

PROFESSIONAL AND TECHNICAL COMMUNICATION
ENGL 2210-501 88463
SUMMER 2025 JUNE 02 – JULY 29 3 CREDITS
ONLINE ASYNCHRONOUS 8 WEEK COURSE
INSTRUCTOR: LIZ AXELROD, MFA
EMAIL: LAXELROD@UNM.EDU

COURSE DESCRIPTION

English 2210 focuses on how to write and design the kinds of documents that are typically used in the professional workplace. The assignments for this class require students to create documents that are based on the needs of their readers. To create these documents, students will consider the type of research to conduct as well as the appropriate structure, writing style, and page layout to use. Assignments include creating professional letters, memos, instructions, proposals, and analytical reports. English 2210 assignments focus on the following:

- Composing documents for workplace situations that relate to students' professional interests, with an emphasis on elements of design
- Ethical considerations related to communication in the workplace
- Writing for multicultural and international audiences
- Working with a team of writers
- Using current technology

English 2210 focuses on analyzing rhetorical situations and responding with appropriate genres and technologies; you will be writing for workplace situations, using both text and visual design to convey your messages. This class meets New Mexico Lower-Division General Education Common Core Curriculum Area I: Communications (NMCCN 1113). (EPW).

Prerequisite: ENGL 1120 or ACT English =>29 or SAT Evidence-Based Reading and Writing =>700.

COURSE OUTCOMES

Throughout the semester in English 2210, you will progress toward the following **nine** Student Learning Outcomes (SLOs):

1	Project Planning	Plan, research, and compose technical documents in teams and individually relative to the lifecycle process for technical documents.
2	Project Analysis	Work to identify readers for technical documents and the contexts in which those documents exist, with an emphasis on how technical documents are best composed by and for specific global, diverse, and multicultural situations. Also understand how technical documents can occupy and respond to social justice and community service contexts.

3	Content Development	Understand how genre conventions impact writing strategies, and use contextual information to place specialized information into an appropriate technical genre.
4	Organizational Design	Practice strong research skills with primary and secondary sources in order to generate appropriate content for technical documents. Generate strong research questions and develop clear research methodologies for your work
5	Written Communication	Compose clear prose that is stylistically responsible, avoids errors, and pays attention to readability for audiences.
6	Visual Communication	Understand and practice general visual design principles by developing user-friendly data displays including charts, tables, infographics, line graphics, and presentations.
7	Reviewing and Editing	Across media and contexts, learn informed stylistic choices, text-revision for user-centeredness, and avoidance of common misspellings and mechanical errors.
8	Content Management	Gain foundational knowledge of the organization and management of complex and extensive digital and textual information and receive an introduction to information architecture, web content management, and social networking.
9	Production and Delivery	Develop confidence in presenting information using a variety of modes and delivered in various media, including web content, paper, oral presentation, and video. Become cognizant of the best principles for delivery so that you may apply your work seamlessly to emerging technologies.



Instructor Contact & Bio Information: Email me at Laxelrod@unm.edu. I check my messages frequently throughout M-F between 8:00 AM and 5:00 PM, and I am offline during the weekend. My online office hours are Monday's 10am-11am ONLINE and by appointment. You can also make appointments for other online office visits if this time does not work for your schedule; please use my UNM email to contact me: laxelrod@unm.edu

Instructor Biography: *Lizbeth Axelrod, MFA* has been teaching undergraduate English and Writing for close to a decade, motivating her students to discover the passion and nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition 1&2, Technical Communication 1 & 2, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, The New York City College of Technology (CityTech), and she currently teaches at CNM as well as UNM Valencia. Liz received her MFA from the New School for Public Engagement, NYC in 2013. She was Managing Editor of the [New School's Literary Journal - 12th Street](#). Liz's work has been widely published. Her first book of poetry, *Go Ask Alice* (June 2016) was a finalist (5th Place) in the Finishing Line Press New Woman's Voices Competition. You can find more about my creative writing life here: [Liz Axelrod, MFA](#)

TEXTBOOKS REQUIRED

Practical Strategies for Technical Communication – by Tiffani Tijerina Tamara, Powell Jonathan, Arnett Monique, Logan Cassandra Race. Contributors: David McMurrey, Steve Miller, Cherie Miller, Megan Gibbs, Jennifer Nguyen, James Monroe, Lance Linimon

This is an OPEN EDU (Free) Resource Text book. There will be a copy of the book in our course module and you can access and download a PDF here: <https://alg.manifoldapp.org/projects/open-technical-communication>

SOME IMPORTANT STUFF TO KEEP IN MIND:

- The assignment syllabus is a tentative schedule. All work will be posted in Canvas, and the assignments will be posted in our Canvas Weekly Learning Modules.
- Most assignments will be due on Sundays at 11:59pm.
- No emailed essays will be accepted, all assignments will be posted on Canvas
- Late essays will be docked points if submitted after the due date. However, I understand that life/Work/Obligations can sometimes get in the way. Always email me to discuss your options as I want to be able to give you the best grade possible for the work you do.
- Discussion posts must be submitted on time in order to get full points. This is like having a conversation in class, and if you are late, then the conversation gets interrupted.

TECHNICAL SKILLS



In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use Canvas (<https://canvasinfo.unm.edu/students/index.html>)
- Use email – including attaching files, opening files, downloading attachments
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Use Microsoft Office applications
 - Create, download, update, save and upload MS Word documents
 - Create, download, update, save and upload MS PowerPoint presentations
 - Create, download, update, save and upload MS Excel spreadsheets
 - Download, annotate, save and upload PDF files
 - Create and populate a website for your class portfolio
- Be open to using software programs that may be new to you. **While these aren't required, you may want to use different programs to design your projects.**

TECHNICAL REQUIREMENTS

- A high speed internet connection is highly recommended.
- Supported browsers include: Internet Explorer, Firefox, and Safari.
- Any computer capable of running a recently updated web browser should be sufficient to access Canvas. However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including [UNM's Computer Pods](#).
- For using the Kaltura Media Tools inside Canvas, be sure you have downloaded and installed the latest version of [Java](#) and [Mozilla Firefox](#). They may not come preloaded.
- Microsoft Office and Adobe products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)

For external Canvas Technical Support: Click the “Help” icon at the bottom of the left-hand sidebar in Canvas.

CLASS POLICIES:



Participation is a requirement. We will have various graded discussion boards in this class that require your participation. Make sure that you respond to peers according to the directions in the discussion boards. Be courteous and respectful, encourage each other, create community.

MAKE SURE TO POST ON TIME AS YOUR DISCUSSION BOARDS WILL CLOSE ON SPECIFIC POSTED DATES.

Students who participate in university-sanctioned activities and / or who will be unable to meet the first-week participation requirements for a particular section should move to another section where their activity schedules will not interfere with their English 2210 obligations (students can freely switch sections during the drop / add period of the semester). We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please email me immediately.

Late and Missing Work. I do understand the need for extra time sometimes - due to life's circumstances. Try your best to get your work in on time and stay caught up. I will work with you on assignments if you make sure that I am aware of your needs. **ALWAYS EMAILME TO DISCUSS ANY NEEDED EXTENSION:** Laxelrod@unm.edu

However, I cannot accept late work on discussion boards or peer review. These are considered participation, and your work in these boards directly has an effect on others in the class; therefore, it is important to post in these sections on time. For assignments besides discussion boards or peer review, in the event of an emergency, exceptions can be made on case-by-case basis. Always email me to discuss your options.

If the UNM Canvas system is down for scheduled maintenance, late work will be accepted. In the case of emergencies that bar you from turning in any assignment(s) on time, email me **as soon as possible before or after the emergency**, and we can work out an alternative.

Public Nature of the Classroom. Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others; in this course, our purpose is to come together as a writing community. Remember that students will often be expected to share writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. Additionally, the feedback that is provided is intended to help improve your writing; be open to suggestions from other writers.

NETIQUETTE STATEMENT:

Netiquette is a set of rules for behaving properly in an online class and will be observed both online and in person. In our class we will follow the following rules: Be considerate of your fellow students. No swearing or hate speech in the forums. All opinions are welcome, but they must be backed up by facts and reliable sources. No one is allowed to inflame or coerce another student's beliefs, ideas, or assumptions. Please remember that the college classroom is an intellectual space in which cooperation and respect are **essential**. Hateful language—sexist, homophobic, racist, ethnic or religious hostilities, and so forth—will not be tolerated. Keep an open mind. In this course you will be faced with a range of perspectives on many issues. Everyone has different points of view. Discussion posts must be respectful, collegiate, informed and constructive – and it must stay in our class. Proper use of MLA format, grammar, and tone is required in all formats of this class (discussion boards, email, messages, written responses, workshops and writing assignments).

RESOURCES TO SUPPORT STUDY AND SKILLS ARE AVAILABLE AND IT IS HIGHLY RECCOMENDED THAT YOU USE THEM. YOU CAN FIND THEM HERE:

[UNM-Valencia Learning Commons \(Tutoring\)](#)

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available. Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. **To schedule an appointment, please go to: [Learning Commons Bookings](#)** If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out the form above. If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

[Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult ([CAPS](#)) website under "services").

PLAGIARISM POLICY:

Any form of plagiarism **including using AI to write your papers** is unacceptable and the paper in question will receive a failing grade. Plagiarism means using language and/or ideas without acknowledging their source, copying directly from websites and AI Generated writing. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from outside sources without proper documentation. We will have a class discussion and assignment on Plagiarism. There will be additional resources on Canvas as well. Plagiarism may also result in failure of the entire course or disciplinary action by the University.

To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/>.

TITLE IX STATEMENT:

Title IX: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women's Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO's website.

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

E-MAIL ETIQUETTE

In general, e-mails that you write to me during the semester should include professional language, addressed with a subject heading including the class you are in and the type of question you are asking. For example, "English 1410-501 Question on Essay 1" would be an appropriate subject heading for a question regarding the first essay. E-mails should also include a salutation. For example, "Dear Professor Liz" would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

UNM COVID 19/HEALTH & ACCOMMODATIONS INFORMATION:

COVID-19 Health and Awareness. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need extra time due to illness, please communicate with me at laxelrod@unm.edu; I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

UNM VALENCIA SUPPORT

[PASOS Resource Center](mailto:pasos@unm.edu) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

[Student Health and Counseling](#) (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.

[LoboRESPECT Advocacy Center](#) (505) 277-2911 can offer help with contacting faculty and managing

ACCOMMODATIONS

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506. The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

CLASS AND TUTORING/LEARNING SUPPORT

If you need additional support contact me via email (laxelrod@unm.edu) or Canvas messaging or in office/drop-in hours. Or Contact the [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu, Or [Accessibility Resource Center](#) (<https://arc.unm.edu/>) at <mailto:arcsrvs@unm.edu> (505) 277-3506.

examples of appropriate phrases are “Sincerely,” or “Thank you for your help,”.

- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Always proofread your messages for grammatical errors

Student Behavior. The rules and regulations of the University of New Mexico “Code of Conduct” will be followed in our classroom. Any behavior that is unbecoming, which is inappropriate in a collegiate atmosphere, will result in your dismissal from this class.

While I support academic freedom, I expect businesslike behavior; therefore, students may not use offensive language in any forum of our class. Please do not disclose any knowledge of criminal activity, as I am obligated to report it. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under these rules and regulations.

ASSIGNMENTS

Multimodal Composition. One aspect of this course that might be different is the fact that you will be creating multimodal projects. This means that I'm asking you to create something besides a traditional, text-based essay. Multimodal texts “exceed the alphabetic and may include still and moving images, animations, color, words, music and sound” and consist of web pages, films, and podcasts, in addition to print-image hybrids such as brochures or blogs (Takayoshi and Selfe 1). You will have options as far as what medium and technology to use.

If you wish to create your project in a different medium than the ones I have suggested, or to use different software than what I have suggested, please contact me. I'm open to your ideas.

During the semester, you will learn to craft your writing through multiple drafts. You will also learn to write in many genres and mediums, ultimately learning to choose your genre and medium in response to the needs of the audience and the purpose of the document.

The major assignments within this course include the following:

Assignment #1: Instructional Video. For this assignment, you will create instructions for a task. [As our textbook explains](#): “Instructions describe how to perform a specific task. They typically describe how to assemble a product or do something step-by-step.” Similarly, you will create a multimodal video that walks your audience through something you know how to do, step-by-step. <https://youtu.be/dBAc2ToAK1Q>

Assignment #2: Formal Complaint and Response Letters, with social media accompaniment. For this assignment, you will engage with a few examples of problematic public-facing media content (from product packaging that is racially offensive to televised commercials that rely on long held biases); you will write a complaint letter from the vantage of a consumer, complaining to the corporate entity about that stereotype or demonstration of inherent bias against community members. Then, you will write a response, as if you are the company, publication, or app that produced the original offending content. Finally, from the perspective (again) of the complainant, you will compose a series of tweets, a complaint video for social-media posting, or other social media multimodal component.

Assignment #3: Proposal and Presentation. For this assignment, you will write a formal proposal that aims to solve (or help solve) an issue within a local community. Your project will both describe the problem and outline your solution / proposition. You will also create a presentation to supplement the written proposal.

Portfolio. The portfolio is a major project in this class where you will account for your learning in the course. For each project, you will reflect on three different Student Learning Outcomes (SLOs), telling me how the project helped you learn those outcomes. You'll write a paragraph for each outcome, and by the end of the course, you'll have written a solid paragraph for each one. These reflections will be housed in the portfolio. You must include all three projects you create in this course in order to pass the portfolio. The portfolio will be designed in Google Sites, Weebly, Wix, WordPress, Squarespace, Adobe Portfolio, or another free website builder. It will be completely electronic in nature. It will also feature a bio / personal statement and résumé that you will compose near the end of our course.

PARTICIPATION

If you have trouble meeting the deadlines, please contact me at least a week before the project is due (or as soon as possible) so we can come up with a solution or an extension together. Use your UNM email to contact me and explain the trouble you might be having (technology, time management, etc.).

Please keep in mind that all work, including the following participatory work, is to be turned in through Canvas. If you have trouble uploading your documents to Canvas, email me directly, and I will help you upload the document.

For each project (except the portfolio), you are required to participate in two rounds of feedback:

Peer Review. Writers need thoughtful feedback on their work if they are to improve their writing skills. For each writing project, you will engage in peer review, responding to your peers' projects (see the peer review prompt regarding instructions on how to give this feedback). I've labeled the peer review spaces "Peer Review Discussion Board," and there's one of these discussion boards for each project. You'll upload your project here and give feedback to your peers in this same space.

Final draft. Your final round of feedback will be from me. In order to turn in each project, you'll add the project to your portfolio and submit the URL to me. I will give you feedback and suggestions on how to improve your project. For each project, you **MUST** write reflections for three designated Student Learning Outcomes (SLOs); these reflections will be housed in the portfolio. There is a video explaining this in Week 2 of the course, so make sure to watch it carefully. For each project, you will also write Project Memorandum Reflections. Information on these is contained in the course as well.

OTHER PARTICIPATION REQUIREMENTS AND INFORMATION:

POINTS BREAKDOWN

Discussion Board Posts (includes initial posts and responses to peers)	8 at 20 points each + 2 at 50 points = 260
Journals	3 at 20 points each = 60
Project #1: Instructions	100
Project #2: Formal Complaint / Response Letter with Social Media Component	100
Project #3: Proposal / Presentation	100
Final Portfolio, including bio / personal statement, résumé, and Final Course Reflection Memo	400
Total	1020

GRADE SCALE

Letter grade value ranges are as follows:

A+ 97-100+%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F 0-59.9%
A 93-96.9%	B 84-86.9%	C 74-76.9%	D 64-66.9%	
A- 90-92.9%	B- 80-83.9%	C- 70-73.9%	D- 60-63.9%	

ENGL 2210/CORE WRITING POLICIES

Plagiarism. Plagiarism is a form of theft.

USING AI TO WRITE YOUR ASSIGNMENTS IS CONSIDERED PLAGIARISM

Plagiarism is grounds for failing the course. Plagiarism occurs when a writer uses someone else's phrasing, sentences, or distinctive insights without giving proper credit. Be sure to acknowledge your sources! In this age of downloadable papers, remember that turning in work that, in whole or in part, is not your own is also plagiarism. When in doubt about quotation, citation, or acknowledgment of sources, see me for help.

Plagiarism is also academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result in this course.

Types of plagiarism. Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing or ideas that are solely generated by Artificial Intelligence (AI = ChatGPT, Gemini, CoPilot, Jasper, Claude, Deepseek or any other AI Applications)
- Submitting writing that was substantially edited by another person.

Possible consequences. The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions imposed by the Dean of Students.

All students who plagiarize will be reported to the Dean of Students, who maintains a file of past plagiarism cases. The instructor may use the Dean of Students Adjudication form or simply direct a memo to the Judicial Affairs Specialist, Dean of Students Office. The UNM Student Code of Conduct also addresses Academic Dishonesty at <http://pathfinder.unm.edu/policies.htm#studentcode>.

Academic Misconduct. You should be familiar with UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#), which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

UNM MAIN - CAPS Writing and Language Center. CAPS is the Center for Academic Program Support where you can receive help with each project. They urge you to make appointments well in advance so that you can make sure to receive help. They are located on the third floor of Zimmerman Library. (505) 277-7205. <https://caps.unm.edu/>

Copyright Issues

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

Credit-Hour Statement

This is a three credit-hour course delivered in an entirely online modality over 8 weeks during the Summer 2025 semester. **Please plan for a *minimum* of 18 hours per week to learn course materials and complete assignments.**

WEEKLY ASSIGNMENT SCHEDULE

**This Schedule is subject to change - all assignments will be on Canvas in the weekly modules*



Week	Subject	Assignments
1		Read Chapter 1
		Read Chapter 2.13
		Review the Correspondence Project Presentation and Correspondence Project Directions and Requirements
		Explore Correspondence Project Resources (under Course Content)
		Complete "2 Emails Assignment"
		Complete "Directive Memo Assignment"
2	Correspondence	Read Chapter 2.1
		Complete 3.1 "Review of Memo and Email Project"
		Complete 2.2 "Complaint Email Assignment"
		Correspondence Project Due (includes Email and Memo Project)
3	Job Project	Review Job Project Requirements, and view Job Project presentation (ppt).
	Job Project	Review Resume Requirements
		Read "Resumes" in Ch. 2.1. (FYI: You are NOT doing a functional resume).
		Review Resumes in text (Examples, Cases, and Models Index)
		Complete 5.1 "Ferguson Career Guidance Center"
		Complete 5.2 "Resume Rough Draft"
		Job Project Due
4	Report Project	View the Report Project Presentation and Report Project Directions and Requirements
		Review the APA Presentation
		Review the "Recommendations and Feasibility Reports" in Examples, Cases, and Models Index
		Complete "Graphs and Charts"
		Complete "My Report Topic"

5	Report Project	Read 2.11 – “Titles, Abstracts, Introductions, and Conclusions”
		Complete “Graphics in Text”
		Complete “Flow Chart”
		Complete “Mini Report”
		Complete “Report Project Progress Memo”
		Report Project Due
6	Proposal Project	Review Proposal Project Presentation and Proposal Project Directions and Requirements.
		Read 2.4 “Proposals”
		Complete 11.1 “Proposal Reflection”
		View the Budget Presentation
		Complete “Budget”
		Complete “Proposal Review”
		Proposal Project Due
7	Social Media Project	Review Social Media Project requirements
		Complete “Social Media Identity”
		Complete “Social Media Free Write”
		Complete “Hiring and Social Media”
8	Social Media Project	Finalize Social Media Project
		Complete 15.1 “Managing Social Media”
		Social Media Project Due & Final Portfolio Due

