

Houston Community College- SOUTHEAST
ENGLISH 2311 SYLLABUS – SUMMER I 2014
Distance Education Summer I 5-week

Instructor's Name: P. Wayne Stauffer **CRN** 11974 **Days/Time:** 24/7 Online DE June 2-July 3, 2014
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Studies situational analysis, data analysis, and presentation of technical and industrial project development through letters and reports. Practices precise audience identification, including product and process specification and presentation, safety reporting, and governmental compliance and proposal writing. Includes periodic and progress and other forms of reporting and related correspondence, plus use of form and extended reporting.

Required Textbook: Lannon & Gurak, *Technical Communication* (TC)

Grade Percentages: (The total will equal 100%)

- 15% Cover Letter, Resume & Talking Points (pkg of 3)
- 15% Interoffice Memos (pkg of 4)
- 10% Informational Brochure
- 10% Task Instructions—Safety Procedure
- 30% Feasibility Study—(Report 15% / PowerPoint Presentation 15%)
- 10% Weekly Activity Report
- 10% Hardware Test Summary

Submit by:

- June 5, 2014
- June 12, 2014
- June 16, 2014
- June 19, 2014
- June 26, 2014
- June 30, 2014
- July 3, 2014

HCCS Crucial Days

- June 2: Classes begin.
- June 5: Attendance date of record
- June 23: Last Day for Administrative and Student Withdrawals
- July 2: Instruction Ends

This course is a web-enhanced or Online course. The web-enhanced group will meet live in the classroom, and both groups will submit all assignments on-line through HCC's Eagle Online (EO) learning management system. All handouts, lecture notes, and assignment instructions are posted in EO as well. To get to EO, use the Firefox browser to go to www.hccs.edu, Select "Online Courses," then select "Eagle Online login" (or use this link to go directly to EO <https://hccs1.mrooms3.net/login/index.php>). Type your W student ID number for the Username, and type the word "distance" for the password the first time you login. You can change the password once you are logged in. If you have any difficulty with access to this, contact the professor the next class period. Your access to this learning management system will be vital to your success in the class.

Assignments and Late Work: Assignments are listed by the week on the syllabus; however, the instructor reserves the right to make revisions in the syllabus, as needed. Students who are absent are responsible for getting missed work/notes from other classmates, which is referred to as "networking." You will submit all assignments for evaluation through Eagle Online. All assignments must be typed. Students should store all papers until the end of the following semester. I WILL NOT ACCEPT LATE ASSIGNMENT SUBMISSIONS EXCEPT IN CIRCUMSTANCES THAT I DETERMINE TO BE AN EXTREME MEDICAL EMERGENCY WITH DOCUMENTATION THAT I DETERMINE APPROPRIATE ON A CASE-BY-CASE BASIS. I WILL NOT ARGUE WITH STUDENTS ABOUT THIS. THIS IS PRIOR NOTICE OF THE POLICY.

Make-up Policy: Students who miss the midterm or the final exam are expected to speak with the instructor first to explain the reason for the absence and may be asked to produce documentation to support it. Students will be allowed to schedule a time to write the exam at the instructor's convenience *at the instructor's discretion*.

Incompletes: A student who receives an "I" (Incomplete) in the course has one long semester to complete course work. If the work is not submitted by this time the grade will automatically become an "F."

Attendance: HCCS policy stipulates if a student misses 12.5% of class (which equates to approximately 6 class hours/4 class periods of instruction), that student may be dropped from the course *at the instructor's discretion*. As an Online class I will use the date of record as my attendance date. If you have not logged into Eagle Online by that date, the system will likely drop you from the class.

Withdrawal: If a student decides to drop the course, he/she must do so on or before the last day to withdraw, which is posted on this course calendar, as well as the class schedule. If a student simply stops attending and fails to officially withdraw, he/she runs the risk of receiving an F in the course, regardless of his/her average. It is the student's responsibility to know the correct procedure for

dropping a course.

Communication with instructor: This is essential in all your classes. Please keep me informed of any problems you are having, either with the course itself, or in keeping up with assignments. Remember: instructors are your allies, not your enemies, but you must keep them informed if you are having problems. Questions are invited in this course. It is the opinion of your instructor that questions from students demonstrate both interest and knowledge. Always feel free to ask questions.

Important Materials: electronics data storage media, note paper, Dictionary, Thesaurus.

Preparation for class assignments: It is the students' responsibility to keep up with all course assignments! Students need to be aware that for the **3 hours** they are in **class**, they could conceivably spend **5-6 hours outside of class** on assignments. Part of a student's success in ENGL 2311 is his/her ability to adapt to the **pace**, working on several assignments at once, which requires many skills: following directions, reading, understanding, thinking, planning, writing, preparing documents, revising and proofreading, correcting errors in writing, participating in class discussions, and presenting.

Student Grievances: Students who wish to complain about any aspect of their education should first speak with their instructor. If the situation remains unresolved, then the student has the right to file a student grievance. Forms can be picked up in the office of the Dean of Instruction. These forms are first submitted to the Department Chair who will then consult with the student and other parties involved in an effort to come to a reasonable resolution of the problem. Read your **Student Handbook** paying particular attention to the section on Student Policies. Within this section is a segment on **Grievance Procedure** as well as one on **Academic/Scholastic Dishonesty**. It is important that you familiarize yourself with both your rights and responsibilities as a student. **HCCS Student Handbook** -- <http://digital.turn-page.com/title/7027> Distance Ed students also must be familiar with the DE student handbook -- <http://de.hccs.edu/portal/site/de/menuitem.2b6e81332bdb11b9759b8e10507401ca/?vgnextoid=6fb5596a7e1ff110VgnVCM2000001b4710acRCRD&appInstanceName=default>

Cheating/Plagiarism/Academic/ Scholastic Dishonesty: The Houston Community College *Student Handbook* defines the following criteria: "Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion." Please refer to the *Handbook* for the specifics of cheating on a test. "Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit." Collusion means "the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty include a grade of 0 to F for the particular assignment, failure in the course, and/or recommendations for probation or dismissal from the College System." Handbooks are available online at <http://www.hccs.edu/hccs/current-students/student-handbook/the-student-handbook>. **YOU WILL EARN A ZERO (0)/F FOR THE ASSIGNMENT FOR PLAGIARISM.** This is your fair warning. If you do this too many times, the zeroes will result in a failing average for the course.

Student Conduct: The guidelines for student conduct are specifically defined in *The Student Handbook* [as] "mature, responsible adults ... they will voluntarily observe these rules as a matter of training and habit. Students [will] not interfere with or disrupt the orderly educational processes of the College System." It is expected that students will demonstrate both courtesy and cooperation in the classroom. A student who either cannot or will not extend both courtesy and cooperation may not continue the course. Ringing cellular phones or sounding pagers constitute an interruption of instruction. Students must remember to **TURN OFF phones and beepers** when they are in class.

Southeast Campus Writing Center: The Southeast Campus provides a Writing Center in Room 229B in the Felix Morales building. To check out the Writing Center online, go to <http://learning.sec.hccs.edu/courses/tutoringcenters/writingcenter>. To make an appointment for writing assistance in the Writing Center, go to <https://www.rich15.com/hccs>. For additional online tutoring assistance in English, go to <http://www.askonline.net>. The instructors in the Writing Center won't write your papers for you, but they will give you expert advice and guidance in completing your written assignments for all of your classes, not just for English classes.

Web site for HCCS Cancellation, Delayed Opening/Early Closing: "In the event of severe weather or other conditions that pose a threat to the health or safety of students and/or employees, college administrators may make the decision to close campuses in affected areas. In this case, students, faculty, and staff are advised to monitor local radio and television stations for information and updates." In addition, students can log on to www.school-closings.net to find out about delays and canceled classes.

Grades: 100-90 A 89-80 B 79-70 C 69-60 D 59-0 F

At the end of the semester logon to your HCCS account to see your grades. The instructor posts grades in Eagle Online and in Peoplesoft.

Disabilities: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Services Office. For more information, go to the HCC ADA Web site at: <http://www.hccs.edu/students/disability/faculty/index.htm>. For questions, call John Reno at 713-718-8397.

EGLS³ -- Evaluation for Greater Learning Student Survey System -- At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Technical Compliance:

This class is a distance-education (DE) or web-enhanced live class, using Eagle Online to present lectures, assignment instructions, supplemental “handout” materials, and for student submission of homework/exams for evaluation. It is the student’s responsibility to learn how to use EO, including email, assignment submission, checking announcements, checking grades, accessing files, and so on. The Professor will provide a demonstration of the system in live web-enhanced classes and a limited amount of troubleshooting for DE classes. I will attempt to troubleshoot what difficulties you may have with EO, but it may be that you will need to contact one of the IT specialists in the system for help (desupport@hccs.edu). If the troubleshooting, does not work, a face-to-face conference may be needed.

Each student is responsible to maintain Internet access throughout the duration of course. Additionally, students are expected to maintain a state of technical compliance, including (but not limited to): up-to-date software as required by the instructor/system; a stable Internet connection; and use of the **Firefox** browser when using Eagle Online. The instructor is not required to give consideration for lost/missing/unacceptable work stemming from technical non-compliance and/or end-user technical issues. Failure to maintain Internet access shall not constitute a valid excuse for missed work. Each HCC campus has a computer lab specifically for student use and access to the Internet. Additionally, the HCC Library facilities have computers for student use. If the student’s personal Internet access goes down for whatever reason, the student still has access to HCC facilities to continue the work without excuse. Any student who cannot keep up with the coursework in these circumstances must consider dropping the course.

If a student has not reset his/her email profile within PeopleSoft to reflect that email which he/she uses most often, the Eagle Online system will default to delivering notifications and messages to that student's HCC default email address, i.e., firstname.lastname@student.hccs.edu. The Professor is not responsible for communicating with students who fail to follow this instruction.

Core Objectives

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making
- **Teamwork** (Comp I, Comp II, and TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** (Lit Only)—to include the ability to connect choices, actions, and consequences to ethical decision-making

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long and which includes an oral presentation component as well as a visual component. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.

English Program Student Learning Outcomes (Composition, Literature, Creative Writing, and Technical Writing)

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.

5. Communicate ideas effectively through discussion.

ENGLISH 2311 STUDENT LEARNING OBJECTIVES

- Analyze communication contexts rhetorically by understanding audiences, purposes, and situations
- Create technical documents that solve problems and improve situations through communication
- Write effective technical prose and edit documents for clarity and conciseness
- Design convincing and usable documents
- Analyze the ethical responsibilities involved in technical communication
- Communicate effectively with diverse audiences
- Collaborate on communication projects

Mission Statement: The purpose of the English department is to provide courses that transfer to four-year colleges; to introduce students to literature from diverse traditions; to prepare students to write clear, communicative, well-organized, and detailed prose; and to develop students' reading, writing, and analytical skills.

TECHNICAL AND INDUSTRIAL CORRESPONDENCE AND REPORT WRITING is a project-based course designed to give you experience in writing and presenting technical information to a variety of audiences. You will be expected to compose and produce technical reports that define or describe concepts, mechanisms, instruments, processes, and/or equipment pertinent to your field. You will also be expected to compose a set of technical instructions, a persuasive document advocating a change or purchase, and a proposal. The culminating project is a feasibility study, which asks you to look into the future of your career field or workplace and study the feasibility of future trends, issues, and/or needs, then report in written report form the findings of your study. You will also learn how to incorporate illustrations and document your sources in technical reports.

1. The activities and class projects will provide you with the opportunity to develop necessary job-related skills such as the abilities to work with a team to complete course material, make decisions, and solve problems; to manage your time effectively, and to write collaboratively. In this course, the instructor functions primarily as a facilitator. In addition to the application of course content, each student will be expected to demonstrate the following **core abilities**:

- ⇒ Adaptation to change.
- ⇒ Critical and creative thinking to solve problems, resolve conflicts, make decisions and complete Course Material.
- ⇒ Cooperative work habits and attitudes in a team environment.
- ⇒ Ways of communicating that honor diversity both in the classroom and in the team.
- ⇒ Personal integrity through ethical and responsible behaviors.

This course is not self-paced; however, with good time management, you may find that you are able to work ahead and complete individual assignments before expected deadlines.

MINIMUM GENERAL GRADING CRITERIA FOR WRITTEN REPORTS

Grades for written reports will be based on the characteristics of good writing, including but not limited to the following:

First Impressions

- Clean, neat, balanced arrangement and appearance on the page.
- Appropriate design elements use.
- Customer focused: Ask yourself this question before submitting your document, "If I were on the job and had to present this document to my supervisor or to one of my external customers, would the final document exceed this person's expectations and requirements?"

Assignment's Requirements Met

- Work assigned has been completed according to the directions given and by the standards set by the team for the project.
- Work comes in on time or before the set due date.
- Teams divide the writing Course Material evenly among team members so that each member writes his or her "fair share" of the document. Teams assign graphics, layout and document design, and final editing separately from the writing so that they are equitably shared among team members.

Technical Writing Styles Used

- Clear purpose and scope statement appears within the introductory paragraph.
- Idea development and support evidence are clearly demonstrated in well-transitioned paragraphs.
- Conclusions and recommendations (where appropriate) are clearly stated and realistically logical for the project.
- Introduction/body/conclusion format is readily evident; the entire document demonstrates characteristics of unity, coherence, and completeness.
- Current conventions of standard American English are applied to all sentences and paragraphs.

- The audience that has been targeted is clearly identified within the text of the written project or, when more appropriate, with the identification information that appears on the back of each document's final page upon submission.

Final Document Readiness

- Word processed or typed with professional, technical report appearance.
- Clear identification of author(s) on the document.

English 2311 SUMMER I 5-week 2014 Calendar

Wk	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	1 June	2 <i>Class begins</i>	3	4	5 Due: Cover Letter, Resume, Talking Points	6	7
2	8	9	10	11	12 Due: 4 Interoffice Memos	13	14
3	15	16 Due: Info Brochure	17	18	19 Due: Task Instructions	20	21
4	22	23 Last Day to Withdraw	24	25	26 Due: Feasibility Study-2parts	27	28
5	29	30 Due: Wkly Activity Rpt	1 July	2	3 Due: Hdwr Test Summary	4	5

Class

<https://eo2.hccs.edu/login/index.php>

Period English 2311 Topics

Assignments--Readings in TC

Week 1	Class Orientation, Sizing up the workload, Audience Analysis, Professional Tone & Style Due: Cover Letter, Resume, Talking Points	Resume and Application Letter—Chr 18 Read Chapters 2, 3, 10 & 11
Week 2	Collaboration & Teamwork and Trip Reports Due: Interoffice Memos	Email & memos-Chrs 15,16, & 17 Read Chr 5 Read Chr 22
Week 3	Ethics & Task Instructions Due: Informational Brochure Due: Task Instructions	Instructions—Chr 21 Read Chr 4 & 9
Week 4	Copyright & Plagiarism Oral Presentation Packages Industry Documentation Standards Due: Feasibility Study- 2 parts	Read Plagiarism study guide PDF Read Chr 12, 13 & 25
Week 5	Editing—Revision, revision, revision Weekly Activity Reports Meeting Summaries Due: Weekly Activity Report Due: Hardware Test Summary	Feasibility Study Read Chr 12, 13

The readings listed here will help you accomplish the assignments for the course. Read them for more guidance on completing the work.

English 2311 Writing Assignment Instructions

There is no provision for extra credit work in this course. Complete and submit the following assignments by the due dates.

15% Getting the Job—Cover Letter, Resume, and Interview Talking points (Refer to chapter 18 in Lannon and Gurak)

Go to monster.com, godaddy.com, a specific corporation, or some other job website, and search for a job posting. You must provide the hot link to the position in the cover letter.

This assignment has 3 parts: the *cover letter* to apply for the job, the *resume* to accompany the cover letter, and a list of *talking points* to raise in the interview (each is worth 33 1/3 points—100 total).

Write a 1-page cover letter to the HR office for the company to explain why you sent the resume. This letter could include: a reference to the specific job position; your motivation to apply for this job or this company; your long-term goals and how you believe this job fits into achieving those goals; what strengths you have that will make you a valuable asset to the company; how you think working for this company will improve you as a professional in the field.

Develop a *resume* to communicate your qualifications to hold a specific job. Typically, you need to emphasize any education or training and any experience you have in the job or a similar job. Keep it to 2 pages or less (that means both sides of one sheet of paper.) Follow the directions in the book on other info to include.

Make a short list of additional *talking points* (less than 2 sides of a 4" x 6" notecard) you want to emphasize about yourself that did not fit into the resume or cover letter. This list might include how a hobby or side interest you have is related to the job; any community/volunteer activities you participate in; how you see the job as a part of the “big picture” of the business or community around you; any other information you think might make you stand out in the memory of the interviewer after the interview as he/she makes the decision on which candidate to hire. You would take this list to the interview to prompt you in the stress of the moment.

15% Interoffice Memos/Email (Refer to chapter 15 & 16 in Lannon and Gurak) This set of 4 short assignments includes several common pieces of writing in many jobs. Use the standard heading at the top of each submission.

Write each as a separate email (1-page or less) to your manager (each is worth 25 points—100 points total):

Complaint—Report a situation that you find difficult to deal with in the workplace, for examples: equipment consistently does not work; a co-worker is not performing his/her job; you believe a co-worker is behaving in an unethical manner; the temperature in your work area is uncomfortable; someone consistently eats your lunch from the community refrigerator in the break room; the bathroom is regularly dirty; or some other problem you think the manager needs to know. Keep the tone of this email professional, avoiding name-calling and emotionally charged personal attacks on the person you believe to be the perpetrator. Your comments may become a part of the formal record, yours or someone else's. You do NOT want to portray yourself as someone who is immature, petty, or vindictive. Just raise the issue, offer a solution, and request the boss's attention to this issue.

On-the-job Accident Report—Write an accident report for a minor injury you sustain in the workplace (a twisted ankle on the stairs, a mashed finger/hand in a file drawer, a chair broke while you were sitting on it, bumped head on file drawer, slipped on a spot of liquid on the floor and landed hard on a wrist). This email will become part of the Workman's Compensation record of the incident. Do NOT write a report on an injury so minor that nothing needs to be done—this wastes your time to write it and your manager's time to read it, and it serves no purpose.

Request for travel, equipment, new software, training (choose one)—Write the rationale for whichever one you select: travel, equipment, new software, or training. Explain what it is and why you want it for the workplace. Be sure to emphasize the direct benefits the company and other employees will derive from this acquisition. Include any costs involved, anticipate 2 or 3 reasons why this request might not be granted, and give your responses to the objections.

Trip Report—Write a summary (no more than 2 pages long) of a professional conference you attended. Be sure to include details of the conference contents, an explanation of the applicability of conference content to your workplace, and a recommendation for your manager on something you would like to implement in the workplace, based on what you saw at the conference. You must convey why the company will benefit from your presence at this event and why the expenses of the trip were worth it to the company.

10% Informational Brochure—Use Powerpoint to build a six-panel brochure (3 inside, 3 Outside) no more than 2 sides of a sheet of paper. Incorporate graphics as appropriate. (Refer to chapter 12 in Lannon and Gurak)

The company IT department needs to educate employees on ways to keep the company data and computer network from being compromised. Your task is to develop a three panel brochure that briefly describes several kinds of computer security issues and tells employees what to do to protect their computers against hackers or intrusion. Your brochure will

be distributed company-wide to all employees.

10% Task Instructions— Choose 1 of these and write a thorough set of instructions. Incorporate graphics as appropriate. (Refer to chapter 21 in Lannon and Gurak)

Many businesses are increasingly safety-conscious. You manager has given you the task of writing instructions on what actions to take for 1 of the following:

- in the event of a Fire Evacuation;
- basic office safety;
- disaster recovery preparations for the office situation (think earthquake, hurricane, tornado, fire, flood—choose just one)
- precautions to take when going on travel for the company

Your manager wants this fill 2 sides of a sheet of paper so it can be laminated and posted in every office/cubicle.

10% Weekly Activity Report—Write a 1-paragraph summary of the hypothetical activity in the exercise (see below). Pretend that you were a part of the activity. Read the lecture on Weekly Activity Reports before you start this assignment.

30% Feasibility Study—Group project— I will divide the class into groups and inform you of the team members. Your team will submit a multi-paragraph report (15%) no more than 4 pages long and a PowerPoint Presentation of the information (15%) no more than 6 slides long. (Refer to chapter 23 in Lannon and Gurak TC)

The computers in your office area are due for an upgrade. Propose to your management that they should issue all exempt employees (that is, non-administrative staff) a state of the art tablet computer for work-related use instead of a laptop/desktop computer upgrade. You will need to include four parts: Description of the Problem, Explanation of the Solution, Possible Objections/Opposing Arguments, and Responses to the Objections. In your proposal be sure to include the following:

Problem	Solution	Objections	Rebuttal
Describe reasons why the current equipment is not working well; costs associated with maintaining current equipment; any loss of productivity due to the current equipment;	Explain money costs, equipment security, software compatibility, standard software loads, disposition of the old equipment, ergonomic issues, tablet access to printers, tech support, wifi installation, data on: potential productivity improvement, improved responsiveness to customers, cost savings, etc.	Anticipate “push back” or resistance from company management to not implement this proposal. give several reasons for not using this solution and/or why this solution will cause problems	Provide arguments that respond to each point of resistance; how would you respond to a VP comment, “We don’t have money for ‘toys’ for employees”?

10% Hardware Test Summary—Watch the video posted in Eagle Online and take notes. You will only be able to watch the video once, so listen carefully and take notes as best you can. Then use the notes to write a 1-paragraph summary of the event. Conclude your summary with the test result. (The audio is silent for the first ~1.5 minutes. Run time for the video is ~11:00.)

Your manager directed you to attend this test of a vent diffuser for liquid air formation. You know nothing about this “thing” or the technology, and you tell your manager as much. The manager tells you she understands, but she needs someone to go and observe and report back on the test procedure and the results. No others in the office are available, but she knows you take really good notes. Do the best you can.

Weekly Activity Report Exercise

[Context—this inspection took several days one week to perform in the early-2000s. The point of the activity was to identify and remove all sharp edges on the pressurized mating adapter (PMA) that was to be delivered to the International Space Station. The hardware was fabricated by one commercial company, but the government contract required a complete, thorough inspection by NASA representatives to assure that there were absolutely no sharp edges that could tear an astronaut's space suit in the event that an astronaut had to go out and climb around this part of the station. There are several PMAs that connect different modules of the space station together. The following description was a trip report on the event, but it is too long for a weekly activity report.]

Payload Sharp Edge Inspection – Company Safety personnel participated at the Payload Sharp Edge Inspection to assist ABC contractor in correcting sharp edges found on the hardware. Company Safety personnel, structural engineering, ABC Extravehicular Activity (EVA) Safety, Quality, an ABC contamination consultant, and a materials specialist all participated in a 100% sharp edge inspection of all 1000 bolt heads on the payload hardware. The result of the 100% inspection identified seventeen sharp bolt heads on Part 1 and nine on Part 2. These numbers did not reflect the numerous sharp edges identified on bolt heads caused by improper application of an epoxy torque striping having raised sharp "pigtailed". The group was able to correct the torque striping sharp edges real-time without any impact. As a result of the problems the torque striping creates, Company Safety recommended that a sharpie pen be used for future torque striping. It was noticed that a sharpie had been used on the hardware instead of torque striping.

Corrective action for fixing the sharp bolt heads on the Pressurized Mating Adapters (PMAs) had not been specifically determined; however, the group was favoring to file the sharp edges with a special ceramic stone and re-swatched versus removing and replacing due to the low number of incidences.

The significant number of exposed bolt threads (hundreds) were all declared sharp and there was consensus in the EVA community to fix these. It was determined by the group that the best course of action was to incorporate acorn nut caps on all bolt ends. This process was started before Company Safety inspected and witnessed the installation procedure before leaving the site and were pleased with the results.

Allen head bolts were also identified as being sharp since they consistently gouged the room-temperature-vulcanized (RTV) swatch with less than 20lbs of pressure. It was decided that the Allen head bolts did not pose a catastrophic risk to an EVA crewmember. These Allen heads are located on connector panels in very close proximity to where the EVA crewmembers hands are expected to be performing mating and demating of these connectors. Company Safety recommended that these Allen head sharp edges be fixed to reduce wear on the EVA Mobility Unit (EMU) gloves.

Sharp edges of significance were also found on the hardware. There was sheet metal which had not been rounded at the corners (i.e., left square) which penetrated the swatch material. Also, there was wire wrap that was sewn into this sheet metal attaching adjacent multi-layer insulation (MLI). This wire wrap, where ends were sticking up, cut swatch.

Aside from the sharp edge inspection/correction process, Company Safety noticed a significant amount of contamination on the hardware. Much of what looked like machining oil and debris was noticed on the swatch material when trying to swatch hardware. These swatches were retained by ABC Contractor to document this contamination on the payload.

Now apply the WAR Formula in the lecture to this report to condense the important information in it into one paragraph of 4-5 sentences in length. Include all important information, but leave out irrelevant and redundant information. You must also convey why this activity was important for the Company.

There is no provision for extra credit work in this course. Complete and submit the following assignments by the due dates. I will NOT accept late work.