chapter 10 of textbook. Update your webpage with info on your project/internship. **Due Discourse Analysis Memo Due**, see chapter 7 for information
Oct. 14	**First Progress Report Due**	**Due First Progress Report,** see chapter 8 for model.
Oct. 21	**Mid-Term Exam (online essay)**	Covers textbook and any assigned supplemental readings
Oct. 28		
Nov. 4	**Second Progress Report Due**	**Due Second Progress Report**, see chapter 8 for model
Nov. 11		
Nov. 18	**Usability Report Due**	**Due Usability Report**, see chapter 8 for model
Nov. 25		
Dec. 2	**Presentations of Large Project(s) Due** (Peer-coaching of Large Project)	**Due Presentation**, see Chapter 10 for information
Dec. 9	**Presentations of Large Project(s) Due** (Peer-coaching of Large Project)	**Due Presentation**, see Chapter 10 for information
Dec. 12	**Large Project and Evaluative Report Due (on paper and CD-ROM)**	**Due Large Project(s) and Evaluative Report** (on paper and CD-ROM) See Chapter 9 for model

*This is a tentative schedule. I reserve the right to change deadlines, depending on the how the class is proceeding on any assignment. There will be other supplemental readings and handouts during the semester. Plan to get an overview of your textbook at the beginning of the semester because there may be information that is pertinent to your assignments but is not assigned until later in the semester. For instance, the chapters on designing documents may be helpful early on.

L. Allison
Fall 2003
**Supplemental Readings about Service-Learning for a Graduate
Professional and Technical Communication Course**

Articles, books, and book chapters relating to the history, theory, pedagogy, and practical application of service learning.

Adler, Kassner, Linda. "Ownership Revisited: An Exploration in Progressive Era and Expressivist Composition Scholarship." *CCC* 49 (1998): 208-33.

Adler-Kassner, Linda, Robert Crooks, and Ann Watters, eds. *Writing the Community: Concepts and Models for Service-Learning in Composition.* Washington, D.C.: American Association for Higher Education, 1997.

Bickman, Martin. *Minding American Education: Reclaiming the Tradition of Active Learning*. NY: Teachers College Press, 2003.

Coles, Robert. *The Call of Service*. NY: Houghton Mifflin, 1993

Cushman, Ellen. "Sustainable Service Learning Programs." *CCC* 54.1 (Sept. 2002): 40-65.

Dewey, John. *Democracy and Education*. NY: Macmillan, 1916.

---Experience and Education. NY: Collier, 1938.

Eyler, Janet, and Dwight E. Giles, Jr. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, 1999.

Garbus, Julia. "Service-Learning, 1902." *College English* 64.5 (May 2002): 547-565.

Giles, Dwight E., Jr. "Dewey's Theory of Experience: Implications for Service-Learning." *Journal of Cooperative Education*. 27.2: 87-90.

---and Janet Eyler. "The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning." *The Michigan Journal of Community Service Learning* 1.1 (1994): 77-85

Hamner, Doris M. *Building Bridges: The Allyn & Bacon Student Guide to Service Learning*. Boston: Allyn & Bacon, 2002.

Huckin, Thomas N. "Technical Writing and Community Service." *Journal of Business and Technical Communication*. 11 (1997): 49-59.

Jacoby, Barbara and Associates. *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass, 1996.

Matthews, Catherine, and Beverly B. Zimmerman. "Integrating Service Learning and Technical Communication: Benefits and Challenges." *Technical Communication Quarterly*. 8.4 (Fall 1999): 383-404.

McEachern, Robert W. "Problems in Service Learning and Technical/Professional Writing: Incorporating the Perspective of Nonprofit Management." *Technical Communication Quarterly* 10.2 (Spring 2001): 211-24.

Morton, Keith, and John Saltmarsh. "Addams, Day, and Dewey: The Emergence of Community Service in American Culture." *The Michigan Journal of Community Service Learning* 4 (1997): 137-49.

Parks, Steve, and Eli Goldblatt. "Writing beyond the Curriculum: Fostering New Collaborations in Literacy." *College English* 62 (2000): 584-606.

Sapp, David Alan, and Robbin D. Crabtree. "A Laboratory in Citizenship: Service Learning in the Technical Communication Classroom." *Technical Communication Quarterly*. 11.4 (Fall 2002): 411-31.

Savage, Gerald. "Doing Unto Others Through Technical Communication Internship Programs." *Technical Communication Quarterly* 1 (1992): 91-103.

Schultz, Aaron, and Anne Ruggles Gere. "Service Learning and English Studies: Rethinking 'Public' Service." *College English* 60 (1998): 129-49.

Watters, Ann, and Marjorie Ford. "Integrating Service-Learning into the Composition Curriculum." NCTE: *English Leadership Quarterly* 19.2 (May 1997): 2-6.

Welch, Nancy. " 'And Now That I Know Them': Composing Mutuality in a Service-Learning Course." *CCC* 54.2 (Dec. 2002): 243-63.

Weisser, Christian. *Moving beyond Academic Discourse: Composition Studies and the Public Sphere*. Carbondale: Southern Illinois UP, 2002.