Course Wiki Progress Report: Home Page

Purpose

The purpose of this report is to outline our group's progress on the Technical and Professional writing wiki's home page. Included in this report are additions on our group's behalf, as well as probable future changes for group rotations.

Introduction

Adolfo Alvarez, Derek Letts, Lauren Young, and Logan Myer are assigned together to work on the Home Page of the Wiki webpage. Everyone spent time on their own time adjusting the wiki page and communicating through group messaging in order to stay on page of what we want in our wiki page. Currently, the home page still needs more adjustments, but the time we spent learning will gives us the skills to improve the other pages that we are assigned.

Summary

Overall, this cycle has been best used as a learning period. Our group has explored with the coding involved in the wiki process, as well as developing an effective group dynamic to better streamline our productivity for future cycles.

Results of Work

For this wiki cycle, our group explored the mechanics of maintaining and improving a wiki home page. Through our meetings and planning, the coding process on wiki became an accessible and effective tool. Our groupmates learned how to add pictures, alter text, and enhance the aesthetic of the wiki. After many attempts and trial runs, the home page has become a practical template for future groups to develop and enhance.

We first started out working on the page together and realized that one person can work on the home page at a time. More than one person can work on wiki as a whole at the same time, but only one person can work on the same page at a time. We decided that during the time we were together, one person would work on it while others give input and advice. Anytime a member wants to work on the wiki page, they would let the group know that they are working on the page to avoid interruptions.

We were struggling on the format because we have no idea how to put wiki together. However, we found a useful feature in wiki. At the bottom of the section where you make changes on wiki, there is a tool link that would guide you how to do certain tasks; tasks including: adding pictures, formatting text, aligning objects, and so on. This became a useful tool for our progress, but it still took time in understanding how formatting wiki works.

We learned how to add text and deleting text. It turns out that when adjusting the wiki page, the original page is on top of the screen and on the bottom is where you do all the adjusting in a box for the page that is on top. Once refresh is pressed, the page adjusts to the changes that you made on the formatting box. We deleted text that was unnecessary and adding text that we felt was important.

During our time working on wiki we learned how to change the colors, deleting, and adding outlines to wiki. We used the outlines to make the page more appealing and it was a feature that we were proud of figuring out. We used the outlines to emphasize text that we felt was important. We also learned how to align the text using certain symbols to tell wiki whether to align left, center, or right.

We learned how to add and delete pictures. At first we struggled on how to get rid of a random picture of an orange that was on the page. Eventually, we found out that the orange can be taken out by using the formatting box. Thanks to the help feature in wiki, we were able to add pictures by putting a certain code along with the link of that code. Unfortunately, we do not know how to change the size of the photo or have it placed next to text without messing up the whole page. We do know however how to put the picture wherever we want, making the page more appealing.

Conclusion

This first cycle had more of an emphasis on learning rather than productivity. We are confident that we will know the mechanics well enough to become more productive in our webpage. The team is learning a new feature each time we adjust our webpage. After establishing the mechanics and applications at our disposal on the course wiki, our group can more capably edit the other aspects of the wiki through the other cycles of this class semester.

Course Texts & Resources

To: Professor Windholz
From: Brandon Morgan, Courtney Caro, Seth Flagle
Subject: Wiki Progress Report – Course Texts and Resources
Date: 2/14/18

The purpose of this memo is to inform the audience of the current state of the Course Texts and Resources section of the Technical Writing class course wiki as of the date of this memo.

Summary

This document details the efforts of Brandon Morgan, Courtney Caro, and Seth Flagle to edit and update the Course Texts and Resources section of the class wiki. This group has worked both together and individually to make their designated section of the course wiki follow the eight measures of excellence as detailed on page eight of our course text. While incomplete, our group is confident that the next group rotation will have a starting point when it comes to be their turn to edit this section.

Introduction

The Course Texts and Resources section of the class wiki is accessible through the navigation sidebar to the let of the page, or by going through the Contents link under the navigation sidebar. The page has a short and comical (yes still informational) description under the title. Directly under this, there are five hyperlinks (in red), each of which open a PDF document or website corresponding to its title in a new tab when clicked. The hyperlinks and documents they lead to are as follows;

"Course Syllabus"- Leads to a PDF of the English 238 Technical and Professional Writing 1 course syllabus created by Professor Windholz. Here you can find the course description, short descriptions of assignments, due dates, grading sheet, etc.

"Exercises" - This link will take you to an instruction sheet on the Exercise from the course text.

"Launchpad Site" - This link will take you to the class login page of the Macmillan Higher Ed LaunchPad website. After logging in, the student may browse a digital copy of the course text.

"Job Portfolio Guidelines" - This PDF document is an instructional sheet for the Job Portfolio: Cover Letter and Resume assignment, similar in format to the Exercises document.

"Description Guidelines" - In the same vein of assignment sheets, this PDF details the Description of Technical Writing assignment.

Under these hyperlinks is the entire class schedule from the syllabus, listing the readings, homework, exam dates, and subjects of the class lectures in an easily read format. At the very bottom of the page, there is a final hyperlink with a message of reassurance for the next group. This link leads to a website of positive affirmations and is meant as a sign of good faith to the next group to work on this document.

Results of Work

Each member of the group worked in tandem, brainstorming and building off each other's ideas. It was Brandon's idea to focused on getting the entire syllabus as a link to make it easier to read via the wiki than to follow links to the wiki rather than wading through links on D2L which would take up more of the students' time. He also went a step further from this and posted the schedule on a weekly basis, making it easier for students to see what assignments or readings are due for next class. Courtney was able to understand the rudiments of the site before her group partners and created group page itself. She added the link to the contents section and in the navigation bar for easy access of the page. She put up the hyperlinks, linking the syllabus, assignment sheet PDFs, and the course text website. On the initial day of work in the Shippen computer lab, Seth received multiple error messages about not being able to edit the document. He consulted multiple students and the on-site overseer (Dr. Kungl) but no one was able to get to the root of the problem. Despite this setback, Seth was able to access a different form of editing by right-clicking the page, then left-clicking "Inspect". This brought up a multicolored line of code, and through this Seth was able to experiment with what was possible for the page, briefly adding graphics, a different background, and changing the font size and color of site headings. He took the initiative to contact Dr. Windholz, who helped him sort out the problem. After rectifying his mistakes, he was able to write the page description, link the affirmation site, and write the progress report.

Conclusion

The Course Texts and Resources group was able to overcome obstacles and create a functional page out of nothing. The page leaves some things to be desired (more on that later), but it is now able to access several important documents and the course text from one easy location, with an additional link to a stress-relieving site for any students in need of it. This group created an easy-to-navigate page with a focus on intuitiveness and audience comfort that holds up to the standards of a college student. Looking Forward A few things that we think the next group should considered for revision are as follows; Putting up all of the assignment sheets in order, separating the assignment sheets from the course syllabus and course text, converting the schedule of classes into a calendar, or at least putting a strikethrough through the weeks which the class has completed.

Donald Dayton, Lindsay Embly, Paige Keefer, Joshua Rosenburger
Dr. Windholz
ENG 238 Technical and Professional Writing
February 12, 2018

Wiki Progress Report #1

Purpose: The purpose of this report is to describe and assess our progress on editing our currently assigned section of the class wiki, the forum pages.

Summary: We worked on the forum as our first assigned section of the course wiki. In editing this section, our goal was to create discussion on aspects of the class and the projects we work on. We began by deciding on topics and projects that could be used to create an open discussion. After deciding on topics, we used them to create forum posts that encourage open discussion in the class. Upon creating these pages, we evaluated the progress we made on the wiki and what could be added in the future.

Introduction: Our goal in this section was to create a forum that allowed discussion on the class and the projects we have been working on. We began by practicing with the editing process of the wiki and setting some guidelines amongst ourselves for making changes to the forum. We learned how to create and edit pages, noting the limitations that we needed to address while editing. After learning how to add pages, we selected some topics from the class that we felt were capable of fueling a discussion. The topics we chose were editing the wiki, group work, and the definition of technical writing. We created a page for each of these subjects and compiled them in a list on the forum's main page. As of now, the forum is able to function as it was intended; students are able to create and contribute to discussion about the class and assignments through the forum.

Result of Work: Though we were unfamiliar with the format of the wiki when we began the project, learning how to edit the forum was not difficult. As we began editing, we made several important discoveries about the process. We noticed that only one person is capable of editing the wiki at a time, so we focused on cooperation and equal control of the wiki to create the forum efficiently.

The forum page, which was originally called the "discuss" page until we edited it, did not have any links to actual discussion threads. We eventually found a page for creating and accessing threads by searching the wiki's list of pages. After creating some threads as tests, we focused on linking them to the main page of the forum by their URLs. We noticed that the links

to our threads were unattractive, so we tried to create links that looked like normal text but still functioned as URL links. To fix these links, we used a function in the toolbar that allowed us to anchor a URL to normal text, creating links that looked much more organized. Overall, learning to edit the wiki was a simple process, and creating the actual threads was rather easy.

When we selected our thread topics, we tried to focus on subjects that could create as much discussion as possible and remain relevant to the course material. We decided that the wiki itself would be a good starting topic, especially since most of the class was unfamiliar with editing the website. The first thread we created was focused on editing the wiki, allowing users to ask questions about how to edit their section and receive an answer from another classmate. For the second thread, we focused on the assignments in the class. We decided to focus on strategies for group work, given the collaborative nature of the wiki project, the netiquette assignment, and the recent mass collaboration on guidelines for adding a technical writing minor. This thread would allow groups to suggest strategies that they found useful in their collaborative work and critique group work in class. In the third thread, we decided to focus broadly on the subject material of the class. This thread was created to allow discussion on how technical writing is defined and how attitudes towards it may develop or change in the class. Since technical writing processes will be a major focus throughout the class, we decided that this thread would be focused enough to allow discussion but broad enough to be relevant throughout the semester. After creating these pages, we organized them on the forum's page and created links to all three of them.

Conclusion: So far, we have made some considerable progress in creating an effective forum page. Since we began to edit our section, we have learned enough about how the wiki operates to keep developing our assigned sections. As of right now, the forum page is not particularly extensive, but the foundations of the forum have been set. With the continuation of the course, the forum can continue to develop as new topics arise. Additionally, we noticed some issues in the forum that we were unable to fix.

As we edited the wiki, we came across an error that we were unable to fix. When a user clicks on the "discuss" tab at the top of the page from the home page, it acts as a link to the forum page. However, if the "discuss" tab is clicked from any other page on the wiki, the user cannot access the forum and is instead taken to a page stating that the page does not exist. The only way to access the forum is to either search for it in the list of pages or to access it from the

home page. This error is a small inconvenience, but it may be useful to address it in the future. We did not get to develop the blog very much, either. We were unable to figure out how to format a blog on the website, and it may have been unnecessary to the forum. Another group may be able to fix the page, but it could be better to delete the page entirely. Additionally, it may have been beneficial to add a set of guidelines for using the forum. A link to another page with a set of rules for posting on the forum could be a viable addition in the future. Overall, our work on the wiki was not extensive, but it was successful in establishing the basis of the forum and a model for adding new content.

Technical and Professional Writing

To: Dr. Windholz
From: L. Ashberry, M. Schiereck, S. Long, S. Bream (Group 3)
Subject: Wiki Progress Report
2/14/2018

Purpose

The purpose of this report is to discuss our progress, successes, and setbacks on the assignment and grading pages of our class wiki page.

Summary

Our group was successful in creating both an assignments and a grading page and linking it to the navigation menu. We were able to put all of the necessary information on the pages and do some minimal formatting. In the future, we would like the page to have a better layout— specifically with different fonts and colors.

Introduction

Our page—which is actually two pages—has the necessary information, but it lacks visual appeal. We created two separate pages, one for grading and one for assignments. We made this decision because we felt that since they are two separate categories they deserved two separate pages to present their information.

The assignments page can be found on the top left side of the home page under the navigation menu. Clicking the title will take you to the page. A large red heading labels the page, and smaller subsequent bolded headings label basic guidelines, readings, exercises, and assignment titles. Under each bolded heading is information for each section. Assignment details include deadlines, instructions, and page numbers for additional readings in the textbook.

The grading page can be found on the left side of the page under navigation near the bottom of the menu. When you click on the page you will find the grading scale, assignment breakdown, and letter grade criteria. At the top of the page are two tables that give the grading scale and the points each assignment is worth. Below the tables, you will find the grading criteria.

Results

To begin working on the Wiki, we divided tasks accordingly: Samantha and Luke worked on the grading page and Meghan and Shannon worked on the assignment page.

Shannon took the tasks of the Researched Recommendation Report, Oral Presentation, and Course Wiki and Progress Reports. She worked in a Word Document to write out all of the

information she wanted to add to the page. To start, she made section heads for the assignments and then wrote out the deadlines. The deadlines should be at the top of the assignment as they are important and should be easily viewable. After writing out the deadlines, Shannon went through the assignment descriptions and pulled out the most necessary information for students to understand what the assignment entails. After reading over the newly composed assignments, she copied and pasted the information onto the Wiki page and made sure everything copied over correctly.

Meghan first created the assignment page and the grading page, and linked them to the navigation menu. She worked on the basic guidelines section, exercises section, reading section and the assignments of Class Netiquette Guide and Email Policy, Job Portfolio, and Description Assignment. Like Shannon, she worked in a separate Word document and then added her completed section to the page. Meghan viewed the syllabus and translated the assignments into smaller descriptions with only the essential information and deadlines for the wiki page.

Luke took the task to design the tables on the grading page. The first table holds the grading scale specific for this class. To make it more aesthetically pleasing, Luke put the information in a table. He made the titles bold to draw attention to what each side of the table represents.

Luke also created another table that is next to the grading scale for the point breakdown of each assignment. With this table, the title of each column is colored red. The bold assignments are the final project and its total points. For example, the description assignment is worth 100 points total. That assignment is broken up into two parts which are not bolded, the analysis memo worth 25 points and the description worth 75 points. The bottom two cells hold the total number of points for the course in bold.

Samantha worked on the grading criteria section. Unlike Shannon and Meghan, she did not use a separate word document to write up the required material. She used the wiki edit box to create and specialize this section. She made the letter grades bolded to help emphasize specific text. Following the bolded letter grades, she added descriptions to explain what each letter grade meant and what is required in order to earn certain scores.

Conclusion
Overall, our page has the necessary information to understand the assignments and grading policy. However, the information is not put together in a visually appealing way. The colors are dull and there are no graphics. We think the addition of more colors and graphics would enhance our pages.

The font is easy to read, but our group had a difficulty figuring out the specifics of customizing it. Changing the font itself and the size would probably improve the readability of our page.

Creating bigger headings would really define where each section is, especially on the assignments page.

Other than typeface and color issues, our pages are pretty successful. We have figured out how to create pages and how to add them to the navigation menu. We also learned how to create bold font, bullet points, tables, and red font. Although we have not utilized it, we know how to use the insert image wizard (re: the orange picture on the homepage) and the insert link wizard.

In conclusion, our group is satisfied with the results of our pages. However, we think the layout and visual aspects of our page could be improved.