

# Home Page

To: Professor Windholz  
From: Brandon Morgan, Courtney Caro, Seth Flagle  
Subject: Wiki Progress Report – Home Page  
Date: 3/7/18

The purpose of this memo is to inform the audience of the current state of the Home Page 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 Home Page 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 the page is still 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. We built on the existing humor of the site with the decorum of our class in mind. We were careful to not add humor or commentary inappropriate to our intended audience, the Technical and Professional Writing class.

## Introduction

The Home Page is essentially the face of the wikidot site. It is the first page the audience comes to and thus should provide a description of the site and help the audience to understand how to navigate the site. It is important for the Home Page to have all the necessary information relating to the goal of the site. It should be visually appealing as well as functional; the titles are easy to read, the color scheme is cohesive, and the style of writing is synchronous with the rest of the peer-edited pages. The elements of the Home Page are as follows:

- Page Title and Introduction – This element functions like the purpose section of a memo. It lays out the purpose of the webpage and its function in the class.
- Course Description – Acting as the summary of the Home Page and the website as a whole, the Course Description lays out the goals of this wikidot site. It also includes a few technical communication jokes and a reference to the “Pearls before Swine” comic by Stephan Pastis on the top of the class syllabus, as well as an image of the “bonobo monkey” (actually an ape) mentioned in the comic.
- Navigation tips – In case the audience cannot locate the navigation tab, or if they are viewing this page in mobile mode (where the words are smaller and the sections are more difficult to find), we have included some navigation tips. Each hyperlink title of the navigation tab is followed by a brief description of what the user would find should they click on the link.

- Wikidot Editing Guides – These are a list of hyperlinks which lead to brief wiki how-to guides. This section includes “Add your own logo”, “Customize the theme”, and three template choices. Although these links are not necessarily relevant to our course, we opted to keep these tips here for the next group’s use.
- The Eight Measures of Writing Excellence – These steps are the core guidelines of Technical Writing and as such are framed on the Home Page itself.
- The continuous Writing Process steps – These five steps describe the nonlinear process of writing any sort of document and are framed beside the Eight Measures.

## **Results of Work**

Each member of the group worked in tandem, building off each other’s ideas. Most of our adjustments are minor cosmetic influences, but they made the site look more professional and cohesive. We changed the background color schemes of each of the three main cells, successfully matching them to one another. After trying out multiple options, we decided on a light blue-grey instead of the off-white color and slight green that the cells used to be. Our goal was to pick a color that did not clash with the maroon banners around the cells and the maroon hyperlink text. We edited the banners so that they all match the solid maroon color, and we deleted a large empty banner. For a brief period, Seth’s edits of the cells’ background colors were only visible on his computer in the lab and not on the computers beside his, which were being used by Courtney and Brandon. It was only after switching to a different computer that we were able to set each cell background color to the same shade and hue. We plan to bring this to the attention of Professor Windholz and potentially issue a bug report. We also moved the image of the pencil and notebook from the “Writing Steps” cell to the “Eight Measures” cell in order to make room for the image of the mnemonic device “Pigs Ordinarily Don’t Really Eat People,” which corresponds to the five writing steps.

## **Conclusion**

The current Home Page group was able to improve upon the template provided by the previous group. They provided a launching pad for us to improve upon, and we worked to the best of our ability to adhere to the guidelines they left for us. We have added more navigational information to the site, increasing accessibility to our audience. We also worked to create a cohesive color scheme and appealing design for the page. However, a few design flaws remain for the next group to focus on. We were unable to readjust the sizes and positions of images on the site. The picture of the bonobo is off-center with the words above it. Additionally, the image of the pig with the five writing steps is too large and requires the user to shift the site to the right to read the entire cell. Ideally, this image should be minimized. Aside from the improvements we’ve made to the Home Page, we believe our group was successful in developing new skills to continue our work on the remaining sections of the wiki.

Donald Dayton, Lindsay Embly, Paige Keefer, Joshua Rosenberger  
Dr. Windholz  
ENG 238 Technical and Professional Writing  
March 9, 2018

## Wiki Progress Report #2

### **Purpose**

The purpose of this report is to describe and assess our progress on editing the “Assignments” and “Grading” sections of the class wiki.

### **Summary**

Our group worked on the Assignments and Grading section of the Class Wiki. In editing this section, our goal was to update the information that was uploaded by the first group that cohhears with the updated syllabus and completed assignments.

### **Introduction**

We began by updating the “Assignments” page. First, we provided a list of all the exercises due, gave a description of each exercise, provided the page number of where the exercise could be found in the book, and listed the due date. Next, to make the page more accurate, we marked off all of the assignments that have been completed by putting a line through each assignment. In addition to this, we edited the description of each assignment listed, adding any missing details from the syllabus and other various documents. For example, in the description of the Job Portfolio assignment, we added that you must have an appointment with the Career Center to review your portfolio for the assignment to be accepted. We also added to the description of the Researched Recommendation Report assignment that you must submit two copies of the rough draft to be reviewed and edited in class. To make the Assignments page more clear and concise, we removed the blank “Deadlines” lines. Instead, we added a “Due Date” line and listed the due dates for all of the assignments. We also chose to italicize the due dates to make them stand out from the assignments to catch the attention of the reader. To complete the “Assignments” page, we changed any small grammar or spelling mistakes. One adjustment we made was removing the word “during from the Oral Presentation Due Date. Another minor correction we made was correcting the typo “April 113” to the correct date, April 11.

The only correction we made to the “Grading” page was updating Assignment and Point scale. Initially, the scale followed the original syllabus that stated we had ten exercises worth ten points a piece. However, the professor updated the syllabus, changing the number of exercises from ten to five after the group posted the scale. In changing the number of exercises, we also had to change the point scale from 100 points to 50 points.

### **Results of Work**

Though we were still unfamiliar with the format of the wiki when we began our new cycle of the project, learning how to edit our pages was not difficult. As we began editing, we made some minor changes to the page. We are still unable to figure out how more than one person is capable of editing the wiki at a time, so as a group we still had to focus on cooperation and equal control of the wiki to edit the assignments and grading efficiently. Much of the progress made was through group collaboration to achieve the most diverse amount of suggestions to these pages as

possible. We believe that our edits to the “Grading” page has given it a more professional appearance which in term creates a more presentable finished product. Our edits in this section were concentrated on the long term goals of the class. This was accomplished through our use of crossing off the finished assignments to show that they had been completed. It helped show that our class is rapidly progressing through the semester and change for the better needed to be made. This creates a long term style of editing these pages that future groups can copy and make their job easier. The next group can use the same form of editing to update the page as more assignments are completed.

Two big changes discovered through our inspection was that there was an error on the syllabus regarding the amount of exercises and the points related to the exercises. Changing the initial 10 exercises to the final amount of 5 corrected an inconsistent number of exercises without changing the final amount of points for the course. The second big change was that the initial syllabus did not have on there the netiquette policy on there worth 50 points. Making these edits to the page’s shows that the page updates as we receive new information from the professor. Students are now able to look at the wiki “Grading” and “Assignments” pages to look at accurate information.

### **Conclusion (and Recommendations)**

Though our contribution to this section of the wiki was not as extensive as our previous assignment, we made considerable progress in editing. Since we did not have a blank slate when we began, we were able to notice areas of possible improvement and edit the pages quickly. Our approach to this page, emphasizing completed assignments, demonstrated overall progression through the course. In addition, other groups can follow the pattern of editing we made or add their own styles to them. However, this does not leave the next group without anything to add to the page. One possible area of future improvement is the wording of the project descriptions on the assignments page. We edited the wording of some of the assignment descriptions to clarify missing information, but we did not edit every description. As a result, the descriptions are inconsistent in style. Some of them are written in second person or a casual tone, while others are more imperative and professional. Perhaps the next group could review the descriptions and rewrite them as necessary. The style can be decided by the next group, but the total appearance of these pages would benefit from consistency. Overall, we did well with using the assignments and grading sections to correct mistakes and indicate student progress in the course.

To: Jordan Windholz, Professor  
From: Adolfo Alvarez, Derek Letts, Logan Myer, Lauren Young  
Subject: Wiki Progress Report 2

### **Purpose**

The purpose of this progress report is to outline the changes and additions our group made to the forum section of our Technical/Professional Writing Wiki page. Our changes and additions include an expansion of the current discussion threads, new discussion threads, a new link for creating a thread and changes to the text and graphics.

### **Summary**

We used the skills we learned from editing the homepage on Wiki to make adjustments to the forum page. When we began the editing process, we noticed that no one had posted any comments in the threads created by the previous group. We commented on the threads before making our changes. We decided to add the question “What is the most challenging part of Wiki?” as a thread to the forum. We used “hyperlink wizard” to post “Most challenging part of Wiki” on the page. By clicking the title, it redirects you to our new thread. A link was created on the main page to make it easier for users to start a new thread. We also made a few changes to the layout and design of the forum.

### **Introduction**

Our group was assigned to work on the forum section of the Wiki page. Everyone spent time individually and in group meetings adjusting the forum page and communicating the changes we made with one another. The forum now offers multiple threads of relevant topics of discussion created by the previous group and our group. The threads range from group work and technical writing to talking about the Wiki. Updates to the text of the main page allow for easier navigation to the forum threads.

### **Results**

Our work on the Wiki page began with examining the threads created by the previous group. Our group provided comments on their tutorial-driven threads, “Questions about Editing Wikis,” and, “Evaluating Group Work”. These comments were posted to expand upon the forum’s purpose of circulating student discussion of the allotted topics. It seems that the only people commenting on the threads are the groups working on the forum at the time. So far, only the previous group and our group have commented on the threads.

After reviewing the threads that were already in place, we decided to try and add a new thread. We created a new page by clicking the “new page” button in the menu to the left. Since we have had our fair share of challenges with the Wiki, the new page was titled “Most challenging part of Wiki”. However, this only created a blank page with our title. There was no box for anyone to

post a comment. After reviewing the already established threads, we discovered we had accidentally created a random page since our new topic was not in the list of threads. Then we saw the “Create a new thread” button and quickly realized the correct way to make a new thread. We titled the thread “Most challenging part of Wiki.” We posted the first comment noting that it is difficult for two people to try and edit a page at the same time. Since it took us a while to figure out how to start a new thread, we felt that it would be helpful if there was a link on the main forum page for users to create a new thread. We inserted text that read “To view the threads and create your own, click here” with “here” hyperlinked to the thread creation page. We hope that future groups or any student wanting to create a thread will find this helpful.

Next, our group focused on changing the layout of the main forum page. The previous forum group created a simple yet effective template for their page. At the top of the page, the previous group had a “Welcome” heading that we felt was unnecessary so we removed it. There was also a set of oddly placed symbols at the top of the page that we removed. The page included a statement describing the forum’s purpose and an eye-catching image, “Wikidot for Dummies.” Since the forum was meant to discuss topics beyond simply editing the Wiki pages, we replaced this image with one designed to symbolize discussions. Beneath the image were links to the threads where specific topics could be discussed. The threads from the previous group included tips for wiki editing and discussions on group work and technical writing. Our new thread now appears below the threads from the previous group. We also changed the link in the top menu. Previously, the link read “Discuss” and we changed it to read “Forum,” for relevancy.

### **Conclusion**

Our knowledge of editing the Wiki has definitely grown since we first started the project. We know the basics of editing pages like adding text with a hyperlink, changing designs to our liking and importing graphics. However, there are advanced commands we still don’t know how to use. We were able to make effective changes to the forum page and hopefully other users will find these changes helpful.

Donald Dayton, Lindsay Embly, Paige Keefer, Joshua Rosenberger  
Dr. Windholz  
ENG 238 Technical and Professional Writing  
March 9, 2018

## Wiki Progress Report #2

### **Purpose**

The purpose of this report is to describe and assess our progress on editing the “Assignments” and “Grading” sections of the class wiki.

### **Summary**

Our group worked on the Assignments and Grading section of the Class Wiki. In editing this section, our goal was to update the information that was uploaded by the first group that cohhears with the updated syllabus and completed assignments.

### **Introduction**

We began by updating the “Assignments” page. First, we provided a list of all the exercises due, gave a description of each exercise, provided the page number of where the exercise could be found in the book, and listed the due date. Next, to make the page more accurate, we marked off all of the assignments that have been completed by putting a line through each assignment. In addition to this, we edited the description of each assignment listed, adding any missing details from the syllabus and other various documents. For example, in the description of the Job Portfolio assignment, we added that you must have an appointment with the Career Center to review your portfolio for the assignment to be accepted. We also added to the description of the Researched Recommendation Report assignment that you must submit two copies of the rough draft to be reviewed and edited in class. To make the Assignments page more clear and concise, we removed the blank “Deadlines” lines. Instead, we added a “Due Date” line and listed the due dates for all of the assignments. We also chose to italicize the due dates to make them stand out from the assignments to catch the attention of the reader. To complete the “Assignments” page, we changed any small grammar or spelling mistakes. One adjustment we made was removing the word “during from the Oral Presentation Due Date. Another minor correction we made was correcting the typo “April 113” to the correct date, April 11.

The only correction we made to the “Grading” page was updating Assignment and Point scale. Initially, the scale followed the original syllabus that stated we had ten exercises worth ten points a piece. However, the professor updated the syllabus, changing the number of exercises from ten to five after the group posted the scale. In changing the number of exercises, we also had to change the point scale from 100 points to 50 points.

## **Results of Work**

Though we were still unfamiliar with the format of the wiki when we began our new cycle of the project, learning how to edit our pages was not difficult. As we began editing, we made some minor changes to the page. We were still unable to figure out how more than one person is capable of editing the wiki at a time, so as a group we still had to focus on cooperation and equal control of the wiki to edit the assignments and grading efficiently. Much of the progress made was through group collaboration to achieve the most diverse amount of suggestions to these pages as possible. We believe that our edits to the “Grading” page has given it a more professional appearance which in term creates a more presentable finished product. Our edits in this section were concentrated on the long term goals of the class. This was accomplished through our use of crossing off the finished assignments to show that they had been completed. It helped show that our class is rapidly progressing through the semester and change for the better needed to be made. This creates a long term style of editing these pages that future groups can copy and make their job easier. The next group can use the same form of editing to update the page as more assignments are completed.

Two big changes discovered through our inspection was that there was an error on the syllabus regarding the amount of exercises and the points related to the exercises. Changing the initial 10 exercises to the final amount of 5 corrected an inconsistent number of exercises without changing the final amount of points for the course. The second big change was that the initial syllabus did not have on there the netiquette policy on there worth 50 points. Making these edits to the page’s shows that the page updates as we receive new information from the professor. Students are now able to look at the wiki “Grading” and “Assignments” pages to look at accurate information.

## **Conclusion (and Recommendations)**

Though our contribution to this section of the wiki was not as extensive as our previous assignment, we made considerable progress in editing. Since we did not have a blank slate when we began, we were able to notice areas of possible improvement and edit the pages quickly. Our approach to this page, emphasizing completed assignments, demonstrated overall progression through the course. In addition, other groups can follow the pattern of editing we made or add their own styles to them. However, this does not leave the next group without anything to add to the page. One possible area of future improvement is the wording of the project descriptions on the assignments page. We edited the wording of some of the assignment descriptions to clarify missing information, but we did not edit every description. As a result, the descriptions are inconsistent in style. Some of them are written in second person or a casual tone, while others are more imperative and professional. Perhaps the next group could review the descriptions and rewrite them as necessary. The style can be decided by the next group, but the total appearance

of these pages would benefit from consistency. Overall, we did well with using the assignments and grading sections to correct mistakes and indicate student progress in the course.

## **Technical and Professional Writing**

To: Dr. Windholz

From: L. Ashberry, M. Schiereck, S. Long, S. Bream (Group 3)

Subject: Wiki Progress Report 2

3/5/2018

---

### **Purpose**

The purpose of this report is to discuss our progress on the Course Text & Resources page including changes, challenges, and what we would like the next group to improve on.

### **Summary**

This report will explain the current state of the page, what each individual in the group has done, and what aspects can be improved. Under the introduction, you will find a description of what the current state of the Course Text & Resources page is. Under Results, you will find what each individual did on the page to enhance its functionality and purpose. In the conclusion, you will find what we think should be improved and some helpful tips for the next group.

### **Introduction**

The current state of the Course Text & Resources page is very different from when we first started. The page can be accessed either from the side navigation bar, or from the top menu bar. It is divided into six categories; Course Resources, Design Help, Wiki Resources, Writing Help, University Resources, and Other Resources. The categories are arranged in two by three columns. Under each heading is a series of relevant hyperlinks. Each section is headed by a bold title in black font followed by red hyperlinks. Under the Course Resources section, there is a blue subheading to denote PowerPoint presentations from previous classes.

### **Results**

When we first saw the original page, our group thought it needed a complete redesign. The page consisted of a few hyperlinks, the assignment schedule, and other unrelated comments. We liked that there were hyperlinks for different files, like the syllabus and launchpad site, and wanted to expand upon that. The group thought that having the assignment schedule listed out was unnecessary and too similar to the assignments page. We also thought that the page introduction and summary was too informal, and we found the link to 'positive affirmations' at the bottom of the page was not needed.

To begin working on the Wiki, we read the previous group's progress report and deleted content that we felt was not needed for the redesign. We then divided tasks accordingly: Shannon worked on the Writing Help and University Resources sections, Luke worked on Course

Resources section and formatting the page, Samantha worked on Design Help, and Meghan worked on Wiki Resources and Other Resources sections, as well as page formatting.

Shannon worked on the Writing Help and University Resources sections. To begin, she started with the Writing Help section by thinking of some websites she uses when she needs writing help. These included Purdue Owl and Grammar Girl, but she also did some research to find that Purdue Owl has a section on technical writing. She included that along with a Purdue Owl page with general writing resources. Along with Purdue Owl and Grammar Girl, she included a link to an Oxford Dictionaries page with writing help.

For the University Resources section, Shannon thought of university resources that would be helpful to students and added the link to their pages. She added the learning center if students were interested in getting tutored, the writing center if students wanted help with their writing or with a paper, and the library databases page that students can use for their final Researched Recommendation Report project.

Luke was responsible for creating hyperlinks for under the Course Resources heading. This involved creating a new link for the course syllabus, Launchpad, D2L and Powerpoints from previous lectures. He created hyperlinks by clicking the hyperlink wizard button on the edit page. This worked for the syllabus, launchpad, and D2L. Luke had to take another approach to upload the Powerpoint PDF files. Unfortunately, the Hyperlink wizard does not work for files that are not in “http” format. After some research and through trial and error, he figured out how to upload all of the Powerpoints from past lectures. Information on how to do this can be found under tips, or under Wiki Resources on the Course Text & Resources page. He created a subheading in blue to separate the Powerpoint files from the other course resources. Once everyone in the group got the material in they wanted, Luke put the content into two columns so users do not have to scroll down far.

Samantha was responsible for the Design Help heading. She used the sites given from the powerpoint lecture, Creating Graphics. To add the hyperlinks for the websites, she clicked on the hyperlink button on the edit page and changed the anchor text to the title of the website. The websites listed under Design help are either graphic sites or graphics software.

Meghan started by first trying to fix the search bar issue. After a lot of experimenting, it did not seem like a realistic goal, so she removed the search bar on the side navigation menu and left the search bar on the header alone. Meghan also figured out how to edit the top bar menu, and added the Course Text & Resources page, the Assignments page and the Grading page to the top bar menu.

After this, Meghan researched how to change font color and found a list of CSS color codes and a how-to guide. She created the Wiki Resources section and added the color chart and guide under it as hyperlinks.

Meghan created another section named Other Resources, and added various resources that did not really fit under the other categories. DaFont.com, a font library that has fonts available for free download, was linked here. She also added a guide that explains copyright laws, so it is easily accessible. The copyright guide is especially important to have when choosing fonts from DaFont because not all of them are available for free use. Specific AIM Workshops from Lehman Library were added in case students were having trouble with study skills, time management skills and understanding plagiarism — all important things to this class. The entire AIM page was also linked in case students wanted to browse other workshops.

Meghan also added two writing help websites under the Writing Help section. The passive voice detector lets you know if your sentence is in active voice or passive voice. The Hemingway Editor checks your writing for complicated sentences, complex words, weak adverbs and passive voice. Meghan added the links for the Career Center, the Technical Writing minor homepage and the page where you can add a major or minor under University Resources.

### **Conclusion**

After editing this page for the last few weeks we feel we have improved it greatly. In the future, we would like to re-add a page introduction and summary, as well as graphics. Adding a video directly onto the page is something we also discussed. The group also thinks that the ampersand in the page name (and all other references of Course Text & Resources) should be removed and replaced with the word. A complete page rename to just “Course Resources” may be necessary.

If it is possible, we would like to see the search bars fixed and have the hyperlinks changed to another color. We think changing the font could also enhance its visual appeal. An expanded Wiki Resource library would be useful, and potentially could be something that can be turned into a separate page. Additional writing resources and design resources would also be helpful.

While we did read the previous group’s report, we didn’t really incorporate any of their suggestions (which were, according to their report: 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,) because they seemed like something better suited to the assignments page. Our group thought that this page should be somewhere when you need help on a project or with the wiki, not a glorified syllabus.

### **Tips**

Below are a few different tips when working on pages.

To add hyperlinks, you can click the hyperlink wizard icon in the second row near the middle on the edit page. Unfortunately, if you click insert code and then save, it will not work. To fix the problem click “save and continue.” An easy addition problem will appear under the text box that you will have to solve. Once you solve the problem and confirm that you are not a robot it will allow you to save.

To change a PDF to a hyperlink, the process involves exiting out of the editing screen and scrolling to the bottom. First, click file in the right hand corner to bring up a page to add files. Second, click “upload a file from your computer” and add the PDF. Third, once the PDF is added to the file, click the “info” link on the left side of the file you want to make into a hyperlink. Fourth, copy the now http link and put it into the hyperlink Wizard. The guide for uploading PDFs as hyperlinks was added under Wiki Resources.