



NEW YORK CITY  
COLLEGE OF TECHNOLOGY

THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

TO: ENG 2575, Technical Writing Instructors  
FROM: Jason W. Ellis  
DATE: May 23, 2015  
SUBJECT: ENG 2575, Technical Writing Information and Sample Documents

This document includes useful information, resources, and sample material that I hope will assist you with the development of your ENG 2575, Technical Writing class.

This document includes the following sections:

- City Tech Catalog Description and Learning Outcomes
- Sample Syllabus
- Suggested Textbooks
- Online Resources
- Basic Sample Assignments
- Integrated Sample Assignments: Instruction Manual Assignment
- Integrated Sample Assignment: Collaborative Team-Based Project
- Integrated Assignment: Job Application Portfolio

Should you have any questions about ENG 2575, please contact the course coordinator, Jason W. Ellis ([jellis@citytech.cuny.edu](mailto:jellis@citytech.cuny.edu)) or the Professional and Technical Writing program director, Reneta D. Lansiquot ([rlansiquot@citytech.cuny.edu](mailto:rlansiquot@citytech.cuny.edu)).

For additional sample syllabi, please ask Lily Lam ([LLam@citytech.cuny.edu](mailto:LLam@citytech.cuny.edu)) in the English Department Office, Namm 512 for copies.

## City Tech Catalog Description and Learning Outcomes

ENG 2575 Technical Writing

*3 cl hrs, 3 cr*

Students communicate technical and scientific information to a variety of audiences through written and oral presentations, using electronic media such as the Internet, Power Point and graphics programs. Students also analyze readings in science and technology, study technical writing models and practice collaborative research and presentation. *Prerequisite: ENG 1121*

You can download the course's learning outcomes from here (listing the former title of ENG 3773, Advanced Technical Writing):

<http://www.citytech.cuny.edu/academics/deptsites/english/docs/courses/ENG3773.pdf>.

## Sample Syllabus

### ENG 2575, Technical Writing

ENG 2575 | Section | Meeting Times | Location

Professor's Name | Office | Office Hours | Contact Information

#### Course Description:

An advanced course in effective technical writing techniques, including traditional technical writing forms and World Wide Web communication. This course will have students use electronic media such as Internet, presentation, and graphics programs to communicate technical and scientific information to a variety of audiences via written and oral presentations. Students will also analyze readings in science and technology, study technical writing models, and practice collaborative research and presentation. Building on previous writing courses, this course will reinforce clarity of thinking and expression in effective and correct English.

#### Course Objectives:

Upon successful completion of this course, students will be able to:

- Communicate clearly in technical writing and in oral presentations
- Use, develop, and evaluate technical documents
- Gather, interpret, evaluate, and apply information from a variety of sources
- Use professional tools for technical communication, inquiry, analysis, and collaboration

#### Required Textbook:

Anderson, Paul V. *Technical Communication: A Reader Centered Approach*. 8th ed. Boston: Wadsworth/Cengage Learning, 2014.

#### Required Resources

- Access to your campus email account. Use it to create an account on [openlab.citytech.cuny.edu](http://openlab.citytech.cuny.edu) during the first week. Join our class on OpenLab (I will show you where to find it during class).
- Software: Office suite of applications capable of producing files in DOCX, PPTX, and PDF formats.
- Create accounts (or use your existing accounts) for Google and LinkedIn.com.
- Ability to print color and b/w documents.

#### Recommended Resources

- Journals in the field available through the library: *Journal of Business and Technical Communication*, *Journal of Technical Writing and Communication*, *Technical Communication*, and *Technical Communication Quarterly*.
- *Usability.gov* is an important website from the Department of Health and Human Services that provides information and methodologies for improving user experiences (UX).
- City Tech’s Ursula C. Schwerin Library, Atrium 4<sup>th</sup> Floor:  
<http://library.citytech.cuny.edu>
- City Tech Learning Center, Atrium G-18:  
<http://www.citytech.cuny.edu/students/learningcenter/>
- Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

### Assignments and Course Grades

<b>Daily Writing: Summary Memos</b>	At the beginning of each class, students will post a summary memo of the assigned reading for that day’s class. The memo should be properly formatted and include a brief synopsis of the chapter followed by a more detailed discussion of the chapter. Only 10 minutes will be allowed at the beginning of class to write this memo, so students should read and plan their memo ahead of time. These memos are an opportunity for regular writing practice, and they help prime students for in-class discussion by giving everyone a chance to collect and organize their thoughts.	<b>20%</b>
<b>Reading Presentation</b>	Students will be randomly assigned a chapter from the daily readings. On the day of your assigned reading, present a 5-10 minute oral presentation supported by a Powerpoint presentation slideshow. Daily presentations follow the ten minutes permitted for the beginning of class memo writing. Presenters are expected to complete the daily writing and give their presentation.	<b>10%</b>
<b>Project 1: Summary of Scientific or Technical Article</b>	Using the library’s journals and scholarly databases, find a scientific or technical article from a peer-reviewed journal in your field of study. Write a 500-word summary of the article for other professionals in your field.	<b>10%</b>
<b>Project 2: Expanded Definition of a Technical or Scientific Term</b>	Choose a technical or scientific term in your field of study and write a 750-1000 word expanded definition of it with a cover memo.	<b>15%</b>

	Your expanded definition must be supported by scholarly or vetted sources that are properly quoted and cited using MLA style.	
<b>Project 3: Instruction Manual</b>	Choose a task related to your field of study, and create a 1500-2000 word instruction manual that combines words, images, and design principles to help others accomplish the selected task.	<b>15%</b>
<b>Project 4: Collaborative Final Project</b>	After forming into teams of students, identify a problem around the City Tech campus and create these solution-oriented deliverables: a 4000-6000-word analytical research report on the problem, an oral presentation based on your report, and a web page promoting your team's solution to the problem, and an informal report of your team's progress throughout the project. As a collaborative project, all team members are expected to contribute equally based on a distribution of responsibilities managed within the team. All team members are expected to take part in the final oral presentation.	<b>30%</b>
<b>Total</b>		<b>100%</b>

### **Grading Policy:**

Students must submit assignments on time to receive full credit. If you are not present on a due date, it is your responsibility to hand in your work electronically or by way of a classmate. Major project assignments are due at the beginning of class. If an assignment is turned in late because of an emergency, there will be one letter grade reduction for the assignment for each day late.

### **Attendance Policy:**

According to the City Tech College Catalog, "A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester" (33). This means that for a class that meets once a week, you may miss two classes; a class that meets twice a week, you may miss three classes; and a class that meets thrice a week, you may miss four classes. This policy does not make a distinction between "excused" and "unexcused" absences. Arriving late or leaving early equals half of an absence. Use your available absences wisely, because exceeding these may result in failure of the course.

### **Nondiscrimination Policy:**

This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are

welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside the class will not be tolerated.

**Accommodations Policy:**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Student Support Services Program (SSSP). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from SSSP, which is located in A-237. It is the student’s responsibility to initiate contact with the SSSP staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**New York City College of Technology Policy on Academic Integrity:**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog ([http://www.citytech.cuny.edu/academics/catalog\\_listing.shtml](http://www.citytech.cuny.edu/academics/catalog_listing.shtml)).

**Tentative Schedule:**

I believe that classes should be organic and adaptive for each group of students. Therefore, I reserve the right to alter the following tentative schedule depending on the needs of a given class.

Week	Meeting	Announcements and Readings	Due
1	1	Introduce the course, discuss the syllabus, and sketch the major assignments.	
	2	<i>Technical Communication (TC)</i> Chapter 1: Intro	Beginning of class writing: summary memo due on OpenLab.  What is Technical Writing and Technical Communication discussion.
2	3	<i>TC</i> Chapter 23: Writing Reader-Centered Letters, Memos, E-mails, and Digital Exchanges	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	4	<i>TC</i> Chapter 3: Defining Your	Beginning of class writing:

		Communication's Goals	summary memo due on OpenLab.  Student-led presentation followed by discussion.
3	5	<i>TC</i> Chapter 4: Planning for Usefulness	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	6	<i>TC</i> Chapter 5: Planning Your Persuasive Strategies	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.  <b>DUE: Project 1: Summary of Scientific or Technical Article</b>
4	7	<i>TC</i> Chapter 6: Conducting Reader-Centered Research: Gathering, Analyzing, and Thinking Critically About Information	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	8	<i>TC</i> Chapter 7: Using Five Reader-Centered Research Methods	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
5	9	<i>TC</i> Chapter 8: Drafting Reader-Centered Paragraphs, Sections, and Chapters	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	10	<i>TC</i> Chapter 9: Using Nine Reader-Centered Patterns for Organizing Paragraphs, Sections, and Chapters	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
6	11	<i>TC</i> Chapter 10: Developing an Effective, Professional Style	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	12	<i>TC</i> Chapter 11: Beginning a Communication	Beginning of class writing: summary memo due on OpenLab.

			<p>Student-led presentation followed by discussion.</p> <p><b>DUE: Project 2: Expanded Definition of a Technical or Scientific Term</b></p>
7	13	<i>TC Chapter 12: Ending a Communication</i>	<p>Beginning of class writing: summary memo due on OpenLab.</p> <p>Student-led presentation followed by discussion.</p>
	14	<i>TC Chapter 13: Writing Reader-Centered Front and Back Matter</i>	<p>Beginning of class writing: summary memo due on OpenLab.</p> <p>Student-led presentation followed by discussion.</p>
8	15	<i>TC Chapter 14: Creating Reader-Centered Graphics</i>	<p>Beginning of class writing: summary memo due on OpenLab.</p> <p>Student-led presentation followed by discussion.</p>
	16	<i>TC Chapter 16: Designing Reader-Centered Pages and Documents</i>	<p>Beginning of class writing: summary memo due on OpenLab.</p> <p>Student-led presentation followed by discussion.</p>
9	17	<i>TC Chapter 17: Revising Your Drafts</i>	<p>Beginning of class writing: summary memo due on OpenLab.</p> <p>Student-led presentation followed by discussion.</p>
	18	<i>TC Chapter 18: Testing Drafts for Usefulness and Persuasiveness</i>	<p>Beginning of class writing: summary memo due on OpenLab.</p> <p>Student-led presentation followed by discussion.</p> <p><b>DUE: Project 3: Instruction Manual</b></p>
10	19	<i>TC Chapter 19: Creating Communications with a Team</i>	<p>Beginning of class writing: summary memo due on OpenLab.</p> <p>Student-led presentation followed by discussion.</p>
	20	<i>TC Chapter 21: Managing Client</i>	<p>Beginning of class writing:</p>

		and Service-Learning Projects	summary memo due on OpenLab.  Student-led presentation followed by discussion.
11	21	<i>TC</i> Chapter 22: Creating Reader-Centered Websites	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	22	<i>TC</i> Chapter 24: Writing Reader-Centered Proposals	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
12	23	<i>TC</i> Chapter 25: Writing Reader-Centered Empirical Research Reports	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	24	<i>TC</i> Chapter 26: Writing Reader-Centered Feasibility Reports	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
13	25	<i>TC</i> Chapter 27: Writing Reader-Centered Progress Reports	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
	26	<i>TC</i> Chapter 20: Creating and Delivering Listener-Centered Oral Presentations	Beginning of class writing: summary memo due on OpenLab.  Student-led presentation followed by discussion.
14	27	Team studio day.	
	28	Team studio day.	
15	29	Final team project presentations.	<b>DUE: Project 4: Collaborative Final Project</b>
	30	Final team project presentations.	

**Do not hesitate to talk to me or visit my office hours regarding your success in this class!**

## Suggested Textbooks (in alphabetical order by author)

Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *Handbook of Technical Writing*. 10th ed. New York: Bedford/St. Martin's, 2012.

Alred, Brusaw, and Oliu's *Handbook of Technical Writing* is an alphabetized list of technical writing examples, techniques, and terms. It focuses on reference and examples, which makes it a good book for students to keep after the class is over.

Anderson, Paul V. *Technical Communication: A Reader Centered Approach*. 8th ed. Boston: Wadsworth/Cengage Learning, 2014.

Anderson's *Technical Communication* is a very detailed textbook with ample examples supported by rhetorical and practical explanations. For purchasing, this textbook is the most expensive option, but it is available in the library and for rent through Amazon.com.

Markel, Mike. *Practical Strategies for Technical Communication*. New York: Bedford/St. Martin's, 2013.

Markel's *Practical Strategies for Technical Communication* is a condensed version of his more expansive *Technical Communication*. It has a lower price and a straightforward approach.

Markel, Mike. *Technical Communication*. 11th ed. New York: Bedford, St. Martin's, 2014.

Like Anderson's *Technical Communication*, Markel's *Technical Communication* is a detailed textbook that guides students through examples and rationalizations for the kinds of deliverables required of technical writers regardless of specialization. It is slightly less expensive to buy than Anderson's book.

Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing That Works: Communicating Effectively on the Job*. 11th ed. New York: Bedford/St. Martin's, 2012.

Oliu, Brusaw, and Alred's *Writing That Works* is a useful textbook that is taught in ENG 2575 and ENG 2570, Writing in the Workplace. Its lack of in-depth information on certain types of technical and scientific writing can be supplemented with online examples or handouts.

## Online Resources

Organize Your Class and Give Students Experience with Wordpress on City Tech's OpenLab:  
<https://openlab.citytech.cuny.edu>

Society for Technical Communication (STC): Defining Technical Communication  
<http://www.stc.org/about-stc/the-profession-all-about-technical-communication/defining-tc>

Purdue OWL, Technical and Professional Writing  
<https://owl.english.purdue.edu/owl/section/4/16/>

David McMurrey's Online Technical Writing: Free Online Textbook for Technical Writing  
<https://www.prismnet.com/~hcexres/textbook/acctoc.html>

Joseph Moxley's "Professional Writing" on Writing Commons (juxtapose with tech writing)  
<http://writingcommons.org/open-text/genres/professional-business-and-technical-writing/482-professional-writing>

TechWhirl's Technical Communication (lots of good sources for different tech comm topics)  
<http://techwhirl.com/technical-communication/>

EServer TC Library (open-access resource for tech comm-related topics)  
<http://tc.eserver.org>

TechStyle Articles on Teaching Tech Comm  
<http://techstyle.lmc.gatech.edu/category/brittain-fellowship/committees/tech-comm/>

Alred, Gerald J. "Essential Works on Technical Communication." *Technical Communication* 50.4 (Nov. 2003): 585-616. <https://pantherfile.uwm.edu/alred/www/pdf/alred-essentialworks.pdf>

Association of Teachers of Technical Writing (ATTW)  
<http://www.attw.org>

MIT OpenCourseware with Tech Comm Focus (for readings, assignment ideas, etc.)  
<http://ocw.mit.edu/courses/find-by-topic/#cat=humanities&subcat=literature&spec=technicalwriting>

DonMcMillan's "Life After Death by PointPoint 2012" (teach good presentations through bad examples)  
<https://www.youtube.com/watch?v=MjcO2ExtHso>

## Basic Sample Assignments

These basic assignments are taken from the list of competencies listed on the course outcomes for ENG 2575.

Write a 500-word summary of a technical or scientific article that demonstrates: 1) ability to identify key processes and concepts in a professional science or technology article; 2) ability to describe complex processes and concepts clearly and concisely; and 3) an awareness of audience.

Write a 750-1000-word expanded definition of a technical or scientific term, with cover memo, which demonstrates: 1) correct memorandum format; 2) knowledge of the etymology and historical development of the term; 3) examples of the term's use in various written contexts; 4) ability to compare and contrast various uses of the term; 5) use and citation of sources with proper attribution; and 6) awareness of audience.

Choose one:

Write a 1500-2000-word explanation of a complex technical process that demonstrates: 1) accurate and concise communication of a complex scientific or technological process and the concepts underlying it; 2) selection of appropriate details and examples to assure comprehension; 3) incorporation of illustrations into written explanation; and 4) awareness of audience.

Write a 1500-2000-word instructional or training manual that demonstrates: 1) ability to explain a task/process in clear, concise language; 2) selection and definition of appropriate terminology and concepts; 3) awareness of the intended user/audience; and 4) knowledge of instructional manual format.

Choose one:

Write a 1500-2000-word formal product or service proposal that demonstrates: 1) knowledge of the product or service offered, of pertinent market forces, and of the potential customer base; 2) the proposer's qualifications to deliver the product or service described; 3) knowledge of research methodology and the ability to describe that methodology; and 4) proper proposal format.

Write a 1000-1500-word contribution to a 4000-6000-word analytical research report on a scientific or technological problem that demonstrates: 1) knowledge of the history and context of the problem; 2) knowledge of the causes and nature of the problem; 3) ideas for solving the problem; 4) the ability to explain the problem and offer possible solutions to a general audience; 5) the ability to integrate written work with the written work of a partner or partners in a coherent report; and 6) knowledge of proper research report format.

Informal responses to various technical and scientific readings that demonstrate: 1) an understanding of the content, form, and style of those readings; and 2) the ability to communicate responses in classroom discussion, in writing, and on line.

The following assignments should be completed in collaboration with fellow students.

Choose one:

Give a seven-to-ten-minute oral presentation designed to sell a product or service to an audience of potential customers that demonstrates: 1) knowledge of oral presentation techniques and conventions; 2) the ability to organize a presentation effectively; 3) the ability to incorporate various media into the presentation, including appropriate computer software; 4) knowledge of the product or service offered, of pertinent market forces, and of the potential customer base; 5) the ability to communicate the value of the product or service in clear, spoken English; 6) the ability to answer audience questions; and 7) the ability to collaborate productively with a partner or partners.

Give an oral analytical research report on a scientific or technological problem, which demonstrates: 1) knowledge of oral presentation techniques and conventions; 2) the ability to organize a presentation effectively; 3) the ability to incorporate various media into the presentation, including appropriate computer software; 4) awareness of audience; 5) the ability to communicate the value of the product or service in clear spoken English; 6) the ability to answer audience questions; 7) the ability to collaborate productively with a partner or partners; 8) the ability to explain the problem and offer possible solutions to a general audience.

Create and publish a web page advertising a product or service that demonstrates: 1) knowledge of the product or service offered, of pertinent market forces, and of the potential customer base; and 2) basic knowledge of web page design and composition, including appropriate software.

Write an informal report on a group's progress with the oral product service proposal or oral analytical research report that demonstrates: 1) the division of labor among group members; 2) the adequate progress of each group member; 3) the group's adequate cooperation; and 4) an awareness of a supervisory audience.

## **Integrated Sample Assignments: Instruction Manual Assignment**

### **Introduction**

In Unit 1: Foundations of Technical Communication, you will create a set of reader-centric instructions for building a Lego model of your own design using process-driven principles of technical communication. For this project, you will use a variety of communication modes including haptics or the perception of touch, proprioception, and manipulation of objects. While this project introduces you to the revision process at the heart of most if not all technical communication, it gives you a set of composition principles that you can adapt to your own needs and purposes in the workplace.

The deliverables of this project include:

- A proposal memo for creating a set of instructions for your Lego model design
- A draft set of instructions for building your Lego model design
- A memo reporting the findings of your instruction set usability testing
- A revised set of instructions for building your Lego model design
- A memo reflecting on how your instructions are reader-centric, how you created your instructions using a process, and how your instructions manage complexity.

Your audience for this project should be your manager, who has tasked you with creating a marketing tool (the Lego set) for your company.

To receive credit for this project, you must complete and submit all assigned deliverables.

See the schedule below for all due dates for drafts and final deliverables.

### **Step 1, Create your Lego model**

Using approximately 50 of your Lego bricks, build a model of a technology that in some way connects to your field of study or major interests. Take a photo of your model (make sure that your image is well lit, easy to see, and in focus), name it lastname.firstname.unit1.model.jpg and submit it to OpenLab under Assignments.

### **Step 2, Write a proposal memo for creating a set of instructions**

Following the proposal memo format from the previous project, write a proposal for creating a set of instructions for building your Lego model that would be included with the model (printed sheet of instructions, printed poster, a YouTube video, a self-built website, something insanely innovative, etc.). Your proposal should not over deliver, because you will have to create the set of instructions within the time allowed for this project. Your proposal should include a description of your approach to the instructions, a description of one usability test with a representative set of customers/clients, and an explanation of your revision following testing.

Name your proposal lastname.firstname.unit1.proposal.docx and submit it to OpenLab under Assignments.

### **Step 3, Follow Your Proposal: Build Instructions, Test, Revise**

Using hand drawing, photography, videography, 3D modeling (LDRAW: <http://www.ldraw.org>, LIC: <http://code.google.com/p/lic/>, Lego Digital Designer: <http://ldd.lego.com/en-us/download/>), or something unprecedented and innovative, create a set of instructions that you believe anticipates the needs of your reader/user to easily and efficiently build your model.

Name your instructions as lastname.firstname.unit1.instructions-draft.[appropriate extension] or copy a link to its location online. Submit your draft instructions to OpenLab under Assignments.

Bring printouts of your instructions or a way of showing it to your test audience on the two days allocated for testing and interviews. You will trade instructions/Legos with one (or two) other persons during class. After building one another's models, you will conduct a short interview and note the time taken to build the model.

Write a brief memo summarizing your usability testing. This should include data collected from your interview and the time taken by each test user to build the model. Describe what you will do to revise your instruction set. Name this memo lastname.firstname.unit1.usability-memo.docx and upload to OpenLab under Assignments.

Begin your instruction set revisions for your final deliverable submission. Your final revisions should add the professional polish that your instruction set deserves to represent your best work and the work indicative of your client's brand.

### **Step 4, Reflect on the project**

Finally, write a one page memo that serves as a reflection on the project, the process that you used, and any issues that you overcome during the process. Also, discuss how you are using multimodal synergy in your final, professional Lego instructions. Name this file lastname.firstname.unit1.reflection.docx.

### **Step 5, Submit your project deliverables**

Before class the due date, submit all components and deliverables for this project. Submit all drafts and parts already submitted again to the final project assignment on OpenLab. Save all of your work—including anything online (such as on YouTube)—and submit it using

## **Integrated Sample Assignment: Collaborative Team-Based Project**

### **Introduction**

In small teams of students, you will complete a service learning-based project that manages some form of complexity that you identify at the New York City College of Technology (City Tech). While creating your project deliverables, you will model workplace cooperation, collaboration, and record keeping.

What exactly do I mean by “service learning?” According to “The National and Community Service Act of 1990 and US Code 12511:

The term “service learning” . . . means a method:

- (A) under which Corps members learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs;
- (B) that provides structured time for a Corps member to think, talk, or write about what the Corps member did and saw during an actual service activity;
- (C) that provides Corps members with opportunities to use newly acquired skills and knowledge in real life situations in their own communities; and
- (D) that helps to foster the development of a sense of caring for others, good citizenship, and civic responsibility.

Your goal for this project is to respond to a need of the City Tech community, develop your abilities to meet that need, and knowledgeably explain the process and rhetorical choices that you made to achieve your project’s aims.

As a team, you will identify a problem or need of the City Tech community and propose a research-supported solution. The scale of the problem that you choose to study and propose a solution to is up to each team. In addition to proposing a solution, you will collect data, use library research tools, create supporting materials that support the argument of your proposal, and expand your skill set to complete this team-based, collaborative project. Throughout the project, think about how you can leverage the work you do on this for improving your skill set and job application materials.

This project is **a lot of work**, but you also have **a lot of time** to complete it in before the end of the semester. The keys to success are cooperation, collaboration, planning, and delegation.

### **Assignment Deliverables**

Most of these deliverables are created collaboratively by the team as a whole except for the individual project narratives at the end of the project. I recommend using Google Drive for most of your drafting and planning of documents, but you will likely need to use other tools, software, and services to create the project deliverables. Due to the wide variety of solutions to this project, it is the responsibility of each team to invest the time and training necessary for those things that they do not know and leverage those things that they do know for solving problems. I will be here to support, assist, and mentor, but this project is meant to provide students with a self-motivated experience similar to collaborating on a team-based workplace project.

**Meeting Minutes:** This will be an on-going Google Document that you create together. Add a page break, title the page with the date, the recorder's name, and the team members present (always give first and last names for each team member). Your minutes should include what you discussed, what you did, any decisions made, and what you plan to at your next meeting.

**Pitch:** This will be your first component to the project. Together, brainstorm different problems that need to be addressed around campus. Choose a problem that can be fixed or managed with a technical communication solution. **It must be a solution that you can implement in the time available or a campaign promoting a solution that you would be unable to implement in the time available.** Prepare a 5-minute presentation to deliver in front of the class that explains the problem and your proposed solution. Only one team member is required to speak, but all team members must join the presenter in front of the class. The deliverables for this component include a script or outline and your PowerPoint file. One team member can submit viewable links as a comment to the appropriate blog post.

**Proposal:** Following the example of a proposal memo in *Writing That Works*, you will collaboratively create a proposal for your project. Identify the current situation and problem, detail your research into its past and present on campus and off (Are others dealing with a similar problem? If so, what did they do?), include background data obtained from interviews and questionnaires with potential users of your solution, your technical communication-based solution (e.g., poster, website, brochure, video, podcast, instruction manual, etc.), your proposed timeline, your resources and personal experiences (why are you four-five the right team for the job), etc. A minimal proposal will be at least eight pages long, but it is very likely that your proposal will extend beyond that threshold. Your research must include observations, interviews with students, faculty, and staff, research in the archives, college reports, and academic journals. The Ursula C. Schwerin Library Archives are a good place to begin (<http://library.citytech.cuny.edu/services/archive/index.php>). It should include images as part of your evidence of a problem and an illustration of your proposed solution (with proper parenthetical citation). For your research, include parenthetical citations and a concluding Works Cited list in MLA format. Remember, all projects need a strong foundation to build upon. If you create a great proposal with a good self-motivated schedule, you are more likely to keep on-track and create useful deliverables.

**Proposal-Focused Promotional Material:** To support your proposal's argument, each team will produce a selection of deliverables using at least two of the following media: poster, brochure, flyer, postcards, website, and social media (e.g., Twitter, Facebook, Instagram, Pinterest, etc.). Each deliverable should include a 500-word memo that explains your team's rationalization for using that media and using that media specifically in the way you choose to use it, and reports on feedback that you received from 10 people not in your team about the usability and suitability of each deliverable. Please note that each team will need to plan and execute their own usability testing for these deliverables. I cannot seek official approval for posting your work where approval is required, but there are designated places around campus where approval is not

required, and of course, approval is not required for the work that you create online on your own website, blog, or social media account. However, you should always be aware of multiple audiences and to what extent you want to post your materials while you are gathering usability testing data and making revisions.

**Team Presentation:** With the final deliverable completed, your team as a whole will give an approximately 20-minute presentation to the class detailing the major components of your project process: problem and research, proposed solution, draft deliverable, usability testing results, and final deliverable. This will be followed by a 5-minute q&a session. I will be looking for the other teams to ask probing and insightful questions. Your deliverables for this component will include a script for all parts and indicating who will be speaking at any given time and a supporting PowerPoint. Practice your presentation beforehand and record the practice presentation for submission. Come dressed in synced business attire on the day of your presentation.

**Project Blog Post:** Each team will create a blog post that summarizes your team's project in words (250-500 words) and pictures (at least two—one of your team and one relating to the focus of your proposal). In your blog post, you will link to a PDF document of your proposal, which includes appendices for your team's meeting minutes, pitch script, pitch PowerPoint slides, final presentation script, final presentation PowerPoint slides, promotional deliverables, and promotional material memos. Before uploading your PDF to OpenLab, each team must make sure that its file size does not exceed 30 MB. It is the responsibility of each team to learn how to use Adobe Acrobat Pro or other PDF authoring software to assemble this final document.

**Project Proposal Printed:** Each team will print and bind (using a 3-ring binder, spiral binding, or other professional method) a copy of their project proposal PDF. If your team creates print-media promotional materials, you may include finished versions (e.g., a folded brochure) in your bound proposal next to the appropriate appendix.

**Individual Project Narrative:** While the preceding components are written collaboratively and include all team members' names, each team member will write a 500-word memo analyzing their project and reporting on his or her involvement on the project. The memo should describe the project process, the rhetorical choices made as a team, the way your project's components used overlapping WOVEN (written, oral, visual, electronic, and nonverbal) modes to maximize their usefulness, and a summary of your specific contributions to your team. Each student should email her or his project narrative memo to Professor Ellis as a Word docx file attachment before class on the first day of team presentations using this file name convention: lastname.firstname.narrative.docx (e.g., burdell.george.narrative.docx).

## **Integrated Assignment: Job Application Portfolio**

*While job application portfolio materials are a form of technical communication, they do not necessarily support the learning outcomes defined for ENG 2575. However, they can be made a part of another project, such as the collaborative team project. For example, students can apply to work on certain teams and based on their job application materials, the professor can assign students to teams based on skills to balance the skill set for each team. Or, the job application portfolio can be integrated into an individual proposal assignment to help students establish ethos for a proposal.*

### **Introduction**

In Unit 1: Getting a Job and Communicating in the Workplace, you will create a portfolio of job-search documents and experience a mock interview. We will use the revision process (drafting, reviewing, and revising) to improve your deliverables. For those students who engage in this process wholeheartedly, you will generate a portfolio of job-search documents that are ready for use with appropriate tailoring and revision for the specific jobs for which you apply.

### **Project Deliverables**

- An experiential resume
- A skills resume
- A job ad research memo
- A job application letter
- A job application portfolio
- A mock interview reflection memo

### **Methods for Creating Your Deliverables:**

At the end of the project, you will create a job application portfolio blog post on our OpenLab website. On it, you will write a brief introduction and embed all of your draft and final deliverables in the page. To embed your files, you will host them on Google Drive, publish them, and embed them based on the link to each file. We will go over how to do this during class. As you are writing your documents, you may create them directly on Google Drive or you may use a word processor (e.g., OpenOffice, LibreOffice, or Microsoft Word) on your computer and then upload your files to Google Drive later. My recommendation would be to use Google Drive so that you can become more familiar with it (if you are not already so), but I will not enforce this as a part of the assignment as long as your files import into Google Drive and embed in your blog post successfully. One of the most important lessons from this unit is to be adaptable and dynamic in your use of composition tools. If your knowledge and experience with these tools is robust, you will be ready to adapt to the tools required of your workplace. Regardless of your process, you should go ahead and sign up for a Google Drive account if you do not already have one. If you have a Gmail account, you already have access to Google Drive. If you do not have an account, you can create one by going to [drive.google.com](https://drive.google.com).

**Step 1, Write two resumes: an experiential resume and a skills resume:**

An experiential or experience-based resume is built around the workplace experiences that you have already had. A skills or skills-based resume is constructed around the specific skills needed for a given job that you have gained through your personal, academic, and professional experiences. Each resume should be no longer than one page except in circumstances where you have extensive, relevant experience and a long work history. Refer to Anderson's TC Chapter 2, "How to Write an Effective Resume" for a description of the two types of resumes. You will create one of each kind using your experiences and skills.

**Step 2, Find a job ad, research the company, and write a research memo:**

Using a job search engine (e.g., monster.com, dice.com, usajobs.gov, <http://www.nytimes.com/pages/jobs/>, <http://www.labor.ny.gov/jobs/regional.shtm>, <http://www1.nyc.gov/jobs>) or networking/social media site (e.g., LinkedIn.com or Twitter), find a job that you would like to apply for.

Begin a new memo with the subject, "Job Application Research, [name of position] at [company]." Organize your memo with these headings: Executive Summary, Job Listing, Company Background, Description of Position, and My Preparedness for This Position.

Your Executive Summary should be completed last even though it is at the beginning of your document. It should begin with a one-sentence summary of your memo. After that opening sentence, write two to four sentences describing the organization of your document and your major findings. Think of this part as a road map with summaries. It should be no longer than 150 words.

Copy-and-paste (use Word's plain text paste option or Mac's "Paste and Match Formatting") the job listing into the Job Listing section. Also, copy-and-paste a link to where you found the job listing beneath the text of the listing. There is no word count for this section, but you should clean up the text that you paste here to remove unnecessary text, links, and formatting from the original copy online to match the font, size, and color of your document's style.

Using the company's website, Google, and library database resources (these three are useful: Business & Company ProFile ASAP, Business & Company Resource Center, and Business Source Complete. Find them here:

<http://library.citytech.cuny.edu/research/annotations/index2.php>), write 250 word summary about the company offering the job. In some cases, you might need to interview others to learn more about the company if it is a smaller firm. However, even in cases with larger firms, you should exhaust every available resource—friends, acquaintances, and the company itself with a telephone call—to learn as much as possible about the job and the company. Some questions that you should consider answering in this section include: What does this company do? How large is the company? Is it a local, national, or international company? What is the company's culture like?

In the Description of Position section, you should describe what kind of job you are applying for in approximately 250 words. Do not copy-and-paste the original job ad as you did in the listing

section. Instead, put into your own words the kind of job that you are applying for, what expectations the company would have for you based on the job ad and any other research that you have done, and what other types of work might be expected of someone performing this kind of job but might be implied or understood rather than stated in the job ad.

Finally, in the “My Preparedness for This Position” section, describe in 250 words how you are prepared to fill this position. What have you learned in college that has prepared you? What have you experienced in the workplace that has prepared you? What have you experienced in life that has prepared you?

### **Step 3, Write a job application letter:**

Your job application letter is an opportunity to craft a persuasive argument why you are the ideal candidate for a job. In most cases, you will not receive a job offer on the basis of your CV and job application letter. Instead, these documents are meant to persuade the employer to give you an opportunity for an interview. In order to be maximally effective, your letter should specifically address the needs of the job ad and make a strong argument based on supporting examples why you are the right candidate for a job. Refer to Anderson’s TC Chapter 2, “A Reader-Centered Approach to Writing Your Job Application Letter” for a description of the job application letter.

### **Step 4, Mock interview:**

On this day, come to class prepared to interview and be interviewed. You will each take turns serving as the interviewer and interviewee. This means that you need to review your own job application portfolio and the portfolio of your team members. You will also want to make some notes or print out sample questions (for example, <http://career-advice.monster.com/job-interview/interview-questions/100-potential-interview-questions/article.aspx> and <http://money.usnews.com/money/blogs/outside-voices-careers/2011/01/24/the-10-most-common-job-interview-questions>).

After being interviewed, write a 250-word memo describing your experience and making plans for being prepared for future interview situations. Include this memo in your portfolio.

### **Step 5, Submit your project deliverables as a blog post on our OpenLab Site**

On Google Drive, you should organize your files and name them according to this format to help you keep track of each document and its version:

lastname-firstname-jobreport  
lastname-firstname-jobletter-draft  
lastname-firstname-jobletter-final  
lastname-firstname-resume-experience-draft  
lastname-firstname-resume-experience-final  
lastname-firstname-resume-skills-draft

lastname-firstname-resume-skills-final  
lastname-firstname-mockinterview-reflection

Export these documents as PDF files using the naming scheme indicated above.

Navigate to our OpenLab site, mouse over the “+” in the menu bar, and click “Post.” This creates a new post to the blog. Your job application portfolio will be a post (as opposed to the comments that you leave on the blog posts that I create for the beginning of each class).

Title your blog post in this manner: Job Application Portfolio for [Your first and last name], [Semester and Year]. This identifies your application materials as your own and dates them.

Write a one-paragraph, biographical introduction identifies who you are, what your career objective is, and what these files are (i.e., your job application portfolio). Move your cursor to the beginning of that paragraph, click “Add Media,” drag a JPG of your headshot (you can take this with a camera or smartphone beforehand), choose “Left” under “Alignment” on the right side of the screen (you may have to scroll down some), and then click, “Insert into post.” This will add your headshot next to your introductory paragraph.

After your paragraph, add each file in your job application portfolio as a linked media file. To do this, click “Add Media” on your blog post composition screen. Drag your first PDF into this window, it will upload, and then click, “Insert Into Post.” Press return to go to the next line of your portfolio and click “Add Media,” and repeat the process.

Finally, click “Publish” on the right. Then, confirm that your blog post is visible on our OpenLab site. If not, you can see if a draft is saved in the “Posts” section of the “Dashboard.” If not, you will need to begin your post again.

### **Useful Resources:**

City Tech Library Research Databases

<http://library.citytech.cuny.edu/research/annotations/index2.php>

City Tech Career Services

<http://www.citytech.cuny.edu/students/counseling/careers.shtml>

Virtual Career Library

<http://www.virtualcareerlibrary.com/citytech/network.html>