

English 30400-29072-003

Advanced Composition

Course website: Brightspace

Fall 2025 | Tues/Thurs

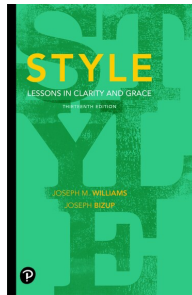
Section 001 10:30-11:45 in UNIV 201

Required Materials

You need to have the following materials for this class. I have done my best to make your textbook and course materials as economical as possible; therefore, you need to view, read, and print .pdf files which I will supply on Brightspace. I do expect you to purchase your textbook by the second week.

1. **Style: Lessons in Clarity and Grace**, 13th Edition by Joseph M. Williams and Joseph Bizup, Pearson 2021. ISBN-13: 9780135171837

[Available directly from the publisher](#): \$54.99 print or rent for \$8.49/month. I do not recommend purchasing it from Amazon.



2. Reserve about \$20 to print the poster you'll design at the end of the semester (suitable for presenting at the Undergraduate Research Conference). You'll need to put the appropriate funds in your PaperCut account to print your wide-format poster.

All other assigned readings will come from websites, .PDF files I upload to Brightspace, or from Purdue Libraries.

Instructor



Linda Haynes *she/her*

Email: lhaynes@purdue.edu

Office: SC 258

Office hours: Mondays 11:00am-12:30pm;

Tuesdays and Thursdays: Noon-1pm.

These hours (and any changes to them) will be posted on Brightspace.



Office hours are free

Learning Outcomes for ENGL 30400

By the end of the semester you will:

1. Demonstrate awareness of diverse audiences, situation, and contexts by analyzing and applying rhetorical principles and techniques in a variety of written documents and artifacts.
2. Critically think about writing and rhetoric through reading, analysis, and reflection.
3. Provide constructive feedback to others and incorporate feedback into your own writing.
4. Strengthen information literacy skills by performing effective research, evaluating sources to support claims, synthesizing information, and documenting and citing sources.
5. Engage multiple digital technologies to compose for different purposes and for different audiences.
6. Compose a variety of texts in a range of forms and genres, equaling at least 8000 words of polished writing.

Honors Information

This course is H-Ready. Please refer to the information about taking this course for honors credit on the last page of this syllabus, immediately after the course schedule.

Campus Emergencies

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to change. Always:

1. Check the course website (Brightspace)
2. Check your email
3. Email me at lhaynes@purdue.edu

You are expected to read your @purdue.edu email regularly (and I'll do the same).

Classroom Climate and Policies

Classroom “Rules”

I have four main rules for my classes.

1. Respect others and yourself. If another student is speaking, give that student your full attention. I expect you will all engage with and offer each other common respect.
2. Do your best work. Make it a point to learn something unexpected this semester. Take responsibility for your education. YOU can make a difference in your own learning process.
3. Do YOUR best work. Hold yourself to a high level of integrity. Don't succumb to academic dishonesty.
4. Speak with me about anything that is impeding your learning experience in our classroom.

Office Hours: It's Your Time and Mine...and Office Hours are **FREE!**

I'd love to see you in my office from time to time. If you want to discuss class topics one-on-one, if you'd like to discuss your grade or your work, or if you'd just like to chat, I will happily meet with you. The office hours listed on my syllabus are not the only times I'm available, so please stop by or reach out and let me know when you'd like to meet.

Instructor Responsiveness Statement

Purdue English Policy on Responsiveness: The Department of English expects instructors to respond to in-class questions, emails, Brightspace posts, and other communication within a reasonable amount of time (two business days). We also expect that instructors will return writing assignments with comments and grades before the next assignment is due. Please report any possible issues by using this web form: <https://cla.purdue.edu/academic/english/query/>.

Use of Technology in ENGL 30400

- If you have a laptop or tablet, I highly recommend that you bring it to class every day because we will make regular use of technology. Writing and trying to read articles on a phone is not optimal, and we'll be using technology regularly to write and design documents.
- You will need access to Google Drive. We'll use it to write collaboratively on an assignment and for peer review.
- You will need to submit most documents on Brightspace using MSWord or .PDF. You will not be able to use Pages files because Brightspace does not play nice with Pages. Remember that [Office 365 is free for all students](#). Later in the semester we will use .PPTX files and possibly other types.
- Surprise: pencils and pens are writing technology! You should also always have paper and a writing instrument with you during class for any notetaking, brainstorming, or design work you might do.

About the Responsible Use of Generative AI/LLM Tools

Large Language Models (LLMs) and generative AI technologies like ChatGPT are changing writing and communication. We will discuss the affordances and limitations of generative AI, as well as ethical issues it raises, particularly social and cultural biases. Generative AI can support writers' efforts to develop ideas, conduct research, and write clearly but it cannot replace human creativity and attention to context. Students who submit writing produced largely by generative AI may be reported to the Office of Student Rights and Responsibilities for violations of academic integrity guidelines.

You need to understand the limits and ethical concerns of AI for use in your future classes and in the workplace. We will learn about responsible ways to use AI and how to acknowledge any AI use. I want you to be aware of how often we use AI already as well as how to report your AI usage. We'll use Purdue Libraries' [“How to Cite AI Generated Content”](#) and the [University College London's Library Services](#) site as resources.

I have always given the side-eye to plagiarism detection sites like TurnItIn, and I don't trust their results for AI, either. And then there's this concerning bit from Purdue's [Guidance on the Use of AI in Teaching and Learning](#): "Current AI detection tools have very high false-positive rates, rendering them almost useless in practice." I will not use TurnItIn for AI detection, nor do I plan to use it for plagiarism detection. I would like you to hold yourself to a high standard of ethical and thoughtful work. Please realize, however, that there are other ways for instructors (and work supervisors) to detect dishonesty.

Academic Integrity and Plagiarism

Purdue Honor Pledge: *As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.*

Incidents of academic misconduct in this course will be addressed by the course instructor and reported to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that assignment, and at the instructor's discretion may result in a failing grade for the course. All incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

Plagiarism is the act of using another person's work (or an AI's work) and calling it your own and includes purchasing a paper from someone and handing it in as your work, using another student's digital file (with or without their permission), downloading someone's work from the internet, copying material from a book or magazine article without citing the source, "cutting and pasting" material from websites, and using another person's ideas without proper attribution. When doing research, you need to take careful notes and attribute your sources meticulously; you can inadvertently plagiarize someone's material if you don't.

Self-plagiarism is a thing. If you reuse words or ideas from a previous assignment (whether from high school or college) and you use that work for this class, that could be self-plagiarism. If you'd like to continue your research or writing from a previous class or project, please talk with me about it and together we'll map out a plan for furthering your research and learning.

Attendance and Absences

I assume you are all responsible students interested in learning and attending class regularly. We have a lot of discussion, activity, instruction, collaborative work, and interaction every time we meet. Many times, the class interaction or activity you miss cannot be made up.

This semester in our Tuesday/Thursday class, we are scheduled to meet 30 times. You get 5 (five) "free" absences for whatever reason you need them including illness, but you will drop a full letter grade for every absence after that. If you accumulate 9 (nine) absences, you should consider either dropping the course if you can (and save your GPA) or retaking the course next semester. Two things to remember: 1) save your absences for when you need them, and 2) communicate with me.

When you know you are going to be absent, please let me know before class via email. Your absence can alter effective group work activities. I expect you to take responsibility for what you miss in class, and please realize I cannot email you everything you missed. Of course, you may always talk with me in my office so I can help you get caught up and answer your questions.

If you fall ill, PLEASE try to contact me as soon as you can. If I don't hear from you, I will worry about you. If I don't hear from you after a third consecutive absence, I will contact your advisor using Academic Early Alert or the Dean of Students using Student of Concern reporting.

If you are seriously ill, are hospitalized, have military obligations, or have a death in the family, you or a representative should contact the Office of the Dean of Students. That office will then notify your instructors for excused absence reporting. For more information, see the [Absence Policy for Students](#) and [How to Talk With Your Professor About Your Absence](#).

Grade Appeals

Students unsatisfied with their final grades may initiate a university-level grade appeal after seeking an informal resolution with their instructor. For more information, see

<https://www.purdue.edu/odos/osrr/grade-appeal-process/>

Assignments and Their Value Toward Your Final Grade

Here's how you may accumulate up to 1000 points this semester.

Assignment	Points	Assignment	Points
Email Assignment/Learning Manifesto Due by 11:30pm Friday September 5	50	Literature Review Due by November 2	100
Collaborative Researched Article and Reflection Due by September 25	25/25	Research Poster Due and print by November 13	100
Abstract (no more than 250 words) Draft: Oct 7; Revision: Oct 21	50	Participation in Undergraduate Research Fall Expo November 18-19	50
Bibliography Due by October 28	50	Résumé: updated with UR Expo experience Due by December 4	50
Small Assignments: peer reviews, drafts, and exercises	150	Final Researched Artifact Due by 11:30pm Friday, December 12	150
Journal Entries: (10 over the course of the semester, 10 points ea.)	100	Semester Reflection Due by 11:30pm, Saturday, December 13	100
		Total Points for Semester	1000

Schedule is subject to slight adjustments which will be announced on Brightspace and in class.

Brief Descriptions of Assignments

Here are brief descriptions of your assignments. Complete descriptions will be available in Brightspace.

Email Assignment/Learning Manifesto (~300 words)

In this assignment you'll write a Learning Manifesto as part of an email message to me that demonstrates what we've learned about rhetoric, about formatting an email and a signature block, and about setting goals. This seemingly simple assignment will set the foundation for the rest of the semester as we talk about audience, purpose, genre, tone, medium, and content.

Collaborative Researched Article: (750-1250 words) [A small group writing project]

We'll first analyze an article from a popular magazine and examine the credibility of the author and the sources they used, and then we'll use the Purdue Libraries to research the topic further. Synthesizing ideas from two outside sources and from your own experiences, you'll collaboratively write your own article on a topic related to AI. This assignment will include research, peer review, revision, source citations, a bibliography, and basic page design.

Research Project and Undergraduate Research Expo

Your research project will have several assignments that lead up to your research poster and participation in the Undergraduate Research Expo, held in November. The graded pieces of this project include:

- Abstract (two versions, no more than 250 words)
- Bibliography (15+ sources)
- Literature Review (750-1250 words)
- Research Poster
- Participation in Undergraduate Research Conference
- Updated Résumé with your Undergraduate Research Expo experience

Final Researched Artifact with references (we will discuss word count equivalents)

For your final project, you'll remediate your semester's work into an "artifact" ("artifact" = your document's genre and medium) that is composed and designed for a specific audience. You'll need to make important audience and purpose choices about your artifact, including how to attribute sources in your chosen genre.

Semester Reflection (750-1250 words)

Your semester reflection should take the form of a meditative essay, one in which you look back on the semester and reflect on what you learned...or didn't learn. One required part of the reflection is an explanation of how your consideration of audience and purpose changed or shaped your message, language, tone, content, genre, medium, and the way you approached your research, research poster, and final artifact.

Small Assignments

Throughout the semester you will have small assignments to upload in Brightspace for points. These assignments are designed to keep you engaged with and up-to-speed on your project, like drafts and peer reviews, or they are exercises that allow you to practice and demonstrate what we learn in class.

Journal Entries (at least 150 words each)

You'll have the opportunity to write 10 low-stakes (10-point) journal entries that are designed to support your readings and class activities.

Assignment Format and File Naming Conventions

For your final drafts, please hand in presentable work that has been proofread. You need to use 11- or 12-point in a readable font for the project you are working on, and depending on the assignment, your papers will be either single- or double-spaced. See your assignment sheets for the format expectations. I am going to ask that you use APA documentation style, but you should also find out what documentation style is used in your discipline (MLA, APA, AMA, ASA, Chicago, CBE, AIAA, IEEE?). We'll examine the differences among some of these styles in class.

When you submit files to me digitally (Brightspace, Google Drive, Email), you need to use the following file naming convention: <LastnameProjectname##> with the ## being the draft number when you are working with revisions. For example, as I was drafting this syllabus, one version was named <Haynes2025Syllabus06>. The final draft I submit to my department would be <Haynes2025SyllabusFinal>. Never submit something to me with a nondescript filename like <ENGL304paper>. That may be fine for your own files, but for an academic or professional submission you should consider your audience's needs.

Description of Grades

I will assign your individual and final grades using a +/- system. Here's the meaning behind the grades I'll use:

- C work: [70-73 = C-, 74-76 = C, 77-79 = C+]—You did what the assignment asked of you. Work in this range tends to need more revision, but it is mostly complete in content and the organization might need some attention. The style, verbal and visual, is straightforward but could be improved by applying principles we learn in class.
- B work: [80-83 = B-, 84-86 = B, 87-89 = B+]—You did what the assignment asked of you at a high-quality level. Work in this range needs some revision, but is complete in content, is organized, and shows some attention to style and visual design, *but it does nothing further with this information*.
- A work: [90-93 = A-, 94-100 = A]—You did what the assignment asked at a high-quality level, *and your work shows originality, creativity, and effort*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps in developing content, solving a problem, or developing a verbal or visual style.

- D work: [60-63 = D-, 64-66= D, 67-69 = D+]— Work in this range needs significant revision. The content is often incomplete, and the organization is hard to discern.
- Failing work = Below 60—A grade of F is rare in my class. Only those who don't show up, don't do the work, or put no effort into their work would receive a grade of F.

Missed or Late Work

Please submit your work on time. We do a good deal of peer review, collaborative editing, and discussion about writing in this course; if your assignments are late, you will not receive the valuable feedback you need for revision, the points associated with your drafts, nor the points for peer reviews you do on others' work. Late work on final drafts may be accepted for a grade under extenuating circumstances and if you consult with me 24 hours before the class period in which the work is due. If you are having issues with Brightspace, email me right away to let me know.

If you find yourself overwhelmed and unable to complete an assignment, **please email me so we can talk about it** before the assignment is due. I know you will try to do your best work and turn in work on time, but I understand that life can sometimes toss unexpected obstacles in your way. The biggest take-away from this section: please stay in touch with me!

University Resources

The Writing Lab

The Purdue OWL is also available to help you with any writing project, at any stage of your process, and for any course. It has [three locations on campus](#) as well as its [famous web site](#). You can meet with a Purdue OWL consultant face-to-face, through a video conference, or receive feedback asynchronously. West Lafayette students are the only people who get free consultations by appointment or just dropping in, so please take advantage! Students who seek out help at the Purdue OWL (or any support unit) tend to have better grades, GPAs, and greater success in college. To make an appointment, visit <https://cla.purdue.edu/wlschedule> or call 765-494-3723.

Accessibility and Accommodations

Purdue University strives to make learning experiences accessible to all participants. If you anticipate or experience physical or academic barriers based on disability, you are encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247, as soon as possible.

If the Disability Resource Center (DRC) has determined reasonable accommodations that you would like to utilize in my class, you must send me your Course Accommodation Letter. Instructions on sharing your Course Accommodation Letter can be found by visiting: <https://www.purdue.edu/drc/students/course-accommodation-letter.php> Additionally, you are strongly encouraged to contact me as soon as possible to discuss implementation of your accommodations.

Basic Needs Statement

No student should have to choose between their education and their basic needs. The [Basic Needs Program](#) exists to help students at Purdue access vital community resources like food assistance, housing, healthcare, childcare, and transportation.

CAPS and Mental Health Information

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 or <https://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS offices in [West Lafayette](#) or [Indianapolis](#).

Center for Advocacy, Response & Education (CARE)

[CARE](#) provides free and confidential services to students who have experienced interpersonal violence (e.g., sexual violence, relationship violence, and stalking). Our goal is to provide non-judgmental and survivor-focused services to empower survivors to make informed decisions that help them heal. Appointments can be scheduled by calling 765-495-2273 (CARE). Walk-in appointments are also available on Monday-Friday from 8am-5pm.

Course Schedule, Calendar Overview, and Honors Information appear on the next pages.

Course Schedule

Brief Schedule: This schedule gives you an idea of the reading and writing you'll do in our class. Your complete schedule with weekly agendas and small assignments will be available on Brightspace.

You will be notified in class and on Brightspace of any changes made to the syllabus or to policies.

Acquire your textbook. We will begin using it Week 2.

Course Introduction, Expectations, Email Assignment with Learning Manifesto

Week 1-2 Objectives: You'll reflect on your own learning, demonstrate your understanding of rhetoric within everyday writing modes, be able to write and identify a professionally written email, and set semester goals.

Week 1 Tuesday: Introductions to each other and to the course, Syllabus, Part 1 and "4 Ways We Learn".

- **Assignments:** Complete "20 Questions About You". Submit to Brightspace by Wednesday 11:30pm. Acquire textbook.
- **Read** for Thursday: "What is Rhetoric? A 'Choose Your Own Adventure' Primer".
- **Read** for Thursday: "Academic Habits of Mind"

Week 1 Thursday: Syllabus Part 2, Habits of Mind and your Learning Manifesto. Introduction to Professional Email Assignment. Review of Rhetoric. How and why to create Signature Blocks.

- **Read** for Tuesday: "Email Etiquette", "How to Email a Professor", and "Steve Jobs Knew How to Write an Email".
- **Write** for Tuesday: a draft of your Learning Manifesto, which includes the Habits of Mind you selected.
- **Write Journal 1** for Tuesday (before class): Introduction, Education, and Writing

Week 2 Tuesday: Email assignment and rubric. Examine email and related genres. Small group discussion: emails signature blocks. Begin Signature Block exercise.

- **Signature Block Assignment due by Wednesday 11:30pm.**
- **Read** for Thursday: Williams' Lessons 1: Correctness and Style
- **Read** for Thursday: Anne Lamott's "Shitty First Drafts"

Week 2 Thursday: "What is a Draft?", Lamott, Williams Lesson 1, introduction to the Collaborative Researched Article assignment.

- **Email Assignment due Friday by 11:30pm**
- **Read** for Tuesday: "[Hey, Alexa, What Should Students Learn About AI?](#)" by Natasha Singer and another short article.
- **Write Journal 2** for Tuesday (before class): Pre-writing/thinking about the assigned articles

Week 3-5 Objectives: You'll learn how to analyze a text and sources; work and write collaboratively; select a topic; begin basic research; maintain a bibliography; synthesize sources; draft, peer review, revise, and polish your Researched Article.

Week 3 Tuesday: Class discussion over readings. Analyzing text and sources. Selecting topics. Begin drafting.

- **Read** for Thursday: "Annoying Ways People Use Sources" by Kyle D. Stedman
- **Collaborate** and create a Google Doc. Collaboratively draft and shape thoughts about the articles.

Week 3 Thursday: How authors use sources. Drafting, peer review, and revision. Begin Level 2 draft in class.

- **Write** for Tuesday: bring to class your researched article draft (Level 2-3) for peer review
- **Read** for Tuesday: Richard Straub's "Responding, Really Responding to Other Students' Writing"
- **Read** for Tuesday: Williams Lesson 6 "Framing Documents"
- **Write Journal 3** for Tuesday (before class): Your peer review experiences.

Week 4 Tuesday: In-class peer review, revision

- **Write** for Thursday: revise your draft. Aim for a Level 3-4 draft for another peer review.

Week 4 Thursday: Second peer review in class.

- **Write Journal 4** due Friday by 11:30p. Response to your peer reviewers.
- **Write** for Tuesday: continue to polish your article
- **Exercise due** by Wednesday night: Motivation & Inspiration.
- **Read** for Tuesday: Williams Lesson 2: Actions

Overview for the rest of the semester

Dates are subject to adjustments. Main assignments are shown below in bold. Expect to read, write, and revise every week.

Our Brightspace will have the most current and detailed schedule—always check there for assignments and materials. You will find your readings and assignment sheets linked on our daily agendas. Please get into the habit of checking Brightspace daily.

- **Week 5** Polishing your work. Williams Lesson 2 “Actions”, Williams Lesson 3 “Characters”. Topic selection for next 10 weeks’ research. Journal 5: Your Research Topic, **Collaborative Researched Article and Reflection due**.
CONFERENCES: Your work so far and your research topic
- **Week 6** Intense Research Week. Information literacy, research, and inquiry. Using Purdue Libraries, search engines, and databases; finding and evaluating sources. Journal 6: A Visit to the Library (with photo). Bring sources to class that relate to your topic. Assembling and maintaining a working bibliography. Williams Lesson 4 “Coherence/Cohesion”.
CONFERENCES: Your work so far and your research topic
- **Week 7** Research and abstracts. Williams Lesson 8 “Concision”. **Abstract due** for submission to Undergraduate Research Fall Expo. Begin Lit Review. Journal 7: Research Successes, Bottlenecks, and Roadblocks. Readings on “How to read a scientific paper”.
- **Week 8. Tuesday: October Break**, Literature Review draft and peer review, Williams Lesson 7 “Framing Sections”.
- **Week 9 Abstract revision due. Resubmit to Undergraduate Research site if presenting.** Williams Lesson 5 “Emphasis”, Journal 8: A Freewriting Opportunity.
- **Week 10** Tuesday: **Bibliography due**, Thursday: Begin Poster Design; Sunday: **Literature Review due**.
- **Week 11** Poster design, poster draft due, Williams Lesson 9 “Shape”
- **Week 12** Poster peer review, revision. **Research poster due: PRINT.**
- **Week 13 No Class on Tuesday: Undergraduate Research Fall Expo. Wednesday: Research Talks.** Thursday: In-class poster presentations by those who did not present at the Expo. Updating your résumé to include your URC experience.
- **Week 14 For those who volunteered or peer reviewed at the Expo: written deliverable on your Fall Expo participation due.** Résumé design with your updates. Begin the remediated artifact. Discuss remediation and audience. Journal 9: Audience, Purpose, and Your Remediated Artifact.
No Class on Thursday: Thanksgiving Break.
- **Week 15 Updated résumé due.** Work on the remediated artifact. Journal 10: What’s Next? Please fill out your course evaluations.
- **Week 16 Final version of your artifact due end of Week 16.** Williams’ Lesson 10 “Elegance”, about the Semester Reflection. Please fill out your course evaluations.
Remediated Artifact due by Friday, Week 16.
Semester Reflection due by Saturday, Week 16

For all assignments, large and small, see the complete calendar on Brightspace.

Honors Credit

This course is open for honors credit to all students in the John Martinson Honors College. All sections of this course offer an embedded honors option that can be found in the course Brightspace site. To enroll for honors credit, JMHC students will need to request honors grade mode in the Scheduling Assistant of myPurdue before the Registrar's deadline. Your request will require approval from your advisor (week 1) or from your advisor and instructor (week 2). Confirm this approval within the Scheduling Assistant.

Opening Your Honors Portal in Brightspace

After you are approved for Honors (H) grade mode, take the Honors Enrollment Quiz in Brightspace to unlock the honors elements of this course:

1. Click on the "Honors Enrollment Quiz" in the "Start Here" Section of Brightspace.
2. Answer "Yes" to all questions and the "Honors Module" will unlock on the left-hand side navigation.

Taking the course for honors credit means completing additional coursework that will be part of your final grade. If you decide that you do not want to complete the honors work, you have until the last day to modify an existing course to return to standard grade mode. After that deadline, you cannot modify your grade mode.

Honors Learning Outcomes/Objectives

The H-Ready assignment for ENGL 30400 aligns with the following Learning Outcomes:

- Learning Outcome 1: Demonstrate rhetorical awareness of diverse audiences, situations, and contexts by analyzing and applying rhetorical principles and techniques to a variety of written documents and artifacts.
- Learning Outcome 2: Critically think about writing and rhetoric through reading, analysis, and reflection.
- Learning Outcome 3: Provide constructive feedback to others and incorporate feedback into their writing.
- Learning Outcome 6: Compose a variety of texts in a range of forms and genres, equaling at least 8000 words of polished writing.

NOTE: I'll use the terms "document" and "artifact" interchangeably in this assignment. I'm referring to the item you created for your research project that serves a specific audience's needs. The item you created could be a text document, a video, a podcast, a set of instructions, a cookbook, a comic, a webpage, an app, etc. You will use this same artifact for the work you'll do on your honors assignment.

By testing your artifact with its real audience, you will deepen your understanding of audiences' needs and how to revise documents to meet those needs. You'll also learn the basics of usability testing and testing protocols which is useful in graduate school, science, engineering, quality control, the medical field, technology, document design, web design, and in any job that requires that human beings interact with texts of any kind.

Honors Assignment(s)

You will begin your H-Ready assignment during Week 8 by reading five articles and watching two videos about writing and developing test protocols, usability testing, and revising documents. To better understand your users (audience), you'll complete the Audience Analysis Worksheet for 10 points (Week 13), develop an Artifact Testing Protocol for 30 points (Week 14), and then you'll revise your artifact accordingly and write a reflection about your experience for 60 points (Weeks 15-16). All assignments will receive instructor feedback and be graded with a rubric.

Your honors assignment will be 10% of your overall grade.