
BUS 310: Business Discourse for the 21st Century Professional

Fall 2024

COURSE INFORMATION

Instructor: Kyndra Turner Katz, PhD

Course: ENGL 310: Business Discourse for the 21st Century Professional

Class Time: iCourse, meeting online

Office Hours: T 9:30 AM - 10:30 AM, PST and by appointment via Zoom

Office: Bell Tower 1168

Email: kyndra.katz@csuci.edu

Open Communication: If you have any questions, please contact me proactively. The best way to contact me is via email at kyndra.katz@csuci.edu. Please include BUS 310 in the subject line. I will respond to your emails within 24 hours during business days (weekends and holidays excluded). I will be delighted to meet with you via Zoom by appointment. Please contact me via email to set up an appointment.

THIS SYLLABUS IS SUBJECT TO CHANGE. I WILL DO MY BEST TO NOTIFY YOU IN ADVANCE.

COURSE OVERVIEW

Advances in communications and information technologies in the 21st century have had an impact on how business conversations are carried on in the professional world. Contemporary business discourse makes written and oral communications a necessity on various platforms for the purposes of carrying out daily tasks, and providing informative, analytic, and persuasive content to support business decision-making. This course is designed to help future professionals explore and practice face-to-face and various online communications via media to convey technical, analytical, and business-related information in written or oral formats that best fit the appropriate medium.

STUDENT LEARNING OUTCOMES:

With the successful completion of this course, you will be able to do the following:

- Distinguish and implement critical characteristics of advanced, effective business communication, including written and verbal.
- Plan and create impactful internal and external business documents, such as letters, emails, reports, and
- Convey analytical results relevant to organizational decision-making in written and oral reports.
- Determine the appropriate voice and style for various professional communication.
- Differentiate purposes and audiences in business writing.
- Use correct writing mechanics in all written work.

- Effectively revise written work.
- Design and deliver professional oral presentations.

This course satisfies the campus Graduate Writing Assessment Requirement (GWAR). In doing so, students in BUS 310 will:

- Write effectively in various forms;
- Apply feedback during revision opportunities to improve the text;
- Identify expectations within the genre by analyzing models from student and/or professional writing examples;
- Develop knowledge and understanding of the form, content, context and effectiveness of written communication.

REQUIRED COURSE MATERIALS

- *Successful Writing at Work: Concise Fourth Edition*, by Philip C. Kolin, 2015.

TECHNOLOGY REQUIREMENTS & SUPPORT

- Students must have regular access to a computer (not a mobile device). Laptops may be checked out for one week at a time from Broome Library.
- Students must have regular access to the internet in order to access course materials, submit assignments, and engage in collaborative activities.
- Students must have regular access to Canvas.
- If you run into technical problems, try to clear your browser's cache; try a different browser (Internet Explorer, Firefox, Safari, or Chrome)
- If problems persist, contact the University Help Desk <http://www.csuci.edu/ti/help/>

COURSE STRUCTURE

This is an asynchronous course, which allows you to learn on your own schedule, within a certain time frame / deadlines. To clarify, throughout the course you will be asked to complete a range of learning activities including reading textbook chapters, exploring websites, drafting assignments and completing peer responses in the discussion boards, taking quizzes, and submitting three major projects. The completion of weekly activities and assignments is **mandatory** and follows predictable pattern with **consistent due dates every Monday, Wednesday, and Friday** (also outlined in the course assignment schedule. Please see below). All assignments are open, so I encourage you to submit early and at your convenience. Course information and content is housed in the CSUCI Canvas shell titled BUS 310: Business Discourse for the 21st Century Professional.

GRADE BREAKDOWN

Course grades will be determined by the accumulation of points for various assignments. Below is a general breakdown of the class projects and their point values:

Grade Breakdown	Points
Discussion Boards (12 pts each)	240
Reading Quizzes	70

(10 pts each)	
Document Project	90
Employment Project	250
Report & Proposal Project	350
Course Total	1000

Final grades in the course will be based on the plus/minus system. Below is the grading scale for this course:

A+	=	1000+	pts.
A	=	1000 – 940	pts.
A-	=	939 – 900	pts.
B+	=	899 – 870	pts.
B	=	869 – 840	pts.
B-	=	839 – 800	pts.
C+	=	799 – 770	pts.
C	=	769 – 740	pts.
C-	=	739 – 700	pts.
D+	=	699 – 670	pts.
D	=	669 – 640	pts.
D-	=	639 – 600	pts.
F	=	599 – & below	pts.

ASSIGNMENT DETAILS

Weekly Discussion Boards: Unless announced otherwise, every Monday, Wednesday and Friday, you will be asked to post an initial **300-word discussion board post (due 8:00 PM) AND a 300-word response post (due 11:59 PM)** on the assigned reading. These discussion boards can be found under their corresponding "**Modules.**" These discussion boards are designed to help you keep pace with the course and to help you begin to think critically about the texts we are reading and draft your projects. **Credit will be based on the completion of ALL the tasks / assignments (i.e. initial post, response post, minimum word count, all questions answered, etc.) by the posted deadline(s).**

- **Guidelines for Initial posts:** In your initial posts, you are encouraged to thoughtfully and thoroughly respond to the assignment, introduce new ideas, use references from your textbook, and /or show evidence of critical thinking as it applies to the course concepts or writing project prompt. I also expect that you will pay careful attention to your syntax, spelling, punctuation, and diction.
- **Guidelines for Peer Responses:** You must submit your initial discussion board before seeing your peers' posts. This is to encourage you to share your original thoughts before seeing other comments which may create bias. When responding to your peers' work, ask yourself in what ways have your colleagues' postings given you further insight into the texts we are studying? What are the insights you gained after reading your peers' responses about theoretical approaches to these texts? As you think about your own reflections and those of your classmates, your own ideas for assignments and essays should become sharper and

more sophisticated. I also expect that you will pay careful attention to your syntax, spelling, punctuation, and diction.

- **Note**, while you are more than welcome to respond to multiple discussion boards, **you must submit at least one complete 300-word minimum peer response post**. Meaning, you can respond to multiple people- but in order to receive credit you must submit at least one substantive 300-word minimum response post.

Guidelines for Discussion Board Credit: Discussion boards **are worth 12 points credit / no credit**. Postings will be given full credit as long as the initial discussion board post **AND** response post each meet the 300-word minimum, engage in thoughtful interaction, and are posted on time. **Credit will be based on the completion of ALL the tasks / assignments by the posted deadline(s)**. For example, if the deadline is 8:00 PM and you submit your work online at 8:01 PM—you will receive 0/12 pts for *all* assignments for that class day. Another example, if you submit your initial discussion board posting on time but fail to post a response (or submit late response post)—you will receive 0/12 pts for *all* assignments for that class day. As well, if your post does not meet the word minimum—you will receive 0/12 pts for *all* assignments for that class day. **Thus, both your initial discussion board post AND response post must meet the following requirements in order to receive participation credit—300-word minimum, engage in thoughtful interaction / substantive, and submitted before the deadline. If you do not receive credit, I will provide a courtesy notice stating why under “Assignment Comments” in Grades. Students can resubmit for partial credit any time before our last day of class (Friday 10/18 at 11:59 PM).**

Reading Quizzes: Unless announced otherwise, reading quizzes must be submitted by **11:59 PM each Friday via Canvas under “Modules.”** Quizzes are designed to heighten students’ attention to detail and close reading skills. Each quiz is comprised of 10 questions. Questions will be based on the readings—textbook, secondary resources, writing prompts, information stated in the course syllabus, discussion boards, etc.—required for that week. Types of questions can include, but is not limited to, multiple choice questions, short answer questions, true / false questions, passage identification, etc. Once started, you will have 30 minutes to complete each quiz. Quizzes will present one question at a time. Students will not be able to change the answer to a question once the question has been submitted. Quizzes must be completed in one sitting. Quizzes will save and submit automatically when time expires. Students will not be allowed to start quizzes after the due date has passed. Answers to the reading quizzes will be released 24 hours after the deadline. All quizzes are open book. (See daily calendar for dates and deadline). **(No excused Absences/No Late Work Accepted/Firm/No exceptions/No Partial Credit Given).**

MAJOR PROJECTS

Document Project: For this project, you will put together a packet of sample documents demonstrating your command of different types of business communication, including a character reference letter, business email delivering bad news, and memo updating your boss on your work as ONE word doc file attachment.

<i>Document Project</i>	Due Monday 9/9 by 11:59 PM via Module 1
Deliverables	Points
Letter	30
Business Email	30

Memo	30
Total	90

Employment Project: For this project, you will plan and draft employment documents that you will use to apply for a position for which you are qualified. The primary deliverables for this project include a resume, letter of application, and a link to your LinkedIn Profile as ONE word doc file attachment.

<i>Employment Project</i>	Due Monday 9/23 by 11:59 PM via Module 2	
Deliverables	Points	
Resume	100	
Application Letter	100	
LinkedIn Profile	50	
Total	250	

Report and Proposal Project: For this project, students will write a 3-4 page single-spaced report with infographic that provides background information about ONE (1) sustainable practice at CSUCI or a potential new sustainable practice to be implemented at CSUCI. Students will conduct various forms of primary and secondary research about sustainable practices (both in general and at CSUCI specifically) and use their data to write a report that could be submitted to the Sustainability Task Force at CI. In addition to the report, students will write a 3-4 single-spaced page proposal with infographic that recommends ONE (1) specific course of action for improving a sustainable practice at CSUCI or a proposal that recommends implementing a new sustainable practice at CSUCI. Students will need to submit their project (3-4 page single-spaced report with infographic and 3-4 page single-spaced proposal with infographic) as ONE word doc attachment via Module 3.

<i>Report and Proposal Project</i>	Due Friday 10/18 at 11:59 PM via Module 3	
Deliverables	Points	
3-4 page single-spaced report with infographic	175	
3-4 page single-spaced proposal with infographic	175	
Total	350	

LATE ASSIGNMENTS, PARTIAL CREDIT, & EXTENSIONS

Late Discussion Boards: Weekly discussion board posts are **credit / no credit**. Discussion board postings will be given full credit as long as the initial discussion board post **and** response post each meet the 300-word minimum, provide textual evidence, engage in thoughtful interaction / are substantive, and are posted on time. **Credit is based on the completion of ALL the tasks / assignments by the posted deadline(s)**. If you do not receive credit, I will provide a courtesy notice stating why under "Assignment Comments" in Grades. Students can resubmit for partial credit any time before our last day of class. I'm also more than happy to provide extensions. In order to receive an extension, students need to send a request at least 24 hours in advance so that I have time to respond (note email policy).

Late Reading Quizzes: Unless announced otherwise, reading quizzes must be submitted by 11:59 PM each Friday via Canvas under “Modules.” **There are no “make-ups” / late work / partial credit given for late reading quizzes.** However, I’m more than happy to provide extensions. In order to receive an extension, students need to send a request at least 24 hours in advance so that I have time to respond (note email policy).

Late Projects: If you miss the deadline, you will want to email me your project as an attachment as soon as possible in order to avoid any further late penalties. Note, late projects are **penalized 1 full letter grade** (i.e. one day late equals B→C) for every *calendar day* that the paper is late. As well, I *do not* comment on late projects. I’m also more than happy to provide extensions. In order to receive an extension, students need to send a request at least 24 hours in advance so that I have time to respond (note email policy).

Partial Credit: Students can resubmit missed or incomplete discussion boards for partial credit any time before our last day of class (**Friday 10/18 at 11:59 PM**).

Extensions: I'm more than happy to provide extensions on assignments when asked for 24 hours in advance. (This is so that I have time to respond). If I can provide any extensions in order to help ensure your goals and progress in this course please let me know (note email policy).

STUDENT SUPPORT AND UNIVERSITY POLICIES

Email Policy: E-mail and online discussions are governed by the same rules of academic conduct as your behavior in class. Emails should be composed in formal, professional language (including correct punctuation, spelling, grammar, etc.) and format. If you would like to contact me via email, please include an appropriate subject title with the course number (BUS 310), a greeting such as “Dear Dr. Katz,” followed by the body of your email (posing respectfully your question or concern) and a closing such as “Sincerely” or “Thank you for your time.” On weekdays, Monday through Friday, I normally respond to emails within 24 hours. Emails sent on weekends, will most likely not be returned until the resumption of normal business hours.

Technical Problems: While these may occur either at home or from an on-campus connection, **they are not valid reasons for failing to fulfill the requirements for that day.** It is students' responsibility to secure a reliable online connection and computer to complete assignments. Exceptions may be made in the event of widespread computer viruses or some other large-scale event affecting CSUCI's computer network, but exceptions will not be made for routine computer problems. As well, it is students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus, students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment. For technical support please contact CSUCI's [Get Help – Information and Technology Services](#)

Drop Policy: According to University policy, non-attendance does not constitute withdrawal; to withdraw from this class you must file a drop form with the University. If you fail to attend this class, and you do not formally drop the class, a “WU” (unauthorized withdrawal), the equivalent of a failing grade, will be recorded.

Disability Statement: If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Academic Integrity: As an institution of higher learning, CSUCI values academic integrity and will not tolerate acts of academic dishonesty. Academic dishonesty includes but is not limited to such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. If a student is found responsible for committing an act of academic dishonesty in this course, an appropriate academic penalty will be assigned, and the incident will be referred to the Dean of Students Office. For additional information, please refer to CSUCI's [Policy on Academic Dishonesty](#).

Campus Tutoring Services: The Learning Resource Center (LRC) offers free one-on-one peer tutoring for all MVS School undergraduate courses. The LRC tutors will help students with study skills, fundamental concepts, comprehension, homework, test preparation, and much more. The LRC now also offers online tutoring through Zoom! The Peer Tutor Schedule is available via the [LRC webpage](#).

Writing & Multiliteracy Center: The Writing & Multiliteracy Center (WMC) provides all CSUCI students with free support services and programs that help them address 21st Century challenges of creatively thinking about and composing in written, oral, visual, and digital forms of communication. Peer consultants help you at any stage of the composition process via one-to-one or group consultations, online consultations, and workshops offered throughout the semester. To make an appointment to work with a consultant or to learn more, visit the [WMC webpage](#).

Counseling and Psychological Services (CAPS): CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867, and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support); you can also email us at caps@csuci.edu or visit their [website](#).

In Case of Disruption Plan: A disruption means you, me, or all of us cannot participate in 'class as usual' for a reason we could not predict at the beginning of the semester. You may get sick, I may get sick, or campus may close due to a wildfire, COVID, etc. Our goal as a learning community is to do our best to keep teaching and learning with as little interruption as possible. **If I am unable to teach class**, you will receive an email from me through Canvas announcements prior to class explaining how we will proceed (i.e. assignments, deadlines, extensions, etc). I always endeavor to limit disruptions to your learning, which is why there will probably still be something for you to do, so that we don't fall too far behind our goals. **If you are unable to attend class face-to-face**, you will want to email me in order to make arrangements about how to proceed. Please note that I provide extensions on assignments when asked for in advance (*before* a deadline has passed). As well, note

the attendance policy stated in the course syllabus. **If you are unable to attend class online**, and you want an extension on an assignment, you will need to contact me in advance (*before* a deadline has passed to let me know. **If campus closes**, you will receive an email from me through Canvas announcements about how we will proceed. Class will continue in whatever format we are able to use. If you find yourself experiencing personal hardship due to disruption, reach out to me as soon as you are able.

Courteous Interaction: While university course work requires focused study and open exchange of ideas, I still expect the classroom to be a place of courteous interaction. This includes but is not limited to swearing, inappropriate language, and verbal harassment. This does not mean that you are not entitled to an opinion but rather that you adopt positions responsibly, contemplating the possible effect of your language and behavior on others before you respond online. Failure to abide by these guidelines may have a negative impact on a student's grade. Repeat offenders may be seen as disruptive and I reserve the right to ask you to leave the class.


The public nature of writing and discussions: Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

Preferred Pronouns: I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit, <https://www.csuci.edu/registrar/preferred-name.htm> for instructions.

Disclaimer: Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.


Daily Assignment Calendar

NOTE: Reading and assignments are due on the day they are listed. Therefore, all assignments—readings, responses, drafts, and projects—are to be completed *before* the deadline(s) on that day.

Date	Online Activities	Readings and Assignments Due
	<p style="text-align: center;">MODULE 1: Document Project</p> 	
<p>Week 1 M: 8/26</p>	<p>Weekly Discussion Board Post: <u>Class Introductions:</u> 1. Introduce yourself to the course and your peers by posting an object or a digital image that represents who you are or why you are taking this course or even what your research interests might be. For example, attach a digital image of your object: a scanned image, digital picture, or Web-linked image. 2. Post a 300-word description of the object on the discussion board and explain why you chose that particular object. Include a brief description of your expectations for the class in the explanation of your object by the 8:00 PM deadline. 3. As well, you will need to post a 300-word response by 11:59 PM. This will help us get to know each other and also prove to me that you can navigate the site effectively.</p>	<p>Read:</p> <ul style="list-style-type: none"> • Syllabus, course outline, and assignments. <p>Discussion Board:</p> <ul style="list-style-type: none"> • 300-word minimum initial post due by 8:00 PM • 300-word minimum response post due by 11:59 PM.
<p>Week 1 W: 8/28</p>	<p>Weekly Discussion Board Post: <u>Workplace Writing vs. Academic Writing:</u> *Note: The questions provided do not count towards your word minimum. Do not provide my questions in your post(s). Rather, simply number your answers so I can evaluate your work. 1. What is workplace writing? 2. What is academic writing? 3. What types of workplace writing and academic writing are there? 4. How is writing valued in the workplace? 5. How is writing valued in academia and / or English 101, 102, 105, etc.?</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 1 (pgs. 1-31) • Chapter 2 (pgs. 35-36) <p>Discussion Board:</p> <ul style="list-style-type: none"> • 300-word minimum initial post due 8:00 PM • 300-word minimum peer response due 11:59 PM

	<p>6. What makes writing effective in the workplace?</p> <p>7. How do you demonstrate creativity in the workplace?</p> <p>8. What are job skills? Provide examples.</p> <p>9. How is writing a “job skill?”</p> <p>10. Why is it important for to take into consideration your audience when writing in the workplace?</p> <p>11. What are some characteristics of job-related writing?</p> <p>12. What does it mean to write ethically in the workplace?</p> <p>13. What you would like to do in a professional capacity and why or how you came to this decision.</p> <p>14. How do you see writing as part of your future career? Or how is writing a part of your current job?</p>	
<p>Week 1 F: 8/30</p>	<p>Weekly Discussion Board Post: <u>Character Reference Letter:</u> (Before you begin drafting, review the character reference prompt on Canvas under “Module 1”). Jamie is applying to lease a new apartment. You have been friends for many years, and Jamie asks you to write a character reference letter. Jamie is a great person, fun to be around, generous, and always willing to help other people out in any way possible. Jamie's young family has grown too big for their current small apartment, and you know they really need to move into a larger place. However, you also know that the family's finances are not great. Jamie has a full-time job but is also going to college part-time, and has trouble making ends meet. A few months ago, you made a small personal loan to help pay for new school clothes for their oldest kid, who was just starting kindergarten, and you are not sure when you will be paid back. And both spouses are so busy working, going to school, and taking care of their kids that their own apartment often looks like a bit of a wreck when you visit. After a little consideration, you decide to go ahead and write the letter of reference. (Think about ethics here).</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 4 (pgs. 98-133) • Character Reference Prompt (Posted under “Module 1”) <p>Discussion Board:</p> <ul style="list-style-type: none"> • 500-word minimum initial post due by 8:00 PM • 300-word minimum response post due by 11:59 PM. <p>Reading Quiz #1:</p> <ul style="list-style-type: none"> • Due 11:59 PM
<p>Week 2 M: 9/2</p>	<p>No Class: Labor Day</p>	
<p>Week 2 W: 9/4</p>	<p>Weekly Discussion Board Post: <u>Business Email Delivering Bad News:</u> (Before you begin drafting, review the business email prompt on Canvas under “Module 1”). For this activity, you will write a business email delivering bad news about the following scenario: Scenario: You represent the water department and must compose and email telling residents of a community that their water usage rate between the hours of 4:00 – 9:00 PM will be going up because of a serious water shortage.</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 3 (pgs. 76-97) <p>Review:</p> <ul style="list-style-type: none"> • Chapter 4 (pgs. 119-121) • Business Email Prompt (Posted under “Module 1”) <p>Discussion Board:</p>

		<ul style="list-style-type: none"> • 500-word minimum initial post due by 8:00 PM • 300-word minimum response post due by 11:59 PM.
Week 2 F: 9/6	<p><u>Activity for Memo Writing:</u> (Before you begin drafting, review the memo prompt on Canvas under “Module 1”). For this activity, you will assume the role of project manager regarding the development of your company’s social media platform.</p> <p>Scenario: Your project team was assigned the responsibility for planning and implementing the company’s social media platform. Your project team has been working diligently on compiling and analyzing your research findings regarding social media usage. As project manager, it is your responsibility to update your boss on the progress of your team’s work, and you have decided to compose an internal company memorandum in which you communicate to your boss some (or all) of the following information (which can be made up at your discretion): number of research samples collected, current findings, implications of research, problems/concerns with work, anticipated completion date of research.</p> <p>Note: Please review memo design components in your textbook. You will want to use design components in order to break down the “essay format” (academia) into a memo format (workplace).</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 4 (pgs. 133-150) • Memo Prompt (Posted under “Module 1”) <p>Discussion Board:</p> <ul style="list-style-type: none"> • 500-word minimum initial post due by 8:00 PM • 300-word minimum response post due by 11:59 PM. <p>Reading Quiz #2:</p> <ul style="list-style-type: none"> • Due 11:59 PM <p>Review & Revise:</p> <ul style="list-style-type: none"> • Review all peer feedback from your reference letter, email, and memo. Revise accordingly and submit all deliverables as ONE (1) DOCUMENT ATTACHMENT for final submission on Monday, 9/9 by 11:59 PM via Module 1.
Week 3 M: 9/9	<p style="text-align: center;">Project 1: Document Project</p> <p>Project #1 Due: Submit your Document Project under “Module 1” in Canvas. Here you will see a “Document Project” icon link. Open the Document Project link and click “Start Assignment.” Upload / attach your project (reference letter, email, and memo) as ONE word doc attachment. When finished click “Submit Assignment.” Note: As stated in the course syllabus, “late projects will be penalized 1 full letter grade for every calendar day that the paper is late. As well, I do not comment on late projects.”</p>	<p>Submit:</p> <ul style="list-style-type: none"> • Project #1: Document Project by 11:59 PM via Module 1

	<p style="text-align: center;">MODULE 2: Employment Project</p> 	
<p>Week 3 W: 9/11</p>	<p>Weekly Discussion Board Post: <u>Skills Inventory</u> For this deliverable, you will begin examining your existing skill set and practice articulating or “translating” it in persuasive ways using the provided spreadsheet (located under “Module 2”). When completing this deliverable, do not think of your work as representing the “perfect” image of who you think you are as a prospective employee. Rather, think of your work as identifying not only your strengths as a potential employee but also the weaknesses and/or gaps in your existing skill set. We will use this deliverable as a way to work through such gaps when drafting resumes and cover letters.</p> <ol style="list-style-type: none"> To complete this exercise, use the Skill Inventory spreadsheet posted in Canvas under “Modules.” You will also want to use the Purdue University Online Writing Lab’s “Job Skills Checklist” both of which can be found on the Purdue OWL website and on our Canvas (also posted under "Module 2”). Post your Skills Inventory spreadsheet (min 20 skills) under the corresponding discussion board. 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 5 (pgs. 159-165) • Purdue University Online Writing Lab’s "What is an Action Verb?" (Posted under “Module 2”) • Purdue University Online Writing Lab’s "Categorized List of Action Verbs" (Posted under “Module 2”) • Purdue University Online Writing Lab’s “Job Skills Checklist” (Posted under “Module 2”) • Skills Inventory Worksheet (Posted under “Module 2”) <p>Skills Inventory Spreadsheet Examples (Posted under “Module 2”)</p> <p>Discussion Board:</p> <ul style="list-style-type: none"> • Skills Inventory, minimum 20 skills due by 8:00 PM • 300-word minimum peer response due 11:59 PM
<p>Week 3 F: 9/13</p>	<p>Weekly Discussion Board Post: <u>Job Advertisement and Analysis:</u></p>	<p>Review:</p> <ul style="list-style-type: none"> • Chapter 5 (pgs. 159-165)

Step 1. Locate a job advertisement that you are qualified for and can apply to. Meaning, it must be a job (internships included) that you can currently apply for (not expired / still open / taking applications). You also want to select a job that you meet minimum requirements (i.e. if the ad specifies a minimum of 5 years experience and you have no experience, pick a different job ad).

Step 2. There are lots of places to find job ads. Your book provides a list on page 163. As well, CSUCI also provides a comprehensive list of job/internship databases to expand your job search: [Here you can search](#) by local jobs, government jobs, volunteer jobs, internships, international, nonprofit. You can also find jobs by using CSUCI's job search databases such as, **Indeed, Simplyhired, Monster, Linkup**, etc.

Step 3. Once you find a job advertisement, post a link to the job ad or copy of the advertisement as an attachment to the corresponding discussion board.

Step 4: Job Advertisement Analysis:
For this deliverable, your primary task is to rhetorically assess and analyze the job advertisement that you found and believe you are qualified for. The material you develop here will help you begin developing strategies for persuasively preparing your resume and application letters. To complete this deliverable, please answer the following questions. When answering these questions, please do not limit yourself to one to two sentence responses. Begin developing a narrative that you can draw from when composing your resume and application letter deliverables.

***Note: The questions provided do not count towards your word minimum. Do not provide my questions in your post(s). Rather, simply number your answers so I can evaluate your work.**

1. Who is the employer? What are its ethos and/or mission? What are some adjectives you might use to describe this company?
2. What is being emphasized in this job ad? What are the action verbs? Skill words? (Hint: Page 161 in textbook and Purdue Owl website on action verbs).
3. What is implied but not explicitly stated in the job advertisement? Put another way, what can you read between the lines of the job advertisement? What is the employer implicitly asking for in the job advertisement?
4. How do the employer's ethos and/or mission align with

Discussion Board:

- Job advertisement due by 8:00 PM

- **500-word minimum** job ad analysis due by 11:59 PM


Reading Quiz #3:

- Due 11:59 PM

	<p>your professional interests? Why might this employer be interested in interviewing someone like you?</p> <p>5. What attracted you or drew you to the job advertisement? Why do you believe this is a good position for you?</p> <p>6. What are the relevant qualifications for the position? Please list the skills in order of importance.</p> <p>7. What stands out most for you as your strengths as an applicant?</p> <p>8. What weaknesses or gaps are in your existing skill set? How might you account for those gaps in your document preparation?</p> <p>9. What would be your primary strategy for planning, designing, and composing a <u>resume</u> for this job ad? That is, what would you highlight from the job ad? How would you highlight such items?</p> <p>10. What would be your primary strategy for planning, designing, and composing an <u>application letter</u> for this job ad? That is, what will you highlight from the job ad? How would you highlight such items?</p>	
<p>Week 4 M: 9/16</p>	<p>Weekly Discussion Board Post:</p> <p><u>Resume Draft:</u> (Before you begin drafting, review the resume prompt on Canvas under “Module.” In addition to the examples in your textbook, I have also posted an example of a resume and application letter in Canvas under “Module 2”).</p> <p>Based on the analysis of your selected job advertisement and your readings from the course textbook, this assignment asks you to compose a resume for your selected job. Draft your resume accordingly and submit by 8:00 PM. Be sure to think about both design principles and parts of a resume here as well as your job advertisement analysis and reading for the course textbook.</p> <p><u>Resume Draft Peer Response:</u> Provide a 300-word minimum substantive response to a resume draft by answering the following questions: *Note: The questions provided do not count towards your word minimum. Do not provide my questions in your post(s). Rather, simply number your answers so I can evaluate your work.</p> <ol style="list-style-type: none"> 1. Who is the audience of the resume? 2. What is the overall theme of the resume? 3. What specifically does this resume highlight? 4. Does this resume have a simple and direct style? 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 5 (pgs. 174-196) • Chapter 6 (pgs. 217-227) <ul style="list-style-type: none"> • Resume Prompt (Posted under “Module 2”) • Resume Example (Posted under “Module 2”) <p>Discussion Board:</p> <ul style="list-style-type: none"> • Resume draft due by 8:00 PM • 300-word minimum response post due by 11:59 PM.

	<p>Explain why or why not.</p> <ol style="list-style-type: none"> 5. Does the resume provide specific supporting evidence? 6. Is there anywhere in the resume that you wished you had more specific supporting evidence? 7. Does the resume employ language from the job advertisement? 8. Are all the sections and headings in the resume relevant and necessary? 9. Is the design of the resume visually appealing? Why or why not? 10. How does the author lead you through the resume? Meaning, how is the information on the resume prioritized? 11. Is there any unnecessary repetition or redundancy in the resume? 12. Does the resume adopt an appropriate / professional tone through style, format, and language? 	
<p>Week 4 W: 9/18</p>	<p>Weekly Discussion Board Post: <u>LinkedIn Profile Draft:</u> (Before you begin drafting, review the LinkedIn prompt on Canvas under “Module 2”). As an emerging professional, it is important for you to begin thinking about cultivating a public profile. To that end, begin creating a LinkedIn profile. Post a link to your account in the corresponding discussion board by 8:00 PM.</p> <p><u>LinkedIn Profile Draft Peer Response:</u> Provide a 300-word minimum substantive response to a LinkedIn Profile by answering the following questions: *Note: The questions provided do not count towards your word minimum. Do not provide my questions in your post(s). Rather, simply number your answers so I can evaluate your work.</p> <ol style="list-style-type: none"> 1. Who is the audience for this LinkedIn profile? 2. What specialization are highlighted in the profile? 3. How does this profile distinguish itself from others? 4. Does the profile include searchable key words that detail the depth of their experience and skills? What key words are included? If there are none suggest some here. 5. What competencies and personal qualities are highlighted? How does the profile showcase these competencies and personal qualities? 6. Are all of the sections and heading relevant and necessary? 7. Do these profession headlines showcase your peer’s capabilities? 8. Is the design of the profile visually appealing? Why or why not? 	<p>Read: • Chapter 5 (pgs. 165-174)</p> <p>Review: • Chapter 5 (pgs. 189-197)</p> <p>Discussion Board: • LinkedIn Profile draft due by 8:00 PM</p> <p>•300-word minimum LinkedIn Profile peer response post due by 11:59 PM</p>

	<p>9. How does the profile lead you through the information provided? Meaning, how does the profile priorities and / or order information?</p> <p>10. Is there any unnecessary repetition or redundancy in the profile?</p> <p>11. What is the tone of the profile? Is it appropriate?</p>	
<p>Week 4 F: 9/20</p>	<p>Weekly Discussion Board Post: <u>Application Letter Draft:</u> (Before you begin drafting, review the application letter prompt on Canvas under “Module 2”). In addition to the examples in your textbook, I have also posted an example of a resume and application letter in Canvas under “Module 2.” Draft your application letter according to the following outline:</p> <p>Introduction 3-4 Sentences: Your introduction paragraph needs to include how you learned about the specific position as well as establish your credibility and interest. In addition, provide a “roadmap” (1 sentence highlighting what skill(s) and experience(s) in particular that you will discuss in your letter. Hint: Pick the most important qualification / and or experience for the job to discuss. You can also think of your “roadmap” as a “thesis statement.”</p> <p>Body Paragraph(s) 4-5 Sentences: – The body of your letter, composed of one or two major body paragraphs should provide <i>evidence</i> and <i>implication</i> of your “roadmap” / qualifications and / or experiences listed in your introduction paragraph.</p> <p>Conclusion 2-3 Sentences – Your conclusion should restate your interest and major qualification, ask for an interview or phone call and availability (aka “next steps”), and provide no new info.</p> <p>Consider Readability – ease, clarity, transitions, style, design principles</p> <p><u>Application Letter Peer Response:</u> Provide a 300-word minimum substantive response to an application letter by answering the following questions: *Note: The questions provided do not count towards your word minimum. Do not provide my questions in your post(s). Rather, simply number your answers so I can evaluate your work.</p> <ol style="list-style-type: none"> 1. What job position is the author applying for? 2. Does the introduction paragraph include how the author learned about the specific position? If so, how did the author learn about the specific position. 3. Does the introduction paragraph establish the author’s 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 5 (pgs. 197-211) • Application Letter Prompt (Posted under “Module 2”) • Application Letter Example (Posted under “Module 2”) <p>Discussion Board:</p> <ul style="list-style-type: none"> • Draft of application letter due by 8:00 PM • 300-word minimum response post due by 10:00 PM. <p>Reading Quiz #4:</p> <ul style="list-style-type: none"> • Due 11:59 PM <p>Review & Revise:</p> <ul style="list-style-type: none"> • Review all peer feedback from your resume, LinkedIn profile, and application letter. Revise accordingly and submit all deliverables as ONE (1) DOCUMENT ATTACHMENT for final submission on Monday, 9/23 by 11:59 PM via Module 2.

	<p>credibility and interest? If so, what is the author’s credibility?</p> <p>4. Does the last sentence of the introduction paragraph provide a “road map?” Meaning, based off of the introduction paragraph what skills / experience in particular do you think the author will discuss in further detail in the body paragraph(s)?</p> <p>5. What specific supporting evidence does the author provide to illustrate he or she developing or utilizing their skill set(s). Is there anywhere in the resume that you wished you had more specific supporting evidence?</p> <p>6. How do these skill sets relate to the job in which the author is apply for? (Think of implication here).</p> <p>7. Does the conclusion restate the author’s interest and major qualification.</p> <p>8. Does the conclusion provide contact information</p> <p>9. Does this application letter have a simple and direct style? Explain why or why not.</p> <p>10. Is the design of the resume visually appealing? Why or why not?</p> <p>11. Does the application letter adopt an appropriate / professional tone through style, format, and language?</p>	
<p>Week 5 M: 9/23</p>	<p align="center">Project 2: Employment Project</p> <p>Project #2 Due: Submit your Employment Project under “Module 2” in Canvas. Here you will see a “Employment Project” icon link. Open the Employment Project link and click “Start Assignment.” Upload / attach your project (resume, LinkedIn profile, and application letter) as ONE word doc attachment. When finished click “Submit Assignment.” Note: As stated in the course syllabus, “late projects will be penalized 1 full letter grade for every calendar day that the paper is late. As well, I do not comment on late projects.”</p>	<p>Submit:</p> <ul style="list-style-type: none"> • Project #2: Document Project by 11:59 PM via Module 2
	<p align="center">MODULE 3 Report and Proposal Project</p> 	

<p>Week 5 W: 9/25</p>	<p>Weekly Discussion Board Post: Project #3: Report & Proposal Overview: (Review the Project #3: Report and Proposal Project prompt in Canvas under “Module 3”). Your company (an environmental consulting group) has been contacted by the Sustainability Task Force at California State University, Channel Islands to summarize, evaluate, and improve ONE (1) of its sustainable practices or summarize, evaluate, and implement ONE (1) new sustainable practice on campus. To help summarize, evaluate, and improve (or implement) the sustainable system, your company has been asked to compose two documents: (1) 3-4 page single-spaced report (with infographic) that provides background information about the one sustainable practice at CSUCI that you have chosen, and (2) a 3-4 page single-spaced proposal that provides ONE (1) recommendation and course of action for modifying and improving (or implementing) the sustainable practice at CSUCI.</p> <p><u>Secondary Research Log:</u> During the Report & Proposal project, students will be responsible for conducting secondary research in order to determine what is known already and what new data might be required. To help you document and work through your findings, each student is responsible for composing a Secondary Research Log of 5-10 secondary sources. When composing the secondary research log, students should list the bibliographic information of the source in MLA format, followed by a summary of the source, discussion of how the source is related to or linked to other sources you found, an indication of where the source will be used in the report and/or proposal, and an evaluation of the source.</p> <p>For example: <i>Recycle Bins in Public Places: 'Recycle on the Go'</i> Norwich: Stationery Office, 2008. Print.</p> <ul style="list-style-type: none"> • This book explains how to implement recycling bins in public areas. It demonstrates what can and cannot be recycled under certain circumstances. This book also discusses how to inform others about recycling. This book is useful because it shows how to create a plan for recycling in busy, highly populated areas, which can be helpful for improving the recycling program at CSUCI. The author is credible because she has a doctorate in sustainability and is an expert in the field with multiple publications. This source supports the same conclusions as other sources found. 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 9 (pgs. 352-365) • Chapter 8 (pgs. 301-343) • Project #3: “Report and Proposal Prompt” (Posted under “Module 3”) <p>Discussion Board:</p> <ul style="list-style-type: none"> • Secondary Research Log of 5-10 sources due by 8:00 PM. • 300-word minimum peer response due 11:59 PM
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	<p>However, this source is more reliable, detailed, credible than other websites and articles that I have located. This source is useful, however, I will need to make the connections between recycling in public places such as parks to CSUCI landscape such as dormitories or stadiums. I plan to use the source's general information about recycling in my report and use the source's easy "how to recycle" information in my proposal.</p> <p>To help you get started locate a minimum of 5-10 secondary sources and answer the following questions for each source:</p> <ol style="list-style-type: none"> 1. What is this source about? / What topics are covered? / What are the main arguments and goals of the source? 2. Is the information reliable? Meaning, is it written by someone who has expertise in the field? Is the source new? Up-to-date for the topic? What are the author's credentials? 3. How does this source compare with other sources you have found? / Do other sources support the same conclusions? 4. Was this source useful? Why is it helpful? 5. How could you use this source in this project? 	
<p>Week 5 F: 9/27</p>	<p>Weekly Discussion Board Post: <u>Primary Research Instrument</u> Primary research is any type of research that you go out and collect yourself. Primary research is important when conducting reports and proposals because it is crucial to have fresh, new, updated data to help determine the best report and possible course of action. To facilitate this work, you are responsible for creating a primary research instrument such a survey, questionnaire, poll, observation map, interviews etc.</p> <ol style="list-style-type: none"> 1. Post a full draft of the primary research instrument that you will use to conduct your primary research. For example, if you wish to use a survey on facebook or conduct interviews what questions will you ask? When drafting your primary research instrument, be sure to ask yourself what type of collected data will be most useful for your report and proposal? 	<p>Review: • Chapter 9 (pgs. 347 & 349)</p> <p>Discussion Board:</p> <ul style="list-style-type: none"> • Primary Research Instrument due by 8:00 PM. • Answer / respond to a minimum of 5 research instruments due by 11:59 PM. (In the discussion board you will need to note which primary research instruments you responded to). <p>Reading Quiz #5: • Due 11:59 PM</p>
<p>Week 6 M: 9/30</p>	<p>Weekly Discussion Board Post: Infographic Overview: An infographic is essentially a way to visually represent your project. Imagine it as a standalone item the audience</p>	<p>Read: • Chapter 6 (pgs. 227-249)</p> <ul style="list-style-type: none"> • Dos and Don'ts for Creating Effective

may view. Does it make sense to them without the paper to give further context? Does it cover all major points you make? Does it draw the audience in and keep their interest? Does it inspire them to continue learning more -- perhaps by reading your full written project? **Does it effectively explain your chosen sustainable topic and the interesting/memorable takeaway you want to show your audience?**

Use the following resources to learn a bit more about effective infographics:

- [Dos and Don'ts for Creating Effective Infographics](#)
- [Creating Effective Infographics: An Interview with a Pro](#)
- [How to Create an Infographic - Part 1: What Makes a Good Infographic?](#)

Some great, free programs to create infographics are listed below. However, you are more than welcome to use any programs you're comfortable with.

- [Canva](#)
- [Piktochart](#)
- [Visme](#)
- [Stencil](#)
- [Padlet](#)
- [Prezi](#)
- [Biteable](#)

Keep in mind that infographics are usually static visuals, but **there are also video and audio infographics**. There are a few examples of video and audio infographics below.

- [How Deep the Ocean Really Is](#)
- [COVID-19 and Your Pet](#)
- [Infographic Video Template](#)

Infographic for Report:

For your Report and Proposal project, you are responsible for preparing two (2) infographics; one to use in your report and one to use in your proposal. Meaning, you will be creating an infographic in addition to your written portion of your report AND you will be creating a separate infographic in addition to your written portion of your proposal.

Today, you will begin drafting your infographic for your **report**. The infographic for your *report* will most likely be much **broader** than your proposal. Remember that the purpose of your report is to provide your audience with an

[Infographics](#) (Posted under “Module 3”)

- [Creating Effective Infographics: An Interview with a Pro](#) (Posted under “Module 3”)

Watch:

- [How to Create an Infographic - Part 1: What Makes a Good Infographic?](#) (Posted under “Module 3”)

Discussion Board:

- One (1) infographic for your report due by 8:00 PM.
- 300-word minimum peer response due 11:59 PM

	<p>overview of a sustainable practice at CSUCI. The infographic for your <i>proposal</i> will most likely be much more focused and specific being that the purpose of your proposal is to recommend a specific plan of action for improving or implementing a sustainable practice at CSUCI.</p> <p>*Note: The Canvas discussion board forum might not let you upload your infographic. If this happens, you're more than welcome to email me directly your infographic before the deadline. If I can not access and view your work, then I can't provide credit.</p>	
<p>Week 6 W: 10/2</p>	<p>Weekly Discussion Board Post: <u>Report Outline:</u> (Before you begin drafting, review the Report and Proposal Project Prompt on Canvas under "Module 3"). Scenario: Drawing from the data and information you collect from your primary and secondary research activities you will compose a 3-4 page report that synthesizes your primary and secondary research findings. When composing the report, students are to imagine they will be submitting it to the Sustainability Task Force at California State University, Channel Islands. The purpose of the report is to provide the Sustainability Task Force with information about the sustainable practice. Put another way, your main goal for the report is <i>not</i> to persuade the Sustainability Task Force about how to implement ONE (1) specific plan (save your persuasive rhetoric for the proposal!). Rather, your primary goal is to provide information to the Sustainability Task Force that both positions the committee to understand the nature of the sustainable practice as a whole and prepares the committee to consider a variety of options for modifying the system. To help you get started, provide a tentative title, section headers, and complete sentences for each subsection stated below:</p> <p>1. Introduction: a. Purpose: The purpose of this report is to show... b. Scope / "Roadmap:" Specifically, this report will address... (your specific sustainable practice you're researching and sections of the report).</p> <p>2. Background: a. Contextualize the sustainable practice with background research. May include primary and/or secondary research.</p> <p>3. Methods of Investigation: a. Primary and / or secondary research summary and rationale.</p> <p>4. Findings and Implication:</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 9 (pgs. 346-381) • Chapter 8 (pgs. 301-323) <p>Discussion Board:</p> <ul style="list-style-type: none"> • 300- word minimum Report Outline due by 8:00 PM. • 300-word minimum peer response due 11:59 PM

	<p>a. Data summary of the research collected and its implications.</p> <p>5. Conclusion:</p> <p>a. Summarize</p>	
<p>Week 6 F: 10/4</p>	<p>Weekly Discussion Board Post:</p> <p>Infographic Overview:</p> <p>An infographic is essentially a way to visually represent your project. Imagine it as a standalone item the audience may view. Does it make sense to them without the paper to give further context? Does it cover all major points you make? Does it draw the audience in and keep their interest? Does it inspire them to continue learning more -- perhaps by reading your full written project? Does it effectively explain your chosen sustainable topic and the interesting/memorable takeaway you want to show your audience?</p> <p>Use the following resources to learn a bit more about effective infographics:</p> <ul style="list-style-type: none"> • Dos and Don'ts for Creating Effective Infographics • Creating Effective Infographics: An Interview with a Pro • How to Create an Infographic - Part 1: What Makes a Good Infographic? <p>Some great, free programs to create infographics are listed below. However, you are more than welcome to use any programs you're comfortable with.</p> <ul style="list-style-type: none"> • Canva • Piktochart • Visme • Stencil • Padlet • Prezi • Biteable <p>Keep in mind that infographics are usually static visuals, but there are also video and audio infographics. There are a few examples of video and audio infographics below.</p> <ul style="list-style-type: none"> • How Deep the Ocean Really Is • COVID-19 and Your Pet • Infographic Video Template <p>Infographic for Proposal:</p> <p>For your Report and Proposal project, you are responsible for preparing two (2) infographics; <u>one</u> to use in your report and <u>one</u> to use in your proposal. Meaning, you will be creating an infographic in addition to your written portion of your report AND you will be creating a separate</p>	<p>Review:</p> <ul style="list-style-type: none"> • Chapter 6 (pgs. 247-249) • Dos and Don'ts for Creating Effective Infographics (Posted under "Module 3") • Creating Effective Infographics: An Interview with a Pro (Posted under "Module 3") <p>Watch:</p> <ul style="list-style-type: none"> • How to Create an Infographic - Part 1: What Makes a Good Infographic? (Posted under "Module 3") <p>Discussion Board:</p> <ul style="list-style-type: none"> • One (1) infographic for your <u>proposal</u> due by 8:00 PM. • 300-word minimum peer response due 11:59 PM <p>Reading Quiz #6:</p> <ul style="list-style-type: none"> • Due 11:59 PM

	<p>infographic in addition to your written portion of your proposal.</p> <p>Today, you will begin drafting your infographic for your proposal. Unlike the infographic for your report - the infographic for your <i>proposal</i> will most likely be much more focused and specific being that the purpose of your proposal is to recommend ONE (1) specific plan of action for improving or implementing a sustainable practice at CSUCI.</p> <p>*Note: The Canvas discussion board forum might not let you upload your infographic. If this happens, you're more than welcome to email me directly your infographic before the deadline. If I can not access and view your work, then I can't provide credit.</p>	
<p>Week 7 M: 10/7</p>	<p>Weekly Discussion Board Post: <u>Proposal Outline:</u> (Before you begin drafting, review the Report and Proposal Project prompt on Canvas under "Module 3"). Scenario: Drawing from the findings in your report, students are responsible for preparing a 3-4 single-spaced page proposal for the Sustainability Task Force that outlines and proposes ONE (1) specific plan of action for modifying and improving a sustainable practice or implanting a new sustainable practice on campus at CSUCI. As a reminder, your goal in this proposal is to advocate for ONE (1) specific course of action for developing, implementing, and / or improving a sustainable practice at CSUCI. You are not only presenting or positioning information for decision makers. You also are presenting a persuasive case about improving or implementing a plan that is responsive to enhancing California State University, Channel Island's suitability goals. Thus, the purpose of the proposal is to <i>persuade</i> the Sustainability Task Force that your proposal provides the best course of action and is therefore the best proposal. To help you get started, provide a tentative title, section headers, and complete sentences for each subsection stated below:</p> <p>1. Introduction: a. Purpose: The purpose of this proposal is to... b. Problem: State the problem that this proposal addresses c. Scope / "Roadmap:" Specifically, this proposal will address... (State here the subject and sections of the proposal).</p> <p>2. Background: a. Establish the current situation. This will then lead into</p>	<p>Read: • Chapter 8 (pgs. 323-341)</p> <p>Discussion Board: • 300- word minimum Proposal Outline due by 8:00 PM. • 300-word minimum peer response due 11:59 PM</p>

	<p>your findings.</p> <p>b. Note: The background section of the proposal is more focused than the background presented in the report. You will still discuss general information about the sustainable practice being investigated, but only that in <i>which directly pertains to your proposed solution</i>. Meaning, any necessary background information that your reader needs to know in order to fully understand the proposal.</p> <p>3. Research Methods and Findings:</p> <p>a. Discuss your research findings that <i>directly</i> pertain to your proposed solution. Brief and focused.</p> <p>4. Solution / Plan:</p> <p>a. Discuss your specific solution and implementation. This should include a timetable, costs, equipment and materials, labor, transportation, travel, training, etc.</p> <p>5. Effects:</p> <p>a. Effects on the organization—i.e. Composting and CSUCI</p> <p>6. Concerns:</p> <p>a. Address any potential concerns your audience might have and any risks that might be involved.</p> <p>7. Conclusion:</p> <p>a. Call to action—encourage your reader to approve your proposal by stressing its major benefits.</p>	
<p>Week 7 W: 10/9</p>	<p>Weekly Discussion Board Post: <u>Report full draft:</u> Drawing from the data and information you collect from your primary and secondary research activities compose a full report (3-4 single-spaced pages with infographic included) that synthesizes your primary and secondary research findings. Again, when composing the report, students are to imagine they will be submitting it to the Sustainability Task Force at California State University, Channel Islands. The purpose of the report is to provide the Sustainability Task Force with information about the sustainable practice. Put another way, your main goal for the report is <i>not</i> to persuade the Sustainability Task Force about how to implement ONE (1) specific plan (save your persuasive rhetoric for the proposal!). Rather, your primary goal is to provide information to the Sustainability Task Force that both positions the committee to understand the nature of the sustainable practice as a whole and prepares the committee to consider a variety of options for modifying the system.</p>	<p>Read: • Chapter 8 (pgs. 365-381)</p> <p>Discussion Board: • 3-4 single-spaced report (with infographic) due by 8:00 PM.</p>
<p>Week 7 F: 10/11</p>	<p>Weekly Discussion Board Post: <u>Report Full Draft Peer Response:</u> Under the 10/9 – 10/11 discussion board, provide a 300-word minimum substantive response to at least TWO</p>	<p>Review: • Chapter 8 (pgs. 365-381)</p> <p>Discussion Board:</p>

report full drafts by answering the following questions:
***Note:** The questions provided do not count towards your word minimum. Do not provide my questions in your post(s). Rather, simply number your answers so I can evaluate your work.

1. Introduction:

- a. Purpose: Does the report state its purpose and introduce the sustainable practice at CSUCI that is being investigated? State the purpose of the report and the practice being investigated in your own words.
- b. Scope / "Roadmap:" Does the document provide the scope / "roadmap" of the report? Meaning, does the document specifically address the topic and sections of the report? State in your own words what you believe this report will address and its sections.

2. Background:

- a. Does the report contextualize the sustainable practice with background research? What primary or secondary research is included here?

3. Methods of Investigation:

- a. Does the report discuss the research instruments used and why? In your own words describe the research instruments used to conduct research.

4. Findings and Implication:

- a. Does the report summarize the data collected? Summarize in your own words the data collected and its implications.
- b. Is there any background information and / or research that you feel is missing and / or lacking in clarity?

5. Infographic:

- a. Does the infographic present complex information quickly and clearly? Summarize in your own words what information the infographic provides. Is the information presented in the infographic interesting? Does it facilitate a positive response? Is there any information missing that the audience needs to have?

6. Conclusion:

- a. Does the conclusion summarize the subject?

7. Infographic:

- a. Does the infographic present complex information quickly and clearly? Summarize in your own words what information the infographic provides. Is the information presented in the infographic interesting? Does it facilitate a positive response?
Is there any information missing that the audience needs to have?

8. Questions, Comments, Concerns

- 300-word minimum substantive response to at least 2 (TWO) report full drafts by 11:59 PM

Reading Quiz #7:

- Due 11:59 PM

	<p>a. Provide at least one question that you have for the writer.</p> <p>b. Describe at least one aspect of the report that you like.</p> <p>c. As you think about the paper’s overall purpose, has the writer convinced you that this is a logical and reasonable report? Why or why not?</p> <p>d. What has this report taught you about what you should do in your own paper?</p>	
<p>Week 8 M: 10/14</p>	<p>Weekly Discussion Board Post: <u>Proposal full draft:</u> Drawing from the findings in your report, students are responsible for composing a full proposal (3-4 pages with infographic included) for the Sustainability Task Force that outlines and proposes ONE (1) specific plan of action for modifying and improving a sustainable practice or implanting a new sustainable practice on campus at CSUCI. As a reminder, your goal in this proposal is to advocate for a specific course of action for developing, implementing, and / or improving a sustainable practice at CSUCI. You are not only presenting or positioning information for decision makers. You also are presenting a persuasive case about improving or implementing a plan that is responsive to enhancing California State University, Channel Island’s suitability goals. Thus, the purpose of the proposal is to <i>persuade</i> the Sustainability Task Force that your proposal provides the best course of action and is therefore the best proposal.</p>	<p>Review:</p> <ul style="list-style-type: none"> • Ch. 8 (pgs. 323-335) <p>Discussion Board:</p> <ul style="list-style-type: none"> • 3-4 page single-spaced proposal (with infographic) due by 8:00 PM
<p>Week 8 W: 10/16</p>	<p>Weekly Discussion Board Post: <u>Proposal Full Draft Peer Response:</u> Under the 10/14 – 10/16 discussion board, provide a 300-word minimum substantive response to at least TWO proposal full drafts by answering the following questions: *Note: The questions provided do not count towards your word minimum. Do not provide my questions in your post(s). Rather, simply number your answers so I can evaluate your work.</p> <p>1. Introduction:</p> <p>a. Problem: Does the document state the problem that this proposal addresses? State the problem in your own words.</p> <p>b. Purpose: Does the document state the purpose of this proposal? i.e. “The purpose of this proposal is to implement “x” in order to solve “y.” State the purpose of this proposal in your own words.</p> <p>c. Scope: Does the document provide the scope / “roadmap” of the proposal? Meaning, does the document specifically address the sections of the proposal? State in your own words what you believe this proposal will address.</p>	<p>Review:</p> <ul style="list-style-type: none"> • Ch. 8 (pgs. 323-335) <p>Discussion Board:</p> <ul style="list-style-type: none"> • 300-word minimum substantive response to at least 2 (TWO) report full drafts by 11:59 PM <p>Review & Revise:</p> <ul style="list-style-type: none"> • Review all doc-sharing feedback from your infographic, report and proposal drafts. Revise accordingly and submit all deliverables as ONE (1) DOCUMENT ATTACHMENT for final submission via Modules on Wednesday 12/4, by 11:59 PM.

	<p>2. Background: a. Does the document provide the necessary background information in order to understand the proposed solution?</p> <p>3. Findings a. Does the document discuss findings that directly pertain to the proposed solution? Note: Research instruments and outside research (primary and secondary research) may be included here. Brief and focused.</p> <p>4. Solution / Plan a. Does the document address a specific solution and implementation? (i.e. timetable, costs, equipment and materials, labor, transportation, travel, training, etc.)</p> <p>5. Effects a. Does the document address the effects of the proposed solution on the organization?—i.e. stadium recycling and CSUCI</p> <p>6. Concerns / Counter Arguments a. Does the document address any potential concerns the audience might have and any risks that might be involved? Does the document address any anticipated counter arguments here? State in your own words what the potential concerns are and how the document proposes to solve / address these concerns.</p> <p>7. Conclusion a. Does the conclusion stress the proposal’s major benefits? Does the conclusion empower you?</p> <p>8. Infographic: a. Does the infographic present complex information quickly and clearly? Summarize in your own words what information the infographic provides. Is the information presented in the infographic interesting? Does it facilitate a positive response? Is there any information missing that the audience needs to have?</p> <p>9. Questions, Comments, Concerns a. Provide at least one question that you have for the writer. b. Describe at least one aspect of the proposal that you like. c. As you think about the paper’s overall purpose, has the writer convinced you that this is a logical and reasonable proposal? Why or why not? d. What has this proposal taught you about what you should do in your own paper?</p>	
<p>Week 8 F: 10/18</p>	<p align="center">Project 3: Report and Proposal</p> <p>Project #3 Due: Submit your Report and Proposal Project under “Module 3” in Canvas. Here you will see a “Project 3: Report and Proposal” icon link. Open your Report and</p>	<p>Submit: • Report and Proposal Project due by 11:59 PM via Module 3</p>

	<p>Proposal link and click “Start Assignment.” Upload / attach your project (3-4 page single-spaced report with infographic and 3-4 page single-spaced proposal with infographic as well as a Works Cited page) as ONE word doc attachment. When finished click “Submit Assignment.” Note: As stated in the course syllabus, “late projects will be penalized 1 full letter grade for every calendar day that the paper is late. As well, I do not comment on late projects.”</p>	
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