

San José State University
College of Science/Computer Science
CS100W, Technical Writing Workshop, 80, Summer Semester, 2020

Course and Contact Information

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|----------------------------------|--|
| Instructor: | Debra Caires |
| Office Location: | TBD (no formal office available) |
| Telephone: | I do not have a designated desktop phone number. Please send your message via Canvas, as I use the mobile application on my cell phone and my response is usually within the hour. During lecture, I will also give you alternate ways to contact me directly. |
| Email: | debra.caires@sjsu.edu (response within 24 hours, M-F) |
| Office Hours: | FRIDAY 2:15 PM till 3:15 PM ONLINE Zoom 11:45 AM-12:15 PM M-R, AND M-F by appointment (can be in-person or Zoom Conference Online). Please email me to set-up in-person office and Zoom online meetings; my office hours can get fairly packed and I don't want to miss a meeting with you. |
| Class Days/Time: | Section 80—30910 Monday 0700—0900 and Saturday 0900--1100 |
| Classroom: | Zoom Online |
| Prerequisites: | Upper Division Undergraduate Student Standing, Pass WST |
| GE/SJSU Studies Category: | Area Z |

Course Format

This course follows a flipped model of in-class participation. The first meeting of each week will include a guided lecture and a Q&A session. The second meeting of each week will include group work and hands-on activities with for-credit activities. Although you will approach and tackle work as a group, individually you will be expected to submit your work to Canvas for course credit. The slots will be time and date sensitive (deadlines set), so you will need to attend lectures and the hands-on workshops on a regular basis in order to succeed in this course. We also contribute to quite a few online discussions. If you miss an online discussion or you submit the required writing late, you will neglect to earn the discussion points. We also have impromptu discussions online and class polls (for points and credit), please don't miss class as you'll miss the opportunity to gain these points.

Because you may be working with technologies that are unfamiliar to you, this course will require your patience and time to deal with technology. Here are the technologies you should have ready access to for the course:

1. An E-mail account that lets you attach and receive files - this means that you need to have enough of your storage

to handle files for class; I suggest setting up a Google Drive folder labeled [2020 Summer CS100W] so that you can remain organized during the semester. Please activate your SJSU email account and check it frequently, as **you can only access my Google forms (often uploaded to Canvas) using your @sjsu.edu email** account (FERPA compliant).

2. Internet Access - you will need a reliable way to browse the Web and store Web-enabled files. You will also need an understanding of working online in a cloud-based platform (Google Drive, Canvas, Dropbox, Zoom, and possibly Slack, which is an industry-standard).
3. Google Chrome, Google Apps, and Google Drive: sign-up for and download plug-ins for all; please make sure your Google Chrome is the latest version. Here is the [G Suite user guide to accessibility](#) and the link is <https://support.google.com/a/answer/1631886?hl=en>.
4. You will need to develop your Canvas account with an **updated profile paragraph and profile photo**; I will need to see a photo of you in your **Google mail (sjsu.edu email or Gmail)** so that I know the identity of the sender and receiver (my goal is to get to know you personally). Additionally, you will need a clear head shot photo for Canvas or your assignments will **NOT** be graded. Please upload the Canvas App to your cell phone, as it is a fast and secure format for you and me to communicate and exchange needed information if you have concerns or questions. **Warning:** do not use the Canvas Mobile app for uploading assignments if you can help it, as students have had problems in the past.
5. During the course of the semester, you will also develop a professional profile on LinkedIn and post your past and current work, projects, and education for employers to view.
6. Zoom: you will need to activate your SJSU Zoom account (you may need to download a plug-in if you have not used Zoom in the past please visit our Zoom enterprise application by visiting this page [here](#) or visiting this link: <https://sjsu.zoom.us/>. Create your account, download the Chrome plug-in, and also download either “Install Zoom Scheduler for Chrome or Firefox.”
7. You will need to download **Adobe’s Creative Cloud** software, including Adobe’s Spark, from [SJSU's Adobe Software Program](#) which can also be found at <http://its.sjsu.edu/services/software/adobe/>; I have submitted your name and SJSU student ID number, and have been informed that you have access. **If you DO NOT, please alert me immediately.** When you fill out the form for access you will need to also **attach a copy of THIS syllabus** for proof that you’re enrolled and Adobe’s Creative Cloud is a requirement.
8. You will need to learn professional time management skills; therefore, create a Google calendar that you can follow and check often.

In addition to having access to these technologies, you will also need a positive attitude towards learning technologies that you don’t know as you will be working collaboratively in groups. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to use. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

CS100W is a flipped classroom format; this means that much of what you will need to complete for assignments will be tackled in class, hands-on, and in teams; however, you will ALWAYS be responsible for submitting your work (individually) on Canvas for credit.

Attention: CS100W requires in-class writing and submissions during lectures on a weekly basis. As a class, we will discuss openly (small groups and the class as a whole) all writing topics for each writing prompt. **If you have anything blocking you from being able to participate in this way, please, talk with me in person—privately. We can and will create a work-around that best suits your needs.**

Attendance and participation in this course are very important. In this course, much like a lab, you will complete most of the work in collaboration with your peers and in the time provided for class meetings; it can be difficult or impossible to make-up missed work. When working in collaboration with your classmates, a lack of participation will lead to animosity

among your peers and, often, a poor end result for the activity and the entire team. Additionally, you will find that this course is mainly a “collaborative” class and not strictly lecture in format. Be prepared to jump in and work (discuss topics and conduct online research) as many tasks will be required for individual submission and uploaded softcopy directly to Canvas during our class meeting time. And, by all means, always feel free to ask questions. **PLEASE ASK QUESTIONS!** If you have any difficulties with a flipped classroom format, please see me **PRIVATELY** as soon as possible. You and I together can always find workarounds.

Since we will be incorporating AGILE Methodology into the classroom format, **every flipped class meeting will contain a “scrum” or short stand-up team meeting.** Missing your SCRUM will mean that work will be assigned to you and you will not have a voice in whether or not you wish to complete that part of the group’s activity.

Quizzes (pre and post) will be part of most, if not every, workshop meeting and activity. Do not miss out on earning these points. **If you have completed the reading and taken part in the workshop activities, quizzes are very straightforward and not difficult.** Pearson does NOT make it easy to adjust dates; if you miss a Pearson date, I will not readjust the due dates. Please refer to the Modules on Canvas for ALL due dates and assignments.

Course Description

The purpose of Technical Writing, CS100W, is to develop advanced proficiency in college-level writing and contemporary research strategies and methodologies through the preparation of proposals, technical reports, and presentations based on peer-reviewed scholarly research. Participants broaden and deepen written, verbal, and non-verbal communication skills such that the mastery of discourse accepted in academia, industry, and the international business sector is achieved by practice and evaluation within the preparation of subject-related reports, project proposals, and personal discourse.

All course assignments will be related to issues concerning careers in computer science, biotechnology, business, and industry; all written, verbal, and non-verbal communication will be assessed for correctness, clarity, and conciseness.

We will cover the principles and practices of effective writing in the workplace. Technical, scientific, and electronic-mediated writing will be introduced. Each assignment includes audience and organizational needs, visual rhetoric, information design, electronic publication, ethics, technical style, usability testing, and team writing.

GE Learning Outcomes (GELO)

Upon completion of this course:

1. GELO 1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
2. GELO 2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. GELO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. GELO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. GELO 5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. GELO 6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including online research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical essay. Learners will be able to dissect a use case study

and understand its parts.

Course Learning Outcomes (CLOs)

As CS100W is a General Education course, the course learning outcomes are identified as GELOs. Upon successful completion of this course:

1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including online research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical blog. Learners will be able to dissect a use case study and understand its parts.

Required Texts/Readings

Textbook (Required)—DO NOT use Pearson's free version or 30-day trial version of the textbook as your assignment submissions will not be transferred to Canvas; if you make this mistake, I cannot transfer your points over as your submissions will disappear. You will receive a zero for those quizzes.

Business Communication Today, Edition 14, by Courtland L. Bovee and John V. Thill (please access via Canvas)

Other Readings (Suggested)

1. *Cracking the Coding Interview*, 4th Edition, by Gayle Laakmann
2. *Agile for Dummies*, by Mark C. Layton
3. *Grammar Essentials for Dummies*, by Geraldine Woods with Joan Friedman, Wiley Publishing, Inc.
4. *English Grammar Workbook for Dummies*, 2nd Edition, by Geraldine Woods

Other technology requirements / equipment / material

Including the first class meeting, you will need to make sure your technology always works; if you're having difficulties, let me not immediately.

Course Requirements and Assignments (Required)

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit [45-hours per 1-unit of credit] (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found by visiting [University Policy S12-3](#) or using the link <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Student Learning Objectives (University Policy S14-5) [SLOs] (all course rubrics based on these required SLOs)

Learners shall write complete essays that demonstrate college-level proficiency. Learners shall be able to:

1. **SLO 1.** Produce discipline-specific written work that demonstrates upper-division proficiency in:
 - language use
 - grammar
 - clarity of expression
2. **SLO 2.** Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. **SLO 3.** Organize and develop essays and documents for both professional and general audiences
4. **SLO 4.** Organize and develop essays and documents according to appropriate editorial and citation standards
5. **SLO 5.** Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

| CS100W ASSIGNMENTS FOR COURSE GRADING | | | | |
|---|----------------|---|---|--|
| Assignment/Activity | Weighted Units | Date Due (See Canvas Calendar/Schedule) | SLOs Mastered | Word Count |
| Weekly Technical Documents based on readings | 20% | Weekly (see Canvas weekly modules) | SLOs 1, 2, 3, and 4 | 400-600 words each (based on peer-reviewed documentation); submitted online Weekly |
| Pre-quizzes and Worksheets (Weekly) | 20% | Weekly (see Canvas weekly modules) | SLOs 1, 2, 3, 4 and 5 | Submitted online weekly |
| Post-quizzes and Activities (Weekly) | 20% | Weekly (see Canvas weekly modules) | SLOs 1, 2, 3, 4 and 5 | Submitted online Weekly |
| Résumé for applying for an actual position. | CR/NC | First Submission: Canvas Last Submission: (for grade overview) during Portfolio submission (see midterm)—this document will be graded for course credit. | SLOs 1 and 3 | 300-800 words |
| Final Professional Portfolio: Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile Professional Cover Letter written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual—job spec must be included); 3. Final Proof of Concept based on the following: Computer Science project from one of your (department) CS courses; or a Computer Science project successfully developed (personal or from employment). 4. 60-second pitch video (Video Résumé) using Adobe's Spark Video 2-minute Proof of Concept Pitch (employer ready) using Adobe's Spark Video Website URL (Adobe Spark Page— employer ready) showcasing numbers 1, 3, 4, 5, active link buttons to your GitHub, LinkedIn, and email must be included. | 20% | Aug 3rd, 2020 (Monday) @ 11:59 p.m. via online Canvas. | SLOs 1, 2, 3, 4, and 5 Culmination of SLOs 1, 2, 3, 4, and 5 | 1000-1500 words |
| Grammar Exam | 20% | Grammar Exam August 7, 2020 Time TBA | | |
| | 100% | | | |

All items above will be posted to Canvas inside weekly dated modules. Unlike essay writing, technical writing is defined by a set of standards often rendered as document templates. Faithfully following prescriptions for documents is often portrayed as the exclusive or single goal of technical writing: it is not. However, document templates will help you organize your ideas by offering a working outline. These templates also provide for transitions among ideas. As you will see in the following grading criteria, the emphasis is placed on the writer clearly defining the audience, rhetoric development, clearly presenting the purpose, and a professional presentation of each document.

Professional Portfolio: we will work on the portfolio the majority of the semester. The following items constituted your final Professional Portfolio (the portfolio must be submitted to Canvas by the final date and include all of the following):

1. Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile
2. Professional Cover Letter is written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual);
3. Final Proof of Concept based on the following:
 - a. Computer Science project from one of your (department) CS courses;
 - b. or a Computer Science project successfully developed (personal or from employment).
4. 60-second pitch video (Video Résumé) using Adobe's Spark Video
5. 2-minute Proof of Concept Pitch (employer ready) using Adobe's Spark Video
6. A demonstration of your working prototype (Adobe Xd)
7. Website URL (Adobe Spark Page—employer ready) showcasing numbers 1, 4, 5, 6, above along with active buttons to your LinkedIn profile, GitHub repository, and current e-mail.

We will work on and develop the Proof of Concept (POC) and Professional Portfolio over the entire semester.

Final Examination

For summer sessions are the last day of the term, August 7, 2020. Time TBA

NOTE: It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

Grading Information

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Due to FERPA regulations, **I do not discuss grades via email or online.**

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

SJSU 100W **course** grade distribution is as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D- AND F

NOTE: this course must be passed with a C or better as a CSU graduation requirement.

Assignments, Final Portfolio, and Pre and Post Grammar Exam Grade Distribution:

| | | |
|----------------|---------|----------|
| 100-99 A+ | 98-93 A | 92-90 A- |
| 89-86 B+ | 85-83 B | 82-80 B- |
| 79-76 C+ | 75-73 C | 72-70 C- |
| 69-66 D+ | 65-63 D | 62-60 D- |
| 59 and below F | | |

All assignments are graded using a standardized rubric (always given to you and it is your responsibility to review grading standards). You have complete control over your grade at all times and have access to your up-to-date grades on Canvas. Please do NOT wait until the end of the semester, when grades are due, to speak to me regarding where you’ve let your grades slip. **Please communicate with me often and early IF you are having any difficulties in the course.**

How grades are determined when using a rubric

4.0: The overall communication and presentation show a high level of understanding and perspective. This assignment should be well-conceived and descriptive. The author must have a clear understanding of the audience. The work's purpose and objectives are clearly and convincingly stated. Concise background material clearly sets the context, frames, and introduces the subject. Technical content themes are logically stated and organized and support the overall objective. Data and descriptions are objectively stated and separated from interpretations Content is detailed and suggestive. Conclusions are persuasive and well-supported by the data. The prose is easy to read. It exhibits a defined sense of unity and purpose. Includes topic, paragraph, and sentence transitions, and contains no major and few minor grammatical or technical errors. Graphics, when used, are highly informative, well-designed, and easy to interpret. The document template is used professionally, flawlessly.

3.7: Generally means you meet all criteria for an 'A' except presentation and problems with one or two criteria. Audience and purpose may be clear, for instance, but you failed to develop an idea. For example, a proposal that addresses the criteria provided in an RFP (Request For Proposal) but fails to develop a section pertaining to the budget.

3.0: Paper presents content clearly and displays a firm grasp of the material but without as much focus and perspective as an 'A' paper. A successful effort is evident throughout the paper. Slight inconsistencies in identifying audience. The work's purpose and technical objectives may be somewhat ill-defined. Background material sets the context, frames, and introduces the subject. While well-written and adequately detailed, some sections may lack complete development and coherence. Unevenness in presentation and content. No major grammatical errors; some minor

grammatical errors but none that disrupt an easy reading of the paper. Graphics are informative, intelligible and support the content of the paper. The document template used may be missing a minor element.

3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the paper may possess greater clarity. Audience is clearly identified and the contexts governing the explanation and interpretation of the information are well-detailed. Greater consistency in execution than a 'B'; better paragraph development and coherence among sentences for example.

2.7: A lack of connection among, for example, audience and purpose. A number of presentation errors affect the meaning of the sentences or structure of the text. A somewhat stronger relationship among the elements of the paper -- audience, purpose, content, style -- than a "C" paper. Still, the paper lacks full development of ideas and demonstrates some problems weaving together a complete understanding of the content with a clearly identified audience, purpose, and context.

2.3: Exceeds the criteria for a 'C' in one or more areas, perhaps more imagination in thought and explanation, greater consistency in determining audience, purpose and objective. There are fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion; fewer grammatical and cosmetic errors are found. An easier read than the 'C' paper.

2.0: Displays a reasonable grasp of the technical content but little original thought. The purpose of the work is inconsistently presented. The audience cannot be clearly identified. While understandable, the purpose and objective are not presented in relationship to the context set in the opening. Treatment of the topic is general. Lapses exist in coherence, organization and development. Contains errors in technical content. Technical content marginally supports the conclusion; some major grammatical errors and frequent minor grammatical errors. The paper is difficult to read and lacks flow. Graphics do not support content objectives. The document template used may be missing a major element; a required section of a proposal for example.

1.7: The elements of the paper -- audience, purpose, content, style -- are unclear and appear unrelated. For example, a final report about a weapons controversy may deal with a number of different systems in only a cursory way. No explanations are given about how the topics of the paper lead to one another. Presentation errors suggest no revision.

D (of any variety) or **F** paper will not be accepted.

Determining your course grade outcome:

I will ask you revise C- or BELOW papers until you receive, minimally, a C; you will be expected to visit the Writing Center in the Martin Luther King Library (second floor) for tutoring help. You have the choice of whether or not to revise. If you select not to revise your work, you will receive the failing grade that you have earned and agreed on keeping. All assignments are graded using detailed rubrics that I will share with you BEFORE the assignment is due.

Late Assignment Reminder:

Deadlines are to be met. Barring personal crisis, family emergencies, or severe illness (please let me know ahead of time), all late papers will be subject to **10% grade off per working day late; Canvas will have strict deadlines that need to be met.** Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of a computer malfunctioning, minor illnesses, or falling behind). Finally, please refer to the revision policy (below).

Given the nature of our formal assignments, **I will NOT accept late submissions in the classroom**; additionally, do not hand-in assignments to the CS office staff (they have been advised not to take late assignments). You will need to make **PRIOR** arrangements with me if you need to submit a document late. **For example, if you are submitting your final portfolio late (because our Canvas course closes), you might need to mail the document in via mail carrier (FedEX, UPS, USPS, etc.)** to (as Canvas might be closed):

San José State University
Computer Science Department
Attn: Debra Cairns
One Washington Square
208 MacQuarrie Hall
San Jose, CA 95192-0249

Classroom Protocol

1. You are expected to treat faculty and other students with professional respect. Do not disrupt class by leaving and reentering during class or using mobile phones. Do not distract your peers or guests by chatting. Be attentive to comments made by the instructor and by your peers.
2. If you have to use your mobile phone for a call, please discretely leave the Zoom classroom; I realize that some of you are working adults and need to tend to work matters.
3. You are expected to prepare for our course's hands-on activities (the corresponding readings and videos) according to the weekly schedule. We have a limited amount of face-to-face time and we need to use our resources wisely.
4. You **DO NOT** have permission to record or video lectures unless you have asked beforehand. To do so violates the **privacy of your peers** and your instructor.

University Policies

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs by visiting this link [here](#). This link was last visited on August 20, 2019.

CS100W / Technical Writing Workshop, SUM 2020, Course Schedule

Course Schedule: *The schedule is subject to change based on instructor's discretion and student in-person unanimous vote.*

| Week | Textbook Chapter (required reading) | Readings, Discussions, and Workshop Topics: each topic (below) will have a pre-quiz (warm-up), in class collaborative writing assignments, and post-quizzes. | Canvas MODULE Dates | Canvas Modules |
|--------|--|---|---------------------|----------------|
| 1 | | Introduction, Syllabus, Q&A | June 1 | |
| 2 | 1 | Professional Communication in a Digital, Social, Mobile World | June 6 | ONE |
| 3 | 2 | Collaboration, Interpersonal Communication, and Business Etiquette | June 8 | TWO |
| 4 | 19 | Applying and Interviewing for Employment | June 13 | THREE |
| 5 | 18 | Building Careers and Writing Résumés | June 15 | FOUR |
| 6 | 10 | Writing Routine and Positive Messages | June 20 | FIVE |
| 7 | 11 | Writing Negative Messages | June 22 | SIX |
| 8 | 12 | Writing Persuasive Messages | June 27 | SEVEN |
| 9 | 13 | Finding, Evaluating, and Processing Information | June 29 | EIGHT |
| 10 | | Independence Day Holiday | July 4 | |
| 11 | 4 | Planning Business Messages | July 6 | NINE |
| 12 | 14 & 15 | Writing and Completing Reports and Proposals | July 11 | TEN & ELEVEN |
| 13 | 16 | Developing Presentations in a Social Media Environment (Using Technology) | July 13 & 18 | TWELVE |
| 14 | 17 | Enhancing Presentations with Slides and Other Visuals | July 20 | THIRTEEN |
| 15 | 5 6 | Writing Business Messages Completing Business Messages | July 25 | FOURTEEN |
| 16 | | Conferences | July 27 & Aug 1 | FIFTEEN |
| 17 | | Portfolio Due before 11:59 PM | Aug 3 | SIXTEEN |
| Finals | SECTION 80—LAST DAY OF THE TERM (time TBA) | | | |

Reminder: During the course of the semester you will be expected to compose and create documents during every class meeting. Please bring your computer or mobile device (and a power chord) to each lecture; this requirement is mandatory. If you do not own a laptop, you can check one out on a weekly basis from the Martin Luther King Library.

| Instructor Assignment and Contact Expectations | | |
|---|--|---|
| Type of Assignment (Canvas) | Student Time Allowance | Instructor Grading and Turn-around time |
| Pre-Quiz (weekly) | 7 days | Immediate once deadline closes |
| Post-Quiz (Weekly) | 7 days | Immediate once deadline closes |
| In Class Activities and Writing Prompts (pre-writing) | 15-20 minutes | Immediate (in class) |
| Homework (post-writing) | 7 days | 24 hours once deadline closes |
| Final Portfolio | Building over the course of the semester; submitted online during the last week of classes (Monday, AUG 1, 2020, 11:59 p.m. via Canvas online) | Immediate one-on-one personal critique and grading; 7 days final online assessment once deadline closes |