

ENGLISH 3774: ASSIGNMENT SHEET

CLIENT PORTFOLIO

ENGL 3774: 92852
Pamplin Hall 2001, 9:30-10:45
Fall Semester 2010
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Client Portfolio

Due on 12/16 (As Part of the Final Portfolio)

Purpose

- To situate your workplace research and business writing in relationship with a business audience.
- To offer you experience—in policy and procedure review and revision, document development, and executive presentations—that will enhance your resume and contribute to your professional future.
- To meet the business needs of a client partner.

Description

Research in the fields of education, rhetoric, and writing suggests that participating in a situated activity increases the probability of that particular activity being remembered, recalled, and applied in the future. It follows that situating writing outside of the classroom in a business setting will increase your retention of business writing principles and enhance your future business writing practice. For the final two months of our course, we will work in teams as we partner with a client, research that client's needs, write for that client, and present our writing products to that client. Our client partner is the Montgomery Museum and Lewis Miller Regional Art Center, located in Christiansburg, Virginia.

Your team will be expected to conduct itself professionally by exercising respect, showing courtesy, meeting project deadlines, and exceeding project expectations at all times. Your professional conduct is required during all client interactions, both on and off-campus, whether through email, telephone, in-person meetings, etc. Your team will be required to visit the client on-site, in Christiansburg, at least once during the semester. During this visit, you will conduct research and familiarize yourself with the client organization. On-site workplace research days and in-class team work days have been built-into our course calendar.

Note: Each member of your team is responsible for meeting planned in-process deadlines. You will not receive “percentages of points” for individual work and for collaborative work, respectively (ie. 70% of these 10 points is based upon your group's final project). Hold yourself and your team members accountable.

So that I can tangibly monitor collaborative process, your team must use our course scholar site as its sole document depository and its only mode of communication. You will be given opportunities—memos, emails, and conferences—to notify me if a team member fails to remain accountable to the team. Alert me immediately, if this happens.

Policy and Procedure Revision (10 Points)

Preliminary Revisions Due: 10/21

Final Team Revisions Due: 10/26

The Montgomery Museum's "Museum Procedure Handbook for Docents" is in need of updates and revisions. Your team will be responsible for finalizing the updates and revisions for one section of this document. The sections include:

- Docent Responsibilities and Benefits
- The Docent Schedule
- Museum Procedures (Admission Procedures, Bookshop Procedures, Library Procedures, and Other Procedures)
- Museum Policies
- Security and Opening/Closing Procedures
- Emergency Procedures

I will provide your team with a section from the document, as well as a taped interview with the museum's Executive Director Susan Farrar. This interview will not only serve as a model for future interviews, but it will supply your team with the information needed to update and revise your section of the policy and procedure document. Extensive stylistic revisions will need to be made throughout the document. Each team member will, first, individually execute these revisions. Second, each team will assess the individual revisions and merge these revisions as is appropriate. Third, each team will submit a finalized version of the revisions.

Grading Criteria

Client Satisfaction

1. Is the client satisfied with the product?

Purpose Audience Negotiation

2. How well do the revisions meet the expectations of the: (a) client and (b) readers?
3. How well do the revisions convey an appropriate attitude towards the subject matter?
4. How effectively do the revisions maintain the client's voice?

Content Updates

5. How comprehensive are the content updates?

Sentence Level Style

6. How well have the sentences been revised for concision?
7. How effectively do the revisions put action into verbs?
8. How effectively do the revisions use active voice?
9. How well do the revisions emphasize important material?
10. How well do the sentences exhibit variety in length and structure?

Word Level Style

11. How well do the revisions choose words?
12. How appropriately do the revisions employ words (use of specialized terms and lay terms, plain words and fancy words)?
13. How accurately do the revisions use words (meaning, association, direction)?
14. How inclusive are the word choices?
15. How consistent are the word choices?

Brochure Revision (10 Points)

Due: 11/18

After your team completes their updates and revisions to the museum's procedures and policies, your team will begin two parallel projects, both of which will require on-site research and close collaboration with museum personnel as well as project team members. The first project asks you to revise a museum brochure. The brochure selections include:

- "Montgomery Museum and Lewis Miller Regional Art Center"
- "The Garden at the Montgomery Museum"
- "Lewis Miller: Carpenter and Folk Artist, 1796-1882"

Note: The "Brochure Revision" component of this portfolio uses the word "revision" in the sense of major ("macro-level") revisions to the purpose and/or audience of this document. Such major revisions require research and a comprehensive overhaul of the entire document, since altering the purpose and or audience of the document will alter its verbal and visual content.

Grading Criteria*Client Satisfaction*

1. Is the client satisfied with the product?

Workplace Research

2. Does an adequate amount of research appear to undergird the product?

Purpose Audience Negotiation

3. How well does the product meet the expectations—in voice, attitude, and function—of the: (a) client and (b) readers?
4. How clear is the product's purpose?

Organization and Development

5. How effective is the product's beginning?
6. How effective is the product's ending?
7. How comprehensive is the product's content?

Graphics

8. How effective are the choices of graphics?
9. How understandable are the graphics?
10. How effectively have the graphics been integrated with text?
11. When necessary, does the brochure cite source material for the graphics?

Document Design

12. How well does the design consider the product's purpose and its readers?
13. How effective are the design choices (layout, alignment, grouping, contrast, repetition, font, aesthetics)?

Sentence Level Style

14. How well do sentences exhibit concision?
15. How well do sentences put action into verbs?
16. How effectively do the sentences use active voice?
17. How well do the sentences emphasize important material?
18. How effective is sentence variety (length and structure)?

Word Level Style

19. How appropriately does the product employ words (use of specialized terms and lay terms, plain words and fancy words)?
20. How accurately does the product use words (meaning, association, direction)?
21. How inclusive are the word choices?
22. How consistent are the word choices?

Document Development (10 Points)

Due: 11/18

In addition to revising a museum brochure, your team will also develop an entirely new document for the museum that meets a specific museum need. These documents may relate to the following museum initiatives:

- Fundraising, including planned giving
- Attendance, including diversifying the museum's membership
- Education, including the "Traveling Trunk" exhibit

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Peer Review Session

Revised Brochure and Developed Document: 11/18

Peer review enhances your ability to develop a reader-centered approach to business writing by providing you with direct reader feedback on your writing. For this peer review session, each member of your team should: (1) finalize your team's revisions to its brochure and your team's development of its document; (2) upload these deliverables to scholar; (3) download copies of the Brochure/Document peer review sheet from SS; and, (4) bring your laptop computers to class on peer review day.

Remember: The decision for what to change and what to keep in your team's draft is your team's decision.

Note: To participate and receive peer review points, your team must attend the peer review session with a **complete** draft of its products and you must ensure that your computer has internet access in our class room; points will be awarded on the depth of your individual responses.

Presentation to the Executive Board (10 Points)

Due: 12/09

You will present your team's work to the Executive Board of the Montgomery Museum in a formal 7-minute presentation. This presentation will require formal presentation attire, utilize some kind of presentation software, and enable your team to receive direct feedback from the board on your work, before submitting that work for a grade.

Audience

- The Montgomery Museum Executive Board
- Virginia Tech's Center for Student Engagement and Community Partnerships
- Classmates
- Teacher

Format

- 7 minute presentation, plus 5 minutes of board feedback
- Use of presentation software
- Copies of the final documents to be distributed to board members

Grading Criteria

1. How clear were the presentation's objectives?
2. How cohesive were the verbal and visual parts of the presentation?
3. How well did the presentation develop a few main points?
4. How effective was the presentation's structure?
5. How conversational was the presenter's style?
6. How effective were the presentation's graphics?
7. How well did the presenter engage the audience?
8. How well did the presenter show respect for the audience?
9. How well rehearsed did the presentation seem?
10. How well did the presenter show confidence?

Memos

Memos 7 through 9 will contribute towards your team's progress in completing your client project and will, therefore, be appended to your client portfolio.

Memo 7 (In-Class, 10/26): As a team, agree upon and write a detailed work plan for the “Brochure Revision” and “Document Development” parts of the Client Project. Include a research plan in this work plan. Alert me to any of your frustrations.

Memo 8 (In-Class 11/02): Update me on your team’s progress on, and future plans for, the Client Project. Alert me to any of your frustrations.

Memo 9 (In-Class 11/11): Update me on your team’s progress on, and future plans for, the Client Project. Alert me to any of your frustrations.

Optional: Strategic Proposal to Expand Museum’s Audience (5 Extra Credit Points)

Due: 12/09

Each individual in the class has the opportunity to earn five course percentage points by independently developing a proposal for the museum to increase its impact among audiences. The parameters of this project are open-ended—we will define these projects on an individual basis. Potential projects might include:

- The Establishment of Community Partnerships to Enhance Exhibits
- The Strengthening of the Museum’s Web Presence
- The Organization of a Paperless Document System
- The Use of Social Media to Attract Visitors
- The Writing of Specific Advertisements, Newsletters, or Other Documents

Required Components

Each project will include the following four components:

1. A conference with me about this option and your interests by November 11th, 2010.
2. An email sent to Director Farrar and copied to me in which you:
 - Outline your project.
 - Identify your project’s deliverables (from below).
 - Request the museum’s approval.
3. Deliverables (Select ONE of the following options):
 - A 3-4 Page Researched Proposal.
 - A Set of Document Products.
4. A method for delivery (one of the following, TBD):
 - A Brief Presentation (2-3 minutes) delivered to the Executive Board on December 9th, 2010.
 - A Cover Memo delivered to the Executive Board on December 9th, 2010.

Portfolio Checklist

- ___ Individual Revision of Procedures and Policies Section
- ___ Group Revision of Procedures and Policies Section

- ___ Research Notes from On-Site Visit
- ___ Revised Brochure Drafts
- ___ Revised Brochure
- ___ Revised Brochure Peer Review Sheets
- ___ Developed Document Drafts
- ___ Developed Document
- ___ Developed Document Peer Review Sheets
- ___ Presentation for Executive Board
- ___ Memo 7
- ___ Memo 8
- ___ Memo 9

Optional:

- ___ Approval Email
- ___ Deliverable
- ___ Method of Delivery