

## English 305T Distance Education

**1. Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers:** Every paper requires that students complete planning activities that take them through the stages of the writing process; most of their homework activities consist of these process activities.

**2. Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters:** Because each assignment is rhetorically situated in a real-work scenario, each assignment requires that students consider these elements in light of the assigned context and situation. Extra credit activities focus students on technical and stylistic matters such as common grammatical errors, wordiness, parallelism, and active versus passive voice.

**3. Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to audience:** As stated above, each assignment is rhetorically situated in a real-work scenario. The assigned context and situation designates primary and secondary audiences.

**4. Assess the usefulness and reliability of sources, including internet sources:** Assignments 1, 2, and 7 require that students locate and use scholarly and professional sources through the ISU library databases.

**5. Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly:** Assignments 1, 2, and 7 require that students demonstrate the ability to paraphrase, summarize, and quote source materials. Documentation using one of four common styles (MLA, APA, CBE, or Chicago) is required. All students must pass a documentation quiz that reviews documentation and plagiarism issues.

While Assignments 3 and 4 do not require scholarly research, they do require that students look at field research (such as data sets) and analyze and interpret that data in an accurate and responsible way.

**6. Exhibit critical thinking as readers and writers:** Since the writing process is presented as a rhetorical process, critical thinking is inherently a part of the process for each document. Appropriate and responsible use of sources in documentation and the analysis and evaluation skills used in interpreting data sets also require critical thinking.

**7. Understand the relevance of good writing to real-world situations:** All writing assignments in this class are situated within real-world work scenarios. Case studies assigned for Assignments 1, 3, 4, 5, and 6 ask students to critically analyze documents produced for real-world work scenarios as well.

**English 305T-301 Technical Writing  
Indiana State University  
Syllabus for Foundational Studies Composition Review**

**Instructor Information:**

Dr. Susan Latta, Associate Professor of English

Office: Root A220

Phone: 812.237.3506 NOTE: I am only on campus to receive and return calls on MWF afternoons.

Email: [slatta@indstate.edu](mailto:slatta@indstate.edu)

Online Office Hours: MW 1:15-1:45 in office hour chat room under Communications on Blackboard

Twitter Feed: <http://www.twitter.com/drsueatisu> (for emergency messages and updates only)

**VERY IMPORTANT INFORMATION**

1. After the first week of class, ALL communication will take place via Messages under Communications in the left menu on Blackboard.
2. NO work will be accepted via attachments on either email or messages.
3. NEVER log onto Blackboard via the ISU portal to take a quiz or upload a paper.

See items below for further explanation of these points.

**Class Website**

Students should always access the class materials by following the URL:

<http://blackboard.indstate.edu>

If you access the website through the ISU portal, you need to be aware that the server regularly terminates access after approximately 40 minutes in order to prevent monopolization of server time. If you are taking a quiz or uploading a paper through the portal, your access may be terminated if you have been online for more than 40 minutes. Such termination is not a server or Blackboard problem but is simply the way the system works.

**Contact Information**

Because this class is an online class, communication should occur primarily online.

*Online Office Hours:* MW 1:15-1:45 in office hour chat room under Communications in the left menu in Blackboard.

*Messages:* After the first day of class, your primary means of communication with the professor should be through the Messages function under the Communications tab in the left menu on Blackboard.

*Email:* After the first day of classes, your professor will only read emails that originate from your ISU account. Please be sure to place in the Subject line of your email the class number, your last name, and a word or phrase about your question or concern. Remember that email is for emergencies only after the first week of school.

Example of Subject Line: ENG 305T Homework 1.1 Question Harmon

**Access:** Understand that your professor is not on call 24/7. You can expect responses based on the following guidelines:

- If you message before noon on Monday through Friday, you should receive a response before noon on the following day.
- If you message after noon on Friday, you should receive a response by the end of the following Monday.
- If you leave a message on office voicemail, in most instances your professor will answer the phone message via messages on Blackboard. Your professor is only on campus on MWF afternoons and will judge whether to phone or message your response based on time available and the urgency of the issue.

Students should not under any circumstances contact the professor or any of her family members at home.

### **Important Information for Special Needs Students**

Federal law entitles students with documented physical and learning disabilities to accommodation through Student Support Services (Gillum Hall, 201E, 812.237.7920). Students with such disabilities should have their contact person at Student Support Services contact the professor to discuss what accommodations may be appropriate for the work required in this class.

### **Description of Course**

#### *Course Content and Objectives*

*This course provides a review of the writing process (FSC 1, 2, 3) as it relates to the production of professional level technical and scientific documents (FSC 7). The course emphasizes the use of scholarly and professional research and attention to documentation in four different systems of documentation (MLA, APA, CSE, Chicago) (4, 5, 6).*

For an overview of the relationship of homework, exams, and writing assignments to these goals, see the document under GRAPHIC SYLLABUS in this folder.

#### *Prerequisites*

Students must have successfully completed the first-year composition requirement at ISU (105/107/108) or have received transfer credit for an equivalent first-year composition course at another institution. Students must also have advanced standing to enroll in this class; advanced standing is defined as 62 completed hours of course work.

#### **Required Textbooks**

Deborah Andrews, *Technical Communication in the Global Community, 2/e*, Prentice Hall. 0-13-028152.

Roger Munger, *Document-Based Cases for Technical Communication*, Bedford. 0-312-43851-6.

Lester Faigley, *The Brief Penguin Handbook, 2/e.*, Penguin. 0-321-24531-8. Available online for six month subscription at CourseSmart (formerly SafariX) website. Hard copy version also available through various booksellers.

#### **Recommended Textbook:**

Tufte, Edward, *Visual and Statistical Thinking* (formerly *Textbooklet*), Graphics Press.

Note: You must have a copy of Tufte to do one of the extra credit exercises in the class.

Note: If you cannot find a copy of the pamphlet noted above, you may be able to find a copy of Tufte's hardback book *Visual Explanations* in your library. The pamphlet is a reproduction of one chapter in Tufte's book *Visual Explanations*. You may read the chapter in the book instead of buying the pamphlet if you so choose.

## Required Technology

### Hardware

A computer with a reliable internet connection. Broadband is preferred.

### Software

- A compatible web browser and operating system (see OS/Browser tab in left menu of class website).
- Microsoft Office (available to most students through the Microsoft Campus Agreement at <http://downloads.indstate.edu>).
- Respondus Lockdown Browser (free download at <http://downloads.indstate.edu>). Click on Blackboard plug-ins in left menu of site and then click on Respondus Lockdown Browser.
- Adobe Reader or Preview (to read PDF files).
- iTunes, Windows Media Player, or another media player that will play mp3/mp4 files for optional podcast commentaries.

Students using Mac software such as Pages or Keynote to prepare documents may do so but should save the documents as Microsoft Word or PowerPoint files.

Anti-virus software, as well as other useful programs, are also available at <http://downloads.indstate.edu>.

### Skills

- Students should know how to configure and use a web browser.
- Students should know how to use Word, PowerPoint, and Excel or equivalent programs (word processing, presentation, spreadsheet).
- Students should know how to open and read PDF documents.
- Students should be able to open mp3/mp4 files.

## Structure of Class

*Because the focus of this class is the writing process (FSC 1, 2, 3), the class is structured so that each assignment cycles through a series of reading and planning activities that prepare the student to write the assigned document. These activities are called **homeworks**. Each homework has a specific function in preparing for writing the document and in meeting the stated goals for the class. For more on how the homeworks relate to the writing assignments and class goals, see the documents under GRAPHIC SYLLABUS in this folder.*

The technical and professional documents you produce are called **assignments**. Assignments can range from 1-10 pages. Some assignments require research; some require the inclusion of visuals and graphics.

*Assignments must be written based on topics appropriate to the class goals and content. Topics are approved through the instructor comments on planning activities; students who choose topics that are not relevant to professional/scientific/academic subjects (FCS7) or topics that will not produce the genre of document required for the assignment will be asked to choose a new, more appropriate topic. Students who do not change the topic to a topic relevant to the class or assignment, or who submit a paper without completing the planning to get instructor approval, may fail the assignment. Otherwise, the assumption is that the topics you choose and the documents you produce are related either to your academic field or current work situation.*

*To ensure that all students who complete this class understand how to conduct professional and scholarly research, how to document sources, and how to avoid plagiarism, all students must take a **documentation quiz** (FSC 4, 5, 6). This quiz covers all aspects of documentation as explained in the Faigley and Andrews textbooks as*

well as information on academic integrity as explained in the ISU Code of Student Conduct and information in the class FAQ. All students are required to read the code and abide by its rules. A link to the PDF version of the code is available under the left menu of the class Blackboard site under EXTERNAL LINKS. Students have three opportunities to take this quiz; the final score is the score posted in the gradebook.

### Process for Completing the Class

Instructions and content for the class will be posted in folders under the UNITS tab in the left hand menu of the course Blackboard site.

Each **assignment** has its own **UNIT** folder. For example, you will see a folder entitled Unit 1: Memo/Abstract Assignment. In the Unit folder, you will find web pages, PDF files, and PowerPoint files. The first folder you will see in each Unit folder will be an assignment folder that will explain the kind of document you will produce for that assignment. *The folder will also provide information about the scenario (FSC7) you will be using in preparing the document (the intended audience, audience expectations, writing purpose, document length and formatting, etc.)(FSC 2, 3).* The folder will also include information on the homework activities and objectives for the assignment.

For each assignment, there will be several **homework activities**. Each homework activity will have a folder associated with it. For example, the first homework activity for Assignment 1 would be Homework 1.1. Homework 1.1 will be in the Lesson 1.1 folder. In each lesson folder, you will find web pages, PDF files, or PowerPoint slides with information and instructions for the homework activity. In most homework folders, you will also find a link to a quiz or to a bin where you can upload a Word document.

At the end of each assignment, you will find a folder entitled **Stop! Read Me Before You Turn In the Assignment**. In this folder, you will find a series of questions to ask yourself as you are preparing and revising your document. You will also find a copy of the grading rubric that will be included with your graded assignment file. For some assignments, you will also find a **model document**, and some model documents will be accompanied by an audio podcast commentary about the model. Some models show you what you should do for the assignment; some show you what you shouldn't do. Therefore, it is a good idea to read the Stop! folder before you begin working on your assignment and again as you begin putting together the final document.

At the end of the Stop! folder, you will find several links.

The first link is to a program provided by the ISU library called **Turn It In**. Turn It In checks the documentation of your paper to make sure you have not made documentation errors or plagiarized. Turn It In cannot catch all documentation or plagiarism issues, but it can be a useful tool to give you a sense of how well you are doing in documenting your papers.

Submitting your work to Turn It In is voluntary for most assignments, and you will receive extra credit if you do it. Turn It In submission is mandatory for Assignments 2 and 7.

You can find additional information about how to use Turn It In and how to interpret the results of the Turn It In analysis in the FAQ section of the class website.

The second link will be to an **Assignment Bin**. This bin is where you should upload your Word document of your assignment. You will only be able to upload one file to this bin and will only be able to access this bin once, so be sure that your file is complete. The assignment bin is linked to the Blackboard SafeAssign program, which is another documentation checking tool. This bin will become available approximately 72 hours before the deadline for the paper. If the bin is not available, contact the instructor via messages before the deadline.

The third link will be to the **Late Assignment Bin**. You may submit a paper up to 72 hours after the original deadline. Late papers include a **late paper penalty** of 1/3 a letter grade off the grade of the paper for each day late, including weekends and holidays.

## Due Dates

You will find the due dates for homeworks, assignments, and the documentation quiz on the calendar under **TOOLS** in the left menu of the class Blackboard site.

Generally, **links to quizzes and assignment bins appear three days before the deadline specified on the calendar**. Students need to be responsible and check the calendar on a regular basis to see when the deadlines are as the professor will not send you reminders to tell you when your work is due.

To help in establishing a schedule, **this class has been set up as a MWF class**. Because of the holidays, some work may come in on another day, but the majority of assignments will be due on a Monday, Wednesday, or Friday. **Extra credit activities are usually available on a Tuesday or Thursday for twenty-four hours only**.

Unless otherwise specified on the calendar, **assume that all deadlines are 11:55 a.m. Terre Haute time**. Terre Haute is on Eastern time and observes Daylight Savings Time.

## Release of Materials

Because this class is about learning a process, students should complete all parts of the process before progressing to the paper. Homework activities must be completed in a sequential order. For this reason, **only one week's worth of materials will be released at a time**.

Some of the homeworks must be manually graded by the professor. Please be patient and understand that these homeworks will take some time to score.

When a score is posted on the class gradebook (under **TOOLS** in the left menu), click on the score to see if the instructor has left any feedback for you.

Assignments may take a week or more to grade. Generally, papers submitted on time will be graded at least twenty-four hours before the next assignment is due; usually, shorter papers are done in a week. When a grade is posted for an assignment in the gradebook, click on the grade. You should find either instructor comments on the paper or an uploaded file which may contain a grading sheet or a copy of the paper with inserted comments.

Late papers are given last priority in grading. If there are many papers submitted late over the course of the semester, some late papers may not get graded until the very end of the semester.

Current homeworks get first priority.  
Assignments turn in on time get second priority.  
Late papers get last priority.

## Weights and Grades

The breakdown of the class is as follows:

Homeworks	10 points
Documentation Quiz	10 points
Assignment 1: Memo and Abstract	5 points
Assignment 2: Ethics Case Study	10 points
Assignment 3: Proposal	15 points
Assignment 4: Data Analysis Memo	10 points
Assignment 5: Concept Handout	10 points
Assignment 6: Instructions	10 points
Assignment 7: Literature Review	20 points

(Note: the literature review counts double as it takes the place of your final exam in this class)

**Total: 100 points**

**Grade Percentages:**

A+ 97-100	A 94-96	A- 90-93	B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73	D+ 67-69	D 64-66	D- 60-63
F 50	0 no work submitted				

Extensive unintentional plagiarism: 0-50% F

Intentional plagiarism: F in class

Cheating on exam or quiz: F in class

(see information on **Documentation** below and the FAQ section in the left menu of the class website)

Each homework is worth approximately .32 of a semester point. Because the Blackboard gradebook automatically rounds up, a homework may appear as .33 or .34. At the end of the term, the total rounds up to 100.

Sometimes, Blackboard will display the number of questions right rather than the weighted grade. For example, in a quiz with 10 questions, you may see an 8 displaying. That does not mean you earned 8 points on the quiz—it means Blackboard did not figure out the score for you on that particular quiz. When this situation happens, the professor must go in and manually calculate the grade.

If you do not want to wait, you can calculate the grade for the quiz using this formula:

Number right/Total number = Percentage x .32

EX:  $8/10 = 80\% \times .32 = .26/.32$

**Documentation (FSC 4, 5, 6)**

*Any work that cites the work of another must be documented.*

*In this class, you may use either MLA, APA, Chicago, or CSE documentation style.*

*These styles are explained in Faigley; additional information on the styles can be found in the FAQ section in the left menu of the class website.*

*Generally, the following principles apply.*

- 1. All quotes, summaries, paraphrases and facts must have two types of documentation. The first is a parenthetical or footnote inserted in the text where the citation appears. The second is a bibliographic entry or endnote on a bibliography page at the end of the paper.*
- 2. Anything cited word-for-word is a quote and must appear in quote marks. Quotes must be documented.*
- 3. Any source cited in the paper should have a corresponding bibliography entry/endnote at the end of the document.*
- 4. Only sources cited in the paper should appear in the bibliography/endnotes. Sources you read but did not cite may be cited in a separate Works Consulted.*
- 5. All quotes, paraphrases, and summaries must have page numbers. If you are using an internet source or an article accessed through a database that does not include page numbers, use a paragraph number instead.*

## Academic Honesty

In Fall 2007, ISU instituted a new statement on academic integrity and honesty. This statement appears in the *ISU Code of Student Conduct*. You will find a link to the code under EXTERNAL LINKS in the left menu of the course website.

**All students are required to read and abide by the code.** There are severe penalties that apply to students who violate the code. Incidents of cheating or plagiarism (both intentional and unintentional) may result in failing the assignment or failing the class. Students who violate the code will be reported to Student Judiciary per the guidelines in the code. Repeat offenders may be expelled from the university.

For this class, the guidelines are applied as follows:

**Cheating on a quiz or an exam results in an F in the class.** Collaborating with fellow students and sharing questions or answers is not allowed and is considered cheating.

**Stealing another student's work, in whole or part, and submitting it under your name is theft (intentional plagiarism) and will result in an F in the class.** Lifting work from the internet, undocumented cut-and-paste, hiring someone to write your papers for you, asking a friend, relative or employee to write your paper or purchasing a paper from someone else will also result in an F for the class.

**Substantial errors that indicate a fundamental lack of understanding of documentation will result in an F on a paper.** Such errors include not including a bibliography, not including parenthetical documentation, documenting quotes but not other citations, etc. These mistakes signal a pattern of error that is significant and widespread. They are considered unintentional plagiarism.

**Minor documentation issues**, such as incorrectly formatting quotes, parentheticals, or bibliographies, forgetting to place an entry on a Works Cited page, etc., are also considered unintentional plagiarism. However, they signal sloppiness and inattention rather than lack of understanding or intent to deceive. These errors **will result in a lowered score on the paper and may result in an F on a paper depending on their number and type.**

Any of these issues may be reported to Student Judiciary at the discretion of the instructor.

## Appropriate Online Behavior

Students in this class are expected to behave as they would in a work environment.

All communications, including messages, emails, and discussion board posts, are to be written in Standard American English and with a level of formality appropriate to professional communication. Emails and messages are online memos and should be written as such.

All documents are to be written in Standard American English and with a level of formality appropriate to professional communication. Assignments should be written and formatted as professional/business documents following the guidelines in Andrews.

Online communication with your professor should be conducted as your professor as your supervisor.

Online communication with your classmates should be conducted as your classmates as your colleagues.

Students should communicate in a respectful, professional manner in all situations. Appropriate language should be used at all times; students who engage in obscenity, derogatory language, or hate speech will be barred from the communications areas of this class and, if necessary, reported to Judiciary.

Discussion board posts should be relevant to the content of the class. Disagreements should be handled in a civil and respectful manner, and students who engage in hostile, threatening, or harassing behavior on the

boards will be banned from the boards and, if necessary, reported to Judiciary. Personal discussions not relevant to the course should be taken to email.

PLEASE REMEMBER THAT TYPING IN ALL CAPS ONLINE COMMUNICATION (LIKE THIS!) IS SHOUTING, AND SHOUTING IS INAPPROPRIATE BEHAVIOR. If you want to emphasize an idea, use **boldface** or *italics*. Blackboard's communication function has buttons for bold and italics; if you are on an email program that does not have the capability to change fonts, you may signal boldface with html tags <b></b> or italics tags <i></i> around sections to be emphasized.

### Technical Issues

The professor cannot help you with technology issues beyond the basic comments provided in the FAQ materials. Her role in the class is your English professor, not your computer skills instructor. As stated above, the assumption is that if you are taking this class online, you have access to a personal computer and basic computer literacy skills.

If you are having problems with your computer or technical issues, contact the IT Help Desk at 812.237.2910 or 888.8181.5464.

ISU also provides a variety of online instructions and tutorials, available at the ISU IT website.

The majority of technical problems occur because students are not using the appropriate browsers or operating systems or because a firewall or pop-up blocker is preventing a page or window from loading. These issues are not Blackboard or ISU server problems, and as such do not merit a "do-over" on a quiz, exam, or paper. **Students must take responsibility for ensuring that they are using the appropriate hardware and software for this class and are following all required steps to access and use the Blackboard program and plug-ins.**

Do-overs are approved only when an investigation from IT determines that there was a Blackboard error or server problem that directly interfered with a student's ability to take a quiz or upload a file. In most instances, when there is a Blackboard or server error, IT informs the ISU community through an email or general announcement. **Students should not attempt to take quizzes or submit files during times when IT has reported an outage.** Students who genuinely believe that there is a Blackboard error or server error not identified by IT should message the instructor and ask for an investigation of the issue. The request must include a detailed description of exactly what happened when. The instructor will then forward the request to IT. IT investigations can take several days to a week or more, depending on demand. If IT can find evidence that there is an error for which ISU would be responsible, the instructor will reset the function. If IT cannot find evidence that there is an error for which ISU would be responsible, there will be no do-over. **Students who miss homework activities for any reason may do the next available extra credit to make up lost points.**

### Submission of Work

**The instructor will not, for any reason, accept any work as email attachments. All work must be submitted through the links and bins on the class Blackboard site.**

Files submitted to the Blackboard site should follow a specific naming convention.

Because the instructor downloads Word files to grade on her laptop, if the title of the file does not contain the following information, files may be lost or deleted because they are not recognizable as student files.

Name your files using the course identification, assignment names, and your last name.

Examples:

File for Assignment:                      ENG305TA1lastname  
Course Identification: ENG305T

Assignment Name: A1 (Assignment 1)  
Last Name: Insert your last name here.

File for Homework:

ENG305THW1lastname  
Course Identification: ENG305T  
Homework: HW11 (delete punctuation and symbols from the titles)  
Last Name: Insert your last name here

### **Format of Documents**

Unless the homework or assignment instructions specify otherwise, single space all documents. Use a 12 point serif font such as Times New Roman or Cambria for the body of the paper. Use a 12 point sans serif font such as Helvetica or Calibri for headings. Reset the document margins at 1" throughout (Word default is 1.25", so if you are using Word, you will have to reformat).

**This syllabus, along, with the GRAPHIC SYLLABUS, provides an overview of the fundamentals of the class.**

**More detailed information on these subjects is available on the class website, particularly under the FAQ section of the course menu.**

**All students are responsible for reading this syllabus as well as all course materials on the website.**

Additional information relevant to this class may be found at the following **EXTERNAL LINKS** in the left menu

- ISU Software Downloads
- CIRT Blackboard Student Tutorials
- ISU Code of Student Conduct
- AAUP Academic Freedom Guidelines

**Relationship of Homework to Class Objectives for English 305T301 (Revised for FS Review Fall 2009)**

	<b>Objective 1: Learn professional writing genres. (FSC 7)</b>	<b>Objective 2: Review the writing process. (FSC 1, 2, 3)</b>	<b>Objective 3: Review research and documentation. (FSC 4, 5)</b>	<b>FCS 6: Apply critical thinking skills. (implicit throughout; emphasized most specifically in these home works)</b>
<b>Unit 01: Review of Writing Process</b>		HW01		HW01
		EC1		
<b>UNIT 1: Memo and Abstract</b>	HW1.1			
	HW 1.2			HW 1.2
			HW1.3	HW 1.3
		HW 1.4		HW 1.4
		EC 2		
<b>Unit 2: Researched Ethics Report</b>	HW 2.1			
	HW 2.2			
			HW 2.3	HW 2.3
		HW 2.4		HW 2.4
		HW 2.5		
			HW 2.6	
		HW 2.7		
		HW 2.8		HW 2.8
	EC 3			
<b>Unit 3: Proposal</b>	HW 3.1			
		HW 3.2		HW 3.2
	HW 3.3			HW 3.3
		HW 3.4		HW 3.4
		EC 4		
<b>Unit 4: Visual Representation of Data</b>	HW 4.1			HW 4.1
	HW 4.2			HW 4.2
	HW 4.3			HW 4.3
	HW 4.4			HW 4.4
	HW 4.5			HW 4.5
	EC 5			
<b>Unit 5: Concept Definition Handout</b>		HW 5.1		
	HW 5.2			HW 5.2
		EC 6		
			Documentation Quiz	
<b>Unit 6: Instruction Set</b>	HW 6.1			
	HW 6.2			HW 6.2
		EC 7		
<b>Unit 7: Literature Review</b>	HW 7.1			
		HW 7.2		HW 7.2
			HW 7.3	HW 7.3
			HW 7.4	HW 7.4
		HW 7.5		HW 7.5



### Calendar: View by Month

Quick Jump

VIEW DAY VIEW WEEK VIEW MONTH VIEW YEAR

August, 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26 Extra Credi	27	28 Training Un	29
30	31 HW 01					

OK



Calendar: View by Month

Quick Jump

VIEW DAY VIEW WEEK VIEW MONTH VIEW YEAR

September, 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 HW1.1	3	4 HW 1.2	5
6	7	8 HW 1.3	9 HW 1.4	10 EC 2	11 A1 Documentati	12
13	14 HW 2.1	15	16 HW 2.2	17	18 HW 2.3	19
20	21 HW 2.4	22	23 HW 2.5	24	25 HW 2.6	26
27	28 HW 2.7	29	30 HW 2.8			

OK



**Calendar: View by Month**

Quick Jump

VIEW DAY VIEW WEEK VIEW MONTH VIEW YEAR

October, 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 A2	3
4	5 3.1	6	7 3.3	8	9 3.3	10
11	12 3.4	13	14	15 EC4	16 A3	17
18	19 4.1	20	21 4.2	22	23 4.3	24
25	26 4.4	27 EC5	28 A4	29	30 5.1	31

OK



**Calendar: View by Month**

Quick Jump

VIEW DAY    VIEW WEEK    VIEW MONTH    VIEW YEAR

November, 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 5.2	3	4 DOC QUIZ DU	5	6 A5	7
8	9 6.1	10	11 6.2	12 EC 6	13 A6	14
15	16 7.1	17	18 7.2	19	20 7.3	21
22	23 7.4	24	25	26	27	28
29	30 7.5					

OK

 **Calendar: View by Month**

 Quick Jump

VIEW DAY    VIEW WEEK    VIEW MONTH    VIEW YEAR

December, 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 EC7	3	4	5
6	7	8	9	10	11	12
13	14 A7	15	16	17 Late A7	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OK